SEVENTH/EIGHTH GRADE
LESSON II
MEDIA LITERACY

Objectives
Students will
• Understand the similarities and differences of sexism, sex equity, sexuality, and sexual stereotyping
• Understand the effect media has on each person’s perspective
• Discuss how the media uses sexuality to sell

Concepts
1. Most young people spend many hours a day in front of a television or computer. The accessibility of videos, MTV, and cable or satellite systems is a significant factor in current adolescent viewing practices.
2. Adolescents need to become aware of how the media shapes their definitions and their views about human sexuality.
3. Traditional family gender roles have changed over the years to fit a changing society.

Materials
• Worksheet “What is Sexuality?”
• Worksheet “The TV Talks To Me”
• Worksheet “Example of Sexism”
• Worksheet “Sexism and Stereotyping”

Activities
1. Elicit and discuss students’ knowledge about sexuality, sexism, sex equity, and sexual stereotyping. (Use glossary if needed)
2. Complete the worksheets
   A. “What is Sexuality?”
   B. “The TV Talks To Me”
   C. “Sexism and Stereotyping”
   D. “Example of Sexism”
3. Exceptional Education Inclusion Activity
   A. Do “The TV Talks To Me” as a group.
   B. Read the statements on the stereotyping worksheet to the students.
   C. Have the students pair up with a peer assistant to complete worksheets.
   D. Have students draw pictures of jobs men traditionally do and jobs women traditionally do.
WHAT IS SEXUALITY?

1. Define sexuality:

2. List three places where one learns about sex.

3. List three people from whom one learns about sex.

4. List three messages one might receive from television and from the movies about sex.

5. List three songs about sex.

6. List three television shows or movies that focus on sex.

7. Briefly list three reasons why it is embarrassing to talk about sex.

8. Are females or males more sexual? Why do you think so?
THE TV TALKS TO ME!

NAME OF TV PROGRAM

1. What kind of clothes are the women/girls wearing?

2. What kind of clothes are the men/boys wearing?

3. Do the women/girls have major roles?

4. Who are the main characters?

5. Are the men/boys involved in non-traditional type activities?

6. Is anyone happily married?

7. Are the men acting tough, the women weak?

8. Does the program have kissing or sex?

9. Do the characters drink alcohol or get “high”?

10. Is the program violent?

11. Do you see commercials advertising products to make people attractive?

12. Do you watch programs with your parents that make you feel uncomfortable?

13. Are television programs realistic in portraying relationship? Why or why not?
SEXISM AND STEREOTYPING

DIRECTIONS: Quickly read through each statement and put a mark on the line that best fits your opinion. Your choices are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

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<th>SA</th>
<th>A</th>
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<tbody>
<tr>
<td>1. It is really the woman’s job to stay home and raise the children.</td>
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<td>2. Girls should be able to ask guys out.</td>
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<td>3. Boy should help with the cooking and cleaning at home.</td>
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<td>4. Girls have more feelings than boys.</td>
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<td>5. Men are really more intelligent than women.</td>
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<td>6. The husband should have the final say.</td>
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<td>7. It is just as acceptable for men to cry as for women.</td>
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<td>8. Girls should help pay for dates.</td>
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<td>9. Education is more important for boys than for girls.</td>
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<td>10. Women make good construction workers and engineers.</td>
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<td>11. Boys should learn how to cook, sew, clean house and wash clothes.</td>
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EXAMPLES OF SEXISM

DIRECTIONS: Bring to the next class one example of sexism. If it is a cartoon, ad, or article in a newspaper or magazine, cut it out, tape it to this page and bring it. If it is a TV commercial, a video, part of a movie, a billboard, or is not portable, describe it in writing in the space below.