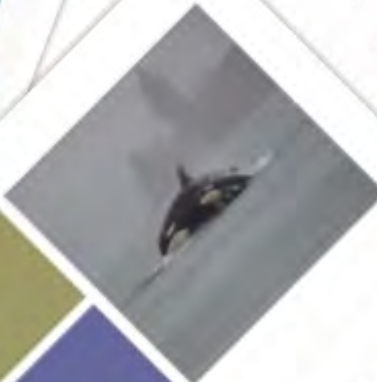LEGO MOVIE: MEDIA GUIDE

BLURRED LINES MEDIA GUIDE

ROBIN THICKE FT. PHARRELL
WILLIAMS & TI OBJECTIFICATION

ASHLEY IMPELLEZZIERI, SAM WATERS,
DASH BURDG, KIM ROSENWEIG

Blackfish
Documentary study guide

Gender, Gender Stereotypes in Disney Movies
A Study Guide for Grades 5

Elementary Group:
Taha Ahmadi Vastakolaei
Nikki Charanin
Katharine Effa
Aaron Goldstein

TWO and a half MEN

MEDIA STUDIES
GUIDES

by EDCP 481 Teacher Candidates, July 2015

Media Studies 4 - 12

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Preface & Acknowledgements

This 2015 section of EDCP 481 at the University of British Columbia co-authored this collection of Media Studies Guides. This year's text represents the work of a group of 19 teacher candidates and graduate students enrolled in this Media Studies course in the summer of 2015. The course was designed and taught by Dr. Stephen Petrina. For this 2015 section he co-taught with Doctoral Candidate Michelle Gautreaux. In each section, the group is challenged to write a Media Studies Guide that appeals to grades 4-12 students and provides teachers with an interesting resource for use in the classroom. This and previous texts can readily be adopted and integrated into any number of subjects or adopted as textbooks for Media Studies or Media Education courses in elementary, middle, or high school. The teacher education candidates tend to create guides addressing current, recent, and popular games, movies or TV series. This year's co-authors introduce a range of novel activities and lessons for the students and teachers.

We acknowledge the support of family and friends and the various cultural agents and artists whose images or texts were incorporated into the sections of the book.

We hope you are inspired by insights within each section and encourage you to continue learning about media and technology ethics, law, history, methods, practice, and theory.
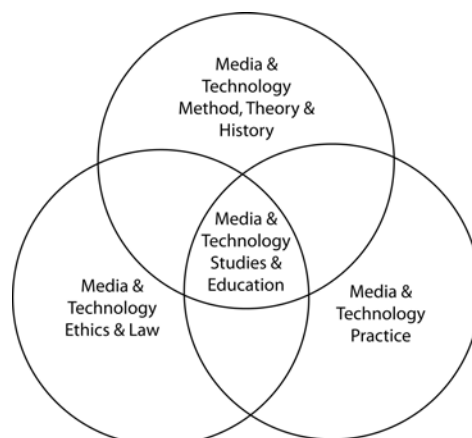
BLACKFISH

Jesse Berteig

Rachel Hartt

Shaun Stewart

Tom Hunt

EDCP 481 951
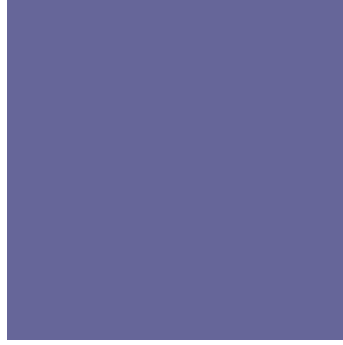
Blackfish

Documentary study guide

Blackfish is a documentary film directed by Gabriela Cowperthwaite and released in 2013. It focuses on captive orcas in the SeaWorld chain of parks, and specifically on the troubled history of a particular orca, Tilikum, involved in three different human deaths. The film uses interview material from former SeaWorld staff members and experts involved in an Occupational Safety and Health Association case against SeaWorld.

The documentary has sparked wide interest in marine mammal captivity and animal rights issues. Viewing it provides students a chance to explore not just these issues, but to critically evaluate the information presented and the techniques used by the filmmakers to present their case.

