MY MEDIA LOG

✓ 1. For learners to think critically about the **media** that they use.
✓ 2. For learners to understand the role of digital media, and exposure to **gender roles** and **stereotypes** perpetuated through media.

🕐 45 Mins

⭐ Worksheet **'My Media Log'** (provided)

PROCEDURE

PRIOR TO CLASS

1 On the Friday before you use this exercise in class, ask learners to keep a detailed log of all their technology/media-related activities over the weekend. 'My Media Log' worksheet is provided.

2 Ask learners to bring their logs to class for discussion.

IN CLASS

3 Have learners refer to their logs and calculate the amount of time they spend using **media** in an average weekend.

4 Have learners refer to their logs to discuss the following:

a. Were you surprised by how much or how little media you used?

b. Which types of media did you use most?

c. Do you tend to do media activities alone, with friends/peers, or with your family?

d. What do you do more of - consume (watch, listen, read, play, share/re-post) or create (make comics, take pictures, write, post, blog)?

e. What gender roles did you find were emphasised in the media you used?

For example, how are **women**/girls and men/boys, and the relationships between the two, represented in the images, lyrics, games, photographs and adverts that you see? Are other genders (e.g. **trans*** or **genderqueer** people) represented?

f. What about the media that you create? How do you depict gender?

g. Considering your daily exposure to media/techology. how does the portrayal of **gender roles** affect you and your peers? How does it differ for different genders?

Guide the discussion to include:

• How **women** may be represented in the media as being powerless, or as only having power in terms of sex appeal.

• That by constantly seeing, hearing and internalising that women are sex objects, meant to be attractive, have value only if they are pretty, have value to men only when they are young, and have value only in the home or as mothers, it might impact on women's **self-image** (and on men's expectations of them).

• How men are frequently portrayed as tough, aggressive, non-empathetic and even **violent**.

• How some media images of men, and of women may perpetuate an acceptance of **gender-based violence** because of the way that men and women are represented. For example, women may be shown as being subservient in advertisements, and are often shown in ways that are sexualised.

• The objectification of female bodies normalises the idea that women are sexual objects for male gratification, and this normalises **domestic violence** and **sexual assault**.

• There are almost no representations of alternative or non-stereotypical **gender roles** (such as more feminine men or more masculine women), and **trans** and **genderqueer** people are noticeably absent. If they exist, they are often caricatured. This reinforcement of traditional gender roles, isolates and alienates those who are different.

5 Next, ask learners if there is anything that they would change about the way they use digital media, or how frequently they use it.

6 To wrap up the discussion, ask learners how we can learn to use digital media for enjoyment and communication, while maintaining realistic views about **women** and men, girls and boys, and **gender minorities**. Ask learners how we can avoid letting media negatively influence the way we treat women and **gender minorities** in our own lives.

Answers may include:

- By recognising **gender stereotypes** and sexism in the media that you use.

- By talking with your friends, peers and families and alerting them to gender stereotyping and **sexism** in the media.

- By choosing media that is more diverse and fair in its representation of **gender**.

- By ensuring that your own representations of gender in the media that you create are diverse and fair.

- By standing up to **bullying** on the internet and in **social media**, especially when it has gender connotations (example **trans** or **homophobic bullying, slut shaming)**.

TEACHER TIPS

General

This exercise is best done after some initial introduction to **gender** and **media**, so that learners can recognise the media impact on conveying gendered stereotypes.

Making the Link with Gender & Violence

Many learners use various forms of media on a regular basis. This means that they are constantly exposed to the media messages about **gender roles**. **Women** are often sexualised in **violent** ways, so learners must be able to identify these trends and avoid the passive acceptance of **sexist** and violent images and **stereotypes**.

Through **objectification** and **violence**, women are portrayed as sexual objects who are less worthy of respect, and this contributes to the pervasive and permissive attitude to **gender-based violence**.

Similarly, the invisibility and misrepresentation of sexual and **gender minorities** also contributes to their 'othering' and makes them more susceptible to **violence.**

Assessment Ideas

1 Learners can be asked to write a paper explaining how the amount of time they spend using digital media, and what they view, can influence their views of **women** and **gender roles** in society.

2 Learners can write a reflection paper where they compare and contrast two types of **media** that they use most frequently (for example, watching TV and internet-based **social media**), and comment on how this **media** exposes them to **stereotypes** about **gender roles**.

References:

Adapted from: *Common Sense Media. Lesson: My Media (6-8). http://www. commonsensemedia.org/educators/lesson/my-media-6-8*
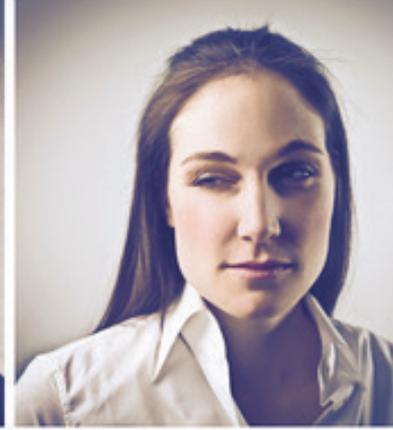
MY MEDIA LOG DAY 1

Log your time spent on each of these categories.

SATURDAY							
TIME	Internet (PC/Cellphone)	Social & Chat Media (PC/Cellphone)	TV or Movies	Games and Apps (PC/Cellphone)	Video/Console Games	Music (Radio/CD/MP3/TV)	Magazines
1 am							
2am							
3am							
4am							
5am							
6am							
7am							
8am							
9am							
10am							
11am							
12 noon							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							
11pm							
12 midnight							

MY MEDIA LOG DAY 2

Log your time spent on each of these categories.

	SUNDAY						
TIME	Internet (PC/ Cellphone)	Social & Chat Media (PC/ Cellphone)	TV or Movies	Games and Apps (PC/ Cellphone)	Video/ Console Games	Music (Radio/CD/ MP3/TV)	Magazines
1 am							
2am							
3am							
4am							
5am							
6am							
7am							
8am							
9am							
10am							
11am							
12 noon							
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6pm							
7pm							
8pm							
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10pm							
11pm							
12 midnight							