

# Media Messages - A Gallery Walk

## Michigan Merit - Sexuality

7.6 Explain how stereotypes, norms peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.

### Use:

- Discuss and interact with media messages regarding: gender stereotypes and sexual messages in advertising and the media.
- Using print media, discuss the messages that influence sexual decision-making and the societal pressures that are perpetuated by the media.

### Preparation:

- Create posters or provide media examples for use at the desired number of stations in the gallery walk.
- Post questions for each station linked to the media example provided
- Have butcher paper/large pieces of paper, or white boards available for each station.
- Markers for placement at each station or to provide for each group to use
- Select a separate set of ads for a variety of products, cover telltale items for "guess the product". Ad should be depicting sexual messages for non-sexual products. Websites or popular magazines available for teens are good sources. A variety of modes should be represented: Music. Television, print, advertisements with a variety of possible messages.
- Post Ad with product symbols covered around the room on wall. For providing answers, a copy of each before the product covers are placed OR put the ads into plastic sleeves, place covering materials onto sleeves, and remove the ad for providing answers.
- Make copies of the "guess the product recording sheet" for each student. (25 ads = 25 lines)

### Implementation:

**Step 1: Deliver a mini-lecture** on what is a stereotype and examples of specifically sexual stereotypes. (Note: the activity could be used for all stereotypes including cultural, gender, orientation, racial, occupational, etc) May choose to include information on effects of media on body image, gender roles, violence against women, video games, and sexual messages.

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*Stereotypes act like codes that give audiences a quick, common understanding of a person or group of people – usually related to their class, ethnicity or race, gender, sexual orientation, social role or occupation.*

Source: Media Awareness Network <http://www.media-awareness.ca>

## **Stereotypes:**

- reduce a wide range of differences in people to simplistic categorizations,
- transform assumptions about particular groups of people into “realities”,
- are often used to justify the position of those in power
- Perpetuate social prejudice and inequality.

## **Female Stereotypes:**

- the femme fatale - seductive and dangerous
- the super-mom – able to handle everything all at once
- the sex kitten – sexually provocative women
- corporate climber / businesswomen – ruthless and ambitious
- Bimbo – unintelligent, ditzzy
- Gold-Digger - Just out for your money

Whatever the role, television, film and popular magazines are full of images of women and girls who are typically white, desperately thin, and made up to the hilt—even after slaying a gang of vampires.

## **Male Stereotypes:**

- **The Joker** is a very popular character with boys, perhaps because laughter is part of their own "mask of masculinity." A potential negative consequence of this stereotype is the assumption that boys and men should not be serious or emotional. However, researchers have also argued that humorous roles can be used to expand definitions of masculinity.
- **The Jock** By demonstrating his power and strength, the jock wins the approval of other men and the adoration of women. Many are willing to "compromise his own long-term health; he must fight other men when necessary; he must avoid being soft; and he must be aggressive."
- **The Strong Silent Type** focuses on "being in charge, acting decisively, holding in emotion, and succeeding with women." This stereotype reinforces the assumption that men and boys should always be in control, and that talking about one's feelings is a sign of weakness.
- **The Big Shot** is defined by his professional status. He is the "epitome of success, embodying the characteristics and acquiring the possessions that society deems valuable." This stereotype suggests that a real man must be economically powerful and socially successful.
- **The Action Hero** is "strong, but not necessarily silent. He is often angry. Above all, he is aggressive in the extreme and, increasingly over the past several decades, he engages in violent behavior."
- **The Buffoon** commonly appears as a bungling father figure in TV ads and sitcoms. Usually well intentioned and light-hearted, these characters range from slightly inept to completely hopeless when it comes to parenting their children or dealing with domestic (or workplace) issues.

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## Step # 2 - Gallery Walk (On wall and Tables/Desks)

- Divide group into the number of table stations provided. (posters as described above)
- Groups will begin at one station, answering the questions on the tablet or butcher paper.
- After a short period of time, instruct the students to rotate to the next station.
- The group answers the questions at the next station, adding to what the previous group has already written without commenting on the previous groups' answers.
- Before or after each group has completed the gallery walk at the stations, the "Guess the Product" wall display ads can be recorded.

## Step # 3 - Discussion and Processing

- Assign each group a poster from a station.
- Have each group read and summarize the answers from the class for each station's poster.
- Clarify and discuss each as presented and ask questions to help students evaluate the media and it's impact of sexual decisions and pressures.
- Unveil the ads that were placed on the wall. If a document camera is available, show each ad, and discuss the underlying messages of each. Are there stereotypes for either men or women? What are the underlying sexual messages of each?

## Teaching tips / Extensions:

#1 provide teach group with several of the posted ads and answer specific questions regarding each before discussion.

#2 change the ads for use with Alcohol, Tobacco, GLBTQ, diversity...