Key Concepts:

- Animal rights

- Workplace safety and corporate responsibility

- Documentary film techniques

- Understanding expertise and critically engaging information sources

Video Questions

Before Viewing

Q1: What do you already know about killer whales and what mediums (TV, film, books, nature, etc.) have helped form your knowledge?

Q2: Do you have any biases or preconceived notions regarding animal rights, wildlife captivity, and commercial ethics that might impact the way you respond to this documentary?

Q3: What is unique or important about documentaries as a type of media and information-medium?

After Viewing

Q1: What are the ethical implications of Blackfish? In what ways is its message applicable to all forms of animal captivity, like horse riding or household pets?

Q2: How did production values like sound, editing and cinematography impact your viewership?

Q3: In what ways is the documentary format a biased medium of communication? Do we need other perspectives and more information in order to have the full picture?

Q4: How were you impacted by this video?

+Activities

Blackfish presents the case against keeping wild Orca whales in captivity. Introducing the documentary will allow students to further explore animal rights issues, as well as make other connections to issues of human rights, freedoms of speech/expression and personal agency.

Activity #1   Reflection questions
While viewing *Blackfish* have students answer the following questions:
- What surprised you while you watched the film?
- How did the filmmakers try to convince you of their position?
- Did you find any information in the film to be misleading?
- What strategies were used to appeal to the audiences' emotions in this film? (images, sound, speech, etc.)
- How would you improve this film?

Activity #2   Fish bowl Dialogue
Following the documentary, teacher will facilitate a classroom "fish bowl" discussion.
- 5 students (and teacher) will sit in inner circle
- Rest of students will sit in larger circle outside inner circle
- Inner circle will discuss their opinions on the film: strengths, weaknesses, effective elements, responsibilities, etc.
- When prompted, 5 students from outside circle will "tag in" and replace an inner circle student to continue discussion.

Activity #3   Newspaper Headlines
Students will find a recent newspaper headline that addresses an issue [preferably human rights or animal rights]
The emphasis on this activity will be to identify **bias** in the media.
- Students identify an issue and find a newspaper article
- Complete a "5Ws"chart that analyzes the article:
  Who, What, Where, When, Why
- Students will present their article and analysis to the class (or in small groups)

Final Activity   Review or Letter
Students will have two options for their final activity.
A)
- Students will write a review of the film *Blackfish*
B)
- Alternatively, students can choose to write a letter to an organization (ie. SeaWorld, producers of *Blackfish,* their local aquarium, etc.)
Either option should be 2-3 pages double spaced.

Sources For Further Study

Vancouver Aquarium   SeaWorld Parks & Entertainment   Whale Research

The Vancouver Aquarium's Marine Mammal Rescue Centre is a hospital for sick, injured or orphaned marine mammals. Each year, the Rescue Centre rescues over 100 marine mammals and rehabilitates them for release back into their natural habitat.

The Vancouver Aquarium has lots of additional resources regarding: Marine Mammal Rescue, Rescue, Rehabilitation, Release, Tracking, Research, Direct Action, Animal Protection and so forth in the Vancouver and surrounding areas. Explore the site and check out all the linked recourses for marine life in the Lower Mainland.

SeaWorld Parks & Entertainment™ is a subsidiary of SeaWorld Entertainment, Inc. (NYSE: SEAS). For more than 50 years, we have been a leading theme park and entertainment company delivering personal, interactive and educational experiences that blend imagination with nature and enable our guests to celebrate, connect with and care for the natural world we share.

SeaWorld Parks & Entertainment claim to be a safe and positive place for marine life while focusing on education. Check out their website and explore what they claim to be all about. Consider the information they include as well as exclude about their cause.
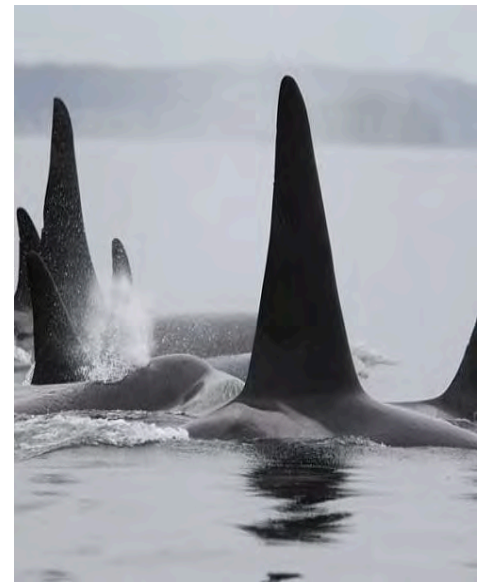
For four decades, the Center for Whale Research (CWR) has conducted an annual photo-identification study of the Southern Resident Killer Whale population that frequents the inland waters of Washington State and lower British Columbia. Since their initiation, these studies have provided unprecedented baseline information on population dynamics and demography, social structure, and individual life histories.

