

## Digital Citizenship Lesson Plan

### Kick Like a Girl

General Topic (as defined in the Digital Literacy Framework)	DF2
Digital Citizenship f) Self-Image and Identity	
Applicable Grade Range	
3-5	
Outcome(s) to be Addressed	
The student understands how the media can play a powerful role in shaping our ideas about girls and boys.	
Importance / Significance of Lesson	
Stereotyping surrounds us in our everyday lives. From newspapers and other print media to television and movies, gender roles and expectations are drilled into us from a very young age. It is important for students to be aware of the influencing role that media plays in developing our understandings and beliefs about gender and other stereotypes and how they can be misleading.	
Duration	
45-60 minutes	
Overview	
Students will work in groups to make a digital collage of pictures and then watch a video and discuss gender roles.  Please note that the videos are from Youtube channels and so teachers must be cautious of advertisements on the page and the potential for inappropriate comments in the discussion on each video. The 'Always' commercial has some particularly inappropriate comments and teachers should steer students away from reading them or disable the viewing of them for the purposes of this lesson.	
Required Resources	
Computer hooked up to a projector Class set of laptops/access to the computer lab OR class set of iPads/iPods Copies of attached resources	

## Lesson Plan and Extension Activities

Start by providing a worksheet similar to the one attached and have students collect pictures for each part of the chart (you can use the existing stereotypes or add or remove traits based on your needs). This can be done using technology – copying and pasting pictures to include in a collage, or using paper and pictures from newspapers and magazines.

Have a class discussion on what sorts of traits define each stereotype. You can make a list on the board to identify each along with their characteristics and discuss which traits could fit in more than one category and question whether students are sure that they don't fit in a certain category.

Have students close their eyes and visualize what it looks like to fight like a girl, dance like a boy, draw like a kid, walk like a cool kid, act like a grown up.

Watch the video Like a Girl: <http://www.youtube.com/watch?v=XjJOBjWYDTs>. This is an Always commercial to accompany their #LikeAGirl campaign, however the advertising component is minimal and does not take away from the message.

Discuss why we characterize how people do things using 'like a \_\_\_\_'. Refer to the chart on the board and student collages to back up the discussion.

Watch I'm a human so I must be stereotyped: <http://www.youtube.com/watch?v=fYEjehVslh8>  
Discuss the stereotypes presented in the film and how those traits got associated with each group and why. Discuss ways to break down the stereotypes and give examples of people like homework but aren't Asian, who are Muslim but not terrorists, who are blonde but also very smart. Finish the discussion by emphasizing to the students that there are a number of things that they will be judged on because of their race, gender, age, skin colour, etc., but that it is important to be aware of these stereotypes, but not let them limit a person's goals.

A summary journal article or blog can be used to assess student learning.

### **Adaptations**

Younger students – this lesson could focus more on identifying and becoming aware of gender stereotypes and how they are recognized in books and videos.

Older students – could explore gender stereotypes and make a digital presentation providing examples of students or staff or celebrities cross the typical gender boundaries. This video also provides some interesting ideas, though commercials selling things like beer and old spice are included: <http://www.youtube.com/watch?v=wMSf-qFmheA> Also, Effects of Disney’s Gender Stereotyping (<http://www.youtube.com/watch?v=Rcwkedn31hs>) provides a lot of interesting examples and points that could be the start of a very interesting class discussion.

### **Additional Resources**

<http://www.youtube.com/watch?v=XjJOBjWYDTs> Like a Girl

<http://www.youtube.com/watch?v=fYEjehVslh8> I’m human so I must be stereotyped

### **Cross-curricular Outcomes Also Addressed**

Media – creating digital presentations

Language Arts – writing a script for their presentation

Social Studies – research

Health and Career Planning – the positive and negative effects of stereotyping

~developed by Kristin Sward, 2014



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Find pictures that are representative of each stereotype:

Boys	Girls
Men	Women

Someone from Canada

Someone from the United States

Someone from Asia

Someone from Africa

Grown Ups

Kids

Princes

Princesses

Good guys

Bad guys

Strong people

Weak people