#3 continue to access magazines to which students have access or computer generated materials that are current. Using the current pop culture materials is important to help student personalize the material.

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## Sources:

### Britney Spears "Circus"

Britney Spears, "Circus"

Image retrieved 9/19/2009 from: [www.mercurynews.com](http://www.mercurynews.com)  
Songwriters: Gottwald, Lukasz; Kelly, Claude; Levin, Benjamin  
© Studio Beast Music; Warner-Tamerlane Publishing Corp.  
"Circus" Lyrics on <http://www.lyricsmania.com>

There's only two types of people in the world  
The ones that entertain, and the ones that observe  
Well baby I'm a put-on-a-show kinda girl  
Don't like the backseat, gotta be first  
I'm like the ringleader  
I call the shots  
I'm like a firecracker  
I make it hot  
When I put on a show....

I feel the adrenaline moving through my veins  
Spotlight on me and I'm ready to break  
I'm like a performer, the dancefloor is my stage  
Better be ready, hope that ya feel the same

All eyes on me in the center of the ring  
Just like a circus  
When I crack that whip, everybody gon' trip  
Just like a circus  
Don't stand there watching me, follow me  
Show me what you can do  
Everybody let go, we can make a dancefloor  
Just like a circus

There's only two types of guys out there,  
Ones that can hang with me, and ones that are scared  
So baby I hope that you came prepared  
I run a tight shift so, beware.....

## Questions:

What lifestyle is presented in the song?

Is it glamorized?

Who has the power in the song?

What stereotypes are being promoted?

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## Family Guy

Family Guy: Recap of episode: "The Cleveland-Loretta Quagmire" Air date: 6/12/05

Image retrieved 9/19/2009 <http://en.wikipedia.org/wiki/File:4acx08.jpg>

When Peter hears screams coming from Cleveland and Loretta's house, he tries to help, but discovers Loretta in a compromising position. Peter identifies the other man as Quagmire and decides to tell Cleveland of his wife's extra-curricular activities. But when Loretta walks out on Cleveland he doesn't take it lying down.

Questions:

What aspects of this scenario are realistic?

What are some stereotypes of men or women?

What are some additional negative consequences that might follow this scenario in real life?

## Belvedere Vodka Ad - Woman with Lipstick

Image retrieved Sept. 19, 2009  
[www.about-face.org](http://www.about-face.org) ("Out" magazine, April 2008)

Questions

What product is this advertisement selling?

What is the woman doing?

What just happened?

What is the reflection in the man's belt buckle?

Who is in the position of power?

What emotion does the advertiser want you to feel?

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## Pauli Girl Beer Ad - Drop Dead Refreshing Beer Woman

Image retrieved Sept. 19, 2009

[www.about-face.org](http://www.about-face.org)

Questions:

What is the message behind this ad?

What product is this ad selling?

What is the woman made of?

What are some words to describe the woman's body?

Where is the beer bottle?

## Twilight by Stephenie Meyer

Twilight

Copy of Book Cover Twilight by Stephenie Meyer

Quotes: (<http://www.twilight-quotes.com/books/twilight/twilight-chapter-13>)

And so the lion fell in love with the lamb. . . . (Edward Cullen, Twilight, Chapter 13, pg 274)

What a stupid lamb. (Bella Swan, Twilight, Chapter 13, pg 274)

What a sick, masochistic lion. (Edward Cullen, Twilight, Chapter 13, pg 274)

It was just how close you were. Most humans instinctively shy away from us, are repelled by our alienness. . . . I wasn't expecting you to come so close. And the smell of your *throat*. (Edward Cullen, Twilight, Chapter 13, pg 275)

He raised his free hand and placed it gently on the side of my neck. I stay very still, the chill of his touch a natural warning – a warning telling me to be terrified. But there was not feeling of fear in me. There were, however other feelings. . . . (Bella Swan, Twilight, Chapter 13, pg 275)

The blush on your cheeks is lovely. (Edward Cullen, Twilight, Chapter 13, pg 275)

Be very still. (Edward Cullen, Twilight, Chapter

Sexual Assault and Awareness Center, University of Michigan. <http://umich.edu/~sapac/sia/2007/index.html>

Media Awareness Network <http://www.media-awareness.ca>

Adapted from Dr. Mark Francek, CMU, <http://serc.carleton.edu>

Adapted from Bradless Clegg: CMU post-graduate student: HSC 222, Central Michigan Univeristy 2009

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## Big Red Gum Ad - Wrigley Big Red

Big Red Chewing Gum available at [www.adflip.com](http://www.adflip.com)

### Questions:

- What is the message of this ad?
- What are some of the underlying stereotypes?
- In what ways is this realistic?
- In what ways is this unrealistic?

*"guess the product" recording sheet*

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*"guess the product" recording sheet*

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