CWR fundraises money to help conserve and research whale life. People can become a member, donate, find current research, and learn about orcas and supporters/links.

BLURRED LINES MEDIA GUIDE

ROBIN THICKE FT. PHARRELL WILLIAMS & TI OBJECTIFICATION

ASHLEY IMPELLEZZERE, SAM WATKINS,
DANI RUBIN, KIM ROSEWEIR

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#INTRODUCTION

CONTEXT

Produced by American artist Robin Thicke Pharrell Williams, and TI. The song "blurred lines" ranked at the top of the music charts in 2013.

Despite the song's catchy beat and popularity, the suggestive lyrics and music video caused controversy due to its promotion of sexism, objectification of women and rape culture. The objective of this lesson will be to introduce student to issues surrounding sexism and rape culture, and perform a critique of the popular song and music video -- blurred lines.

WITH COMPLETION OF THIS LESSON STUDENTS WILL BE ABLE TO:

• show a greater understanding of patriarchy,objectification, and sexism

• analyze and breakdown media and further read into what the true messages are

• create an opinion and understanding of what they are viewing that is not biased

• reflect

#KEY CONCEPTS

What key concepts does this music video emphasize and reinforce?

STUDENTS WILL LEARN KEY CONCEPTS OF:

• Objectification

• Patriarchy

• Sexism

• Women inequality

"What rhymes with hug me?"

#FOCUS QUESTIONS

State questions that are both direct and open-ended to draw students into the content and lead them toward inquiry and thought.

PRE-VIEWING

• What do you know about "Blurred Lines" controversy?

• What is objectification?

• What does objectification mean to you? What are some examples from popular media?

POST-VIEWING

• How do you think the video portrays women? How does it portray men?

• How are women objectified in the video?

• Do you think the Blurred Lines lyrics and video discrimination and objectification of women?

#ACTIVITIES

"The way you grab me, must wanna get nasty, go ahead get at me."

LESSON PLAN

Hook: With a media value line on the board pose the question: "Does the music video and lyrics for Blurred Lines by Robin Thicke, Pharelle Williams and TI promote/reinforce objectification of women in our society?" Students will place a sticky note on the value line between 0 and 10 as their opinion and answer to the question. 0 being 'I do not believe this video promotes/reinforces objectification' or 10 being 'I do believe this video promotes/reinforces the objectification of women.' The media value line will be re-evaluated at the end of the class.

Brainstorm: Before watching the video students will be introduced to key vocabulary related to the lesson. Students will be asked to brainstorm about what the concept of "objectification" means. Answers will be written on the board in order to help students gain an understanding of objectification. Following this, students will brainstorm examples of objectification they can recall from popular media.

#ACTIVITIES

LESSON PLAN CONT'D

Group Work: Students will be divided into groups and perform an analysis on the blurred lines video. The objective of this activity is for students to deconstruct major issues presented in the music video. Based on their observations, students will be asked to present their findings to the class and discuss how the video relates to key concepts such as; objectification. Students will be asked to make reference to the video and lyrics, and provide clear examples to support their observations.

Class discussion and analysis:

•How women are presented:

•How men are presented:

•Womens actions/behaviour:

•Mens actions/behaviour:

Media Value Line: After brainstorming, group work, discussions and analysis students will have the option to move their sticky notes on a media value line, which will be drawn on the white board 0-10, with the question: "Do you feel this music video promotes or reinforces the objectification of women in society?" 0 being 'I do not believe this video promotes/reinforces objectification' or 10 being 'I do believe this video promotes/reinforces the objectification of women.' With this value line, the class will be able to place their opinion as a whole and see where everyone stands and how this lesson may have changed their opinion and stance on objectification in media. If students do not wish to have the opinion seen, they have the option to opt out.

Homework (Journal Entry):
Students will be asked to reflect in their media journal about what they have learnt in class and whether or not their ideas and opinions have changed towards objectification of women within media.

#SOURCES FOR FURTHER STUDY

"But you're an animal, baby it's in your nature."

REOURCES

http://www.theguardian.com/music/2013/nov/13/blurred-lines-most-controversial-song-decade
http://www.bbc.co.uk/newsbeat/article/33361433/robin-thicke-careless-during-blurred-lines-trial

http://www.nytimes.com/2015/07/05/arts/music/robin-thicke-on-blurred-lines-and-learning-from-his-mistakes.html?trk=pulse-det-art_view_ext&_r=0

#WORKS CITED

VIDEO
"Blurred Lines (Unrated Version) - Robin Thicke Ft. Pharrell Williams & T.I." VEVO. Web. 16 July 2015. <http://www.vevo.com/watch/USUV71300526?syndicatio nid=bb8a16ab-1279-4f17-969b-1dba5eb60eda&shortlink= W0OCcA&country=CA (unrated)>.

LYRICS
 Thicke, Robin, Pharrell Williams, Clifford Harris, "Blurred Lines," 2013. http://www.azlyrics.com/lyrics/robinthicke/blurredlines.html

ARTICLES
Lynskey, Dorian. "Blurred Lines: The Most Controversial Song of the Decade." The Guardian 13 Nov. 2013, Music sec. Online..http://www.theguardian.com/music/2013/nov/13/blurred-lines-most-controversial-song-decade

"Robin Thicke "Careless" during Blurred Lines Trial." BBC Newsbeat 2 July 2015. Online. .http://www.bbc.co.uk/newsbeat/article/33361433/robin-thicke-careless-during-blurred-lines-trial

Rosen, Jody. "Robin Thicke on 'Blurred Lines' and Learning From His Mistakes." The New York Times 1 July 2015, Music sec. Online. .http://www.nytimes.com/2015/07/05/arts/music/robin-thicke-on-blurred-lines-and-learning-from-his-mistakes.html?trk=pulse-det-art_view_ext&_r=0

LEGO MOVIE: MEDIA GUIDE

Overview
Synopsys

An ordinary LEGO man named Emmet, who always follows the rules, is mistaken as the Special (the prophet who is the key to saving the world). He finds himself drafted into a fellowship of strangers who are on a mission to stop the evil Lord Business (Will Ferrell) who plans to conquer the world. Unfortunately for Emmet, he is unprepared for such a task. Through a haphazard adventure throughout multiple LEGO lands Emmet discovers that despite him being mistaken as the special, he was capable of coming to the rescue of his peers and rising to the occasion.

LEARNING OUTCOMES

- Students will deconstruct the overt and latent messages of consumerism and conformity in the LEGO movie

- Students will refer to the key terms to pull out some of the themes/intentions in the LEGO movie

- Students will analyze how media influences real world social dynamics

KEY TERMS:

Identity: various characteristics that you see in yourself or that others see in you which describes you as a person

Community: a group of people organized by some similar characteristic, trait, or descriptor

Archetypes: A recurrent symbol or motif. For Plato, there were ideal "Forms" — perfect structures of thoughts and ideas which could never exist in practical reality but which were the basis of what we experience and create. Jung expounded on this idea with that of "Archetypes", what he described as the "contents of the collective unconscious."

Societal Expectations: An internalized social norm for individuals and organizations that determines how society as a whole should act

Satire: the use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues

Preview Questions:

How does advertising and consumerism affect your life?

What characteristics about yourself would you use to describe yourself to another person?

In what ways do you think that advertising/media determine what the idea person is?

Have you ever changed your opinion on something to fit in with a group? What made

MOVIE CLIPS

Opening scene and introduction of the song "Everything is Awesome!"

What would Emit say to lord business? (Clip between father and son)

Follow up discussion:

Can anyone point out any religious themes in the LEGO movie?

How many other movie/stories can we brainstorm that also have a maker and or a special?

How does this film look at the idea of conformity?

What tactics does the government in LEGO movie use to control the people?

Closing Activity:

Students reflect on ways that the propagation of stereotypes in films such as this can serve as strategies for companies to sell products.

Further Research

Matrix, Breakfast Club, Lord of the Rings, Star Wars, Antz, Logorama

Resources:

Bazalgette, C. (1992). Key aspects of media education. In M. Alvarado & O. Boyd-Barrett, (Eds.), Media Education: An introduction (pp. 199-219). London: Open University Press.

Fedorov, A. (2010). Media educational practices in teacher training. Acta Didacta Napocensia, 3(3), 57-70.

Peirce, Charlie. Truly Free Films, Ted Hope, "*Nobody Knows Anything #7*"

http://trulyfreefilm.hopeforfilm.com/2014/03/nobody-knows-anything-7-archetype-theory.html

The Lego movie [Motion picture]. (2014). Warner Home Video.

Gender, Gender Roles & Stereotypes in Disney Movies

A Study Guide for Grades 5 & 6

Elementary Group:

Taha Ahmadi Vastakolaei
Nikki Charanin
Katharine Effa
Aaron Goldstein

Introduction:

The Walt Disney Company is a multinational mass-media company that was founded in 1923. They have made over 50 feature length films in addition to a multitude of television series and short films. With Disney's target audience being young children, it is crucial that students are able to critically analyse the images shown. Knowing that children relate to Disney characters, it is important to look at the stereotypes and gender portrayals in the movies.

Guiding Questions*:

*Questions may need to be simplified for students if asked directly,

1. How does Disney portray women and men?

2, In what way do these representations reinforce/defy gender stereotypes?

3. How does race intersect with these portrayals?

4. How has Disney changed their portrayals of women over the years?

5. If we believe these images are problematic, what should we do about it?

Key Definitions:

Gender: the socially constructed euphemism to define a person based on their sex

Gender Roles: are associated with specific genders and societal expectations of what is considered appropriate behaviour for a person or specific gender

Stereotypes: commonly held misconceptions that create oversimplified ideas and constructions about entire groups of people

Learning Outcomes (Montana Standards):

Content Standard 1—Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.

Content Standard 3—Students apply knowledge, skills and strategies to design and create media messages.

Content Standard 4—Students identify, analyze and evaluate the impacts of media on individuals and societies.

Example Activity 1

Introduction to Gender Construction in Disney Movies

1. Define the term "gender"

2. Show clips from a Disney movies that deals with gender (see examples on Video Clips page)

3. Walk through with students different ways of analysing the clip:

    Example:

    - Watch song "Be a Man" from Mulan
    - Analyse lyrical content (e.g. "with all the strength of a raging fire")
    - Analyse images (e.g. men go from weak to strong by end of song)
    - Conclude: the song is saying: be a man, one must be physically strong

4. Watch various other clips (or a single clip per group) and have students work in groups to analyse the scene

5. Have students share their findings

-Lesson can be broken in two here -

6. Give students cut-outs of Disney Princesses/Princes (see Activity 1 Cut-Out page). Each student or group of students should have a different character

7. Have students label the character with characteristics they feel they have drawn from their memories of the film (e.g Ariel from The Little Mermaid is a dreamer)

8. Have students compare the words associated with their images

9. Discuss if there are similarities between the women/men. What are the differences between the genders?

10. Ask students to reflect on why they feel Disney portrays their characters in this fashion. Introduce term "stereotypes" if it has not yet come up.

VIDEO CLIPS

CLIPS*

Snow white cleaning: https://youtu.be/mIwa9sPFT5I

♦ **Theme : Stereotypical female gender role (domestic duties)**

Cinderella dress being ripped by step sisters: https://www.youtube.com/watch?v=R6gSiaAXz1c

♦ **Theme: Female beauty = physical looks / Stereotypical female gender role   (domestic duties)**

 Mulan match maker scene: https://youtu.be/1FMb71B6jz8

♦ **Theme: Female beauty = physical looks / Stereotypical female gender role (domestic duties) / Female goal = marriage**

♦ **Additional question to consider: How does the rest of the movie contrast/re-affirm this scene?**

Mulan song "Be a Man": https://www.youtube.com/watch?v=eGMN-gNfdaY

♦ **Theme: Strength = manliness**

"Indian" scene in Peter Pan and Pocahontas: https://www.youtube.com/watch?v=EmqI6Sz_TR4

♦ **Theme: Racist construction of natives (e.g. feathers, red skin, smoking, etc,)**

The Crows in Dumbo https://www.youtube.com/watch?v=_v2exWrsGOc

♦ **Theme: Racist construction of Black characters (e.g. unintelligent, criminal, etc.)**

*While the clips here come from YouTube, it is important that any clip shown in class comes from a legally purchased/borrowed copy of the film

Activity 1 Image Cut-Outs

Traditional Gender Stereotypes.

Feminine.	Masculine.
Not aggressive.	Aggressive.
Dependent.	Independent.
Easily influenced.	Not easily influenced.
Submissive.	Dominant.
Passive.	Active.
Home-oriented.	Worldly.
Easily hurt emotionally.	Not easily hurt emotionally.
Indecisive.	Decisive.
Talkative.	Not at all talkative.
Gentle.	Tough.
Sensitive to other's feelings.	Less sensitive to other's feelings.
Very desirous of security.	Not very desirous of security.
Cries a lot.	Rarely cries.
Emotional.	Logical.
Verbal.	Analytical.
Kind.	Cruel.
Tactful.	Blunt.
rturing.	Not n

Example Activity 2

Final Assignment: Re-making Disney Scenes

1. Have students choose a scene they have analysed in detail during the unit

2. Have students re-act the scene as to "fix" any problematic issues such as gender construction/, stereotypical roles, racism, etc.,

   - Students can either act these scenes out or film them. Time should be spent on aspects of production so students can have a sense of the effort it takes to put something together (e.g. costumes, editing, etc.)

3. Have students present by screening the original clip and then their re-done version.

3. Ask students if they felt their scenes were "better" than the originals? Why? Why not?

4. Class discussion— This activity is very open-ended but here are some guiding questions that may come up/you may want to bring up:

   ◊ What were the problematic parts of the scene you chose to re-do?

   ◊ Why did you change that aspect of the scene? Why did you leave something else?

   ◊ By changing the scene, did you affect the plot of the movie? If so, what is your movie telling that the original is not?

   ◊ Do stereotypes make movies more entertaining? Why?

   ◊ Disney is a global company. They market their films to be accessible to all people no matter where they come from. Do stereotypes help or hurt this goal?

   ◊ How should a global media company act when portraying gender to adults and/or children?

Examples of Disney and Race

Stereotypical "Asian" cats from *Lady and the Tramp*

Black centaur cleaning white centaur's hoof from *Fantasia*

Beginning of the Movie he was poor.

End of the movie he was white.

Colour change by the end of *Aladdin*

Additionally

Original lyric from "Arabian nights"

"It's barbaric but it's home"

Black crows from *Dumbo*

Sources For Further Study and Information

Further definitions of related terms:

http://www.apa.org/pi/lgbt/resources/sexuality-definitions.pdf

Student friendly website for Disney and gender/race:

http://www.units.miamioh.edu/psybersite/disney
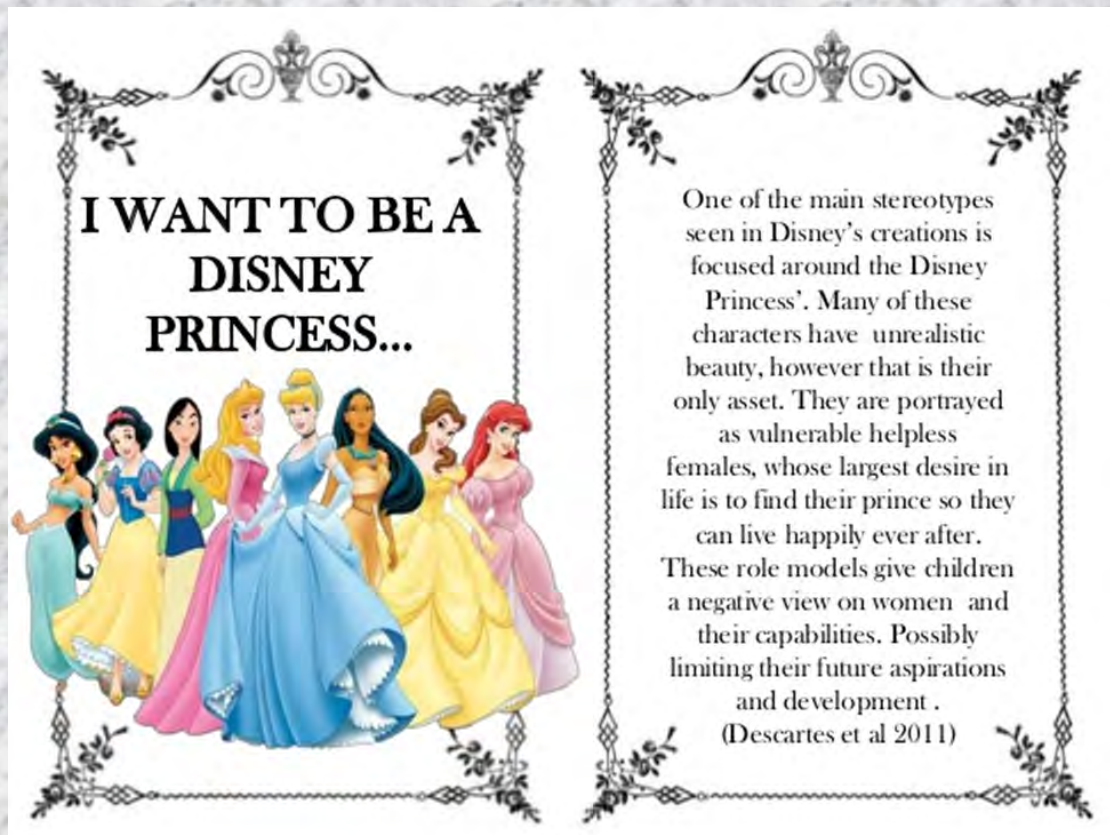
Student-friendly film on topic:

Mickey Mouse Monopoly (2001)

http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=112

I WANT TO BE A DISNEY PRINCESS...

One of the main stereotypes seen in Disney's creations is focused around the Disney Princess'. Many of these characters have unrealistic beauty, however that is their only asset. They are portrayed as vulnerable helpless females, whose largest desire in life is to find their prince so they can live happily ever after. These role models give children a negative view on women and their capabilities. Possibly limiting their future aspirations and development .

(Descartes et al 2011)

Introduction

Two and a Half Men is a comedy sitcom about a stereotypical bachelor, Charlie, living with his recently divorced brother, Alan, and his nephew, Jake. As a result of the divorce, Alan and his son move in with Charlie on his beach-front Malibu house. The show follows facets from their everyday lives, including Charlie's relationships with multiple women, Alan's complicated relationship with his ex-wife, and their dysfunctional relationship with their mother. The show also follows Jake's maturation process from a child to a teenager with the influences of his father and uncle.

By: Stuart, Jimmy, and Jon

Learning Outcomes

This media guide will focus on the stereotypical representation of masculinity in a modern context within the show.

Students will learn to be able to recognize these stereotypes and how they misrepresent masculinity, and how misinterpreted masculinity leads to warped perceptions of how men are suppose to treat women.

Students will learn the skills to be able to critically analyze stereotypes in pop and modern culture.
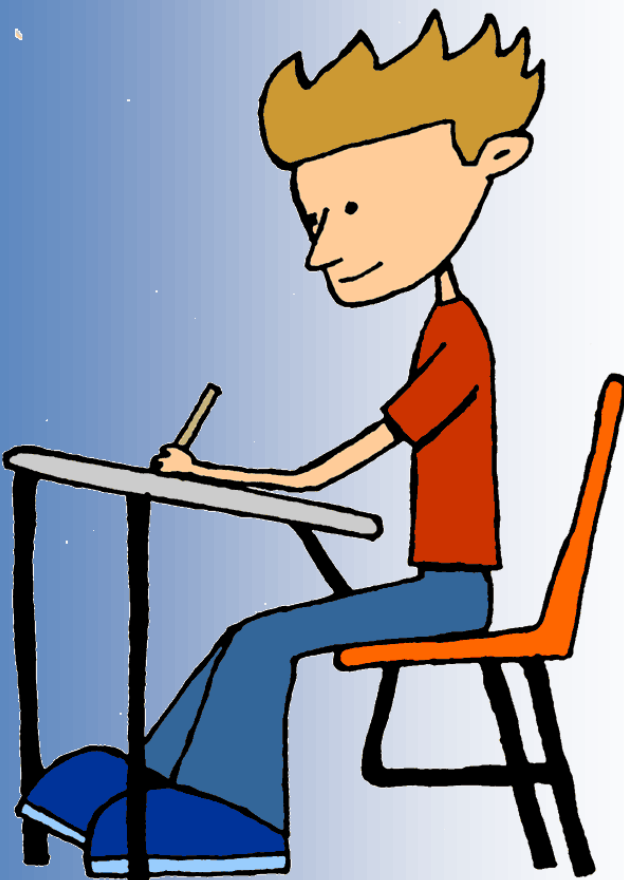
Pre-viewing Activity

Think/Pair/Share – What does it mean to be a man? What does it mean to be masculine?

Class Brainstorms List on the Board (potential answers)

- womanizer

- heavy drinker ("manly" drinks, no fruity drinks or wine)

- strong, muscular, athletic

- ignoring feelings/not being vulnerable

- afraid of commitment

- rich, successful, wealthy

- chivalrous, a gentleman

Question: **Where do these perceptions originate from?**

Clips from the Show

WARNING: the show contains the use of swear words, misogynist views
and heavy drinking are portrayed in a satirical manner

Clip 1: Charlie and Alan at the Bar

https://www.youtube.com/watch?v=w2Jw4ZdZNPY

Focus Question: How does this clip reflect social norms regarding the standards of being a "man" or being masculine? What are the issues with the stereotypical perceived masculine treatment of women?

Clip 2: Jake's First Boy-Girl Party

https://www.youtube.com/watch?v=D0GJg2WAkHo

Focus Question: Does this clip reflect the reality of how boys and girls interact with each other? How might this present controversy in educating youth in having healthy relationships with each other?

Clip 3: Taking Care of Mother

https://www.youtube.com/watch?v=jiYI-BZGte0

Focus Question: What qualities of masculinity are illustrated in this clip? What is Charlie doing in the scene that is stereotypically masculine?

Post-viewing Activities

Activity: Students will create a skit where they take existing stereotypes in society and reverse the roles of players involved to hyper-emphasize the absurdity of these stereotypes as a reality. (Ex: male workers voicing issues on unequal pay in the work force due to gender discrimination)

Final Reflection Question:

Think/Pair/Share – Create a T graph on the dichotomy between how you believe you should treat the opposite sex versus how the media portrays you should treat the opposite sex

Sources for Further Study and Information

https://goo.gl/gqtLA2

Buchanan, Burton P. "Portrayals of Masculinity in The Discovery Channel's Deadliest Catch." *Reality Television: Oddities of Culture* (2014): 1.

Article about the portrayal of gender norms in reality television, especially as it applies to "Deadliest Catch" which is a show about deep sea fishermen and their families. Men are often shown as breadwinners with their wives being homemakers, and strength, ability, and attitude are the desired attributes of masculinity, whereas weakness or emotions are disregarded as feminine and useless on board the ship. Article also talks about how reality television in general perpetuates these sorts of gender norms.

http://men.sagepub.com/content/20/2/125.short

Myers, Kristen. ""Cowboy up!": Non-Hegemonic Representations of Masculinity in Children's Television Programming." *The Journal of Men's Studies* 20, no. 2 (2012): 125-143.

Article delves into the complicated gender roles of television shows directed at children. Using four shows, including *Hannah Montana*, the authors illustrate how often non-hegemonic male characters often praised for their "beta male" characteristics are realigned by more masculine characters to show more masculine attributes. One example was on *Hannah Montana* a boy asks the father to teach him to line dance, and does it in a very hip swingy and fluid way, to which the dad says "No girl is going to want to see someone dance like that". So the readers sees that often times even non-hegemonic male characters are shaped into being more masculine by other more stereotypical male characters.

https://www.youtube.com/watch?v=0nIXUjzyMe0

Clips of media portraying gender stereotypes. Can be used as an intro activity or an extension activity by seeing if students can recognize the stereotypes presented in the clips, and what is right or wrong with them.