

## Who Belongs Where? An investigation of gender stereotypes

### Introduction

It is the beginning of fifth period on a normal school day. A student asks to use the restroom. I give them the pass and they go out the door. Fifteen minutes pass, and they walk back in. I say to the student, "The bathroom is right down the hall, what took so long?" They look at me and say, "I have to use the bathroom in the clinic because I can't use the restroom that I identify with." More and more students are choosing to express how they feel they are, who they are, and who they want to become. This lesson is to address and present these struggles to students to promote tolerance, acceptance, and understanding, as well as break down classic gender roles in society that may limit humans from being who they really are.

### Essential Question/Enduring Understandings

How can artists manipulate their work to communicate ideas?

How can we learn to promote tolerance to our friends, family, and community?



Maud Fernhout, from *What Real Men Cry Like*

<https://www.maudfernhout.com/>

## Letter to Parents

Dear Parent/Guardians:

Your student has the option to participate in a project to promote Gender Equality and understanding of the LGBTQ society. Students will be presented with information and terms used to discuss gender and sexuality. They will create ideas about gender stereotypes and gender roles that are common in our society and challenge them through photography. Students and guardians who do not want to participate in this project will receive an alternate assignment. They will not be penalized for doing this alternate assignment.

If you would like to know more details about what will be presented, please feel free to reach out to me through e-mail.

Thank you for your consideration,  
Ms. Michael

\_\_\_\_\_ I give my student permission to participate in this project

\_\_\_\_\_ I would like my student to do an alternate assignment

\_\_\_\_\_(Student)

\_\_\_\_\_(Signature)

Lesson 1: Buzz Words Photography 2+ Grades 10-12
Georgia Visual Art Standards: Photography
<b>VAHSPH.CN.2</b> Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). <b>VAHSPH.CN.3</b> Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.
KUDS
Students will <b>know</b> gender stereotypes Students will <b>understand</b> the importance tolerance Students will <b>do</b> a question and answer session
Vocabulary
Gender Sex Gender Identity Gender Expression
Process
<ol style="list-style-type: none"><li>1. Students will go through a presentation on Gender/Sex</li><li>2. Representatives from the Gay-Straight-Alliance will come in to speak about their experiences in school</li><li>3. Students will have the opportunity to ask questions *If students are uncomfortable asking questions out loud, they may write them on paper and put them in a bowl anonymously.</li></ol>

Lesson 2: Gender Stereotypes  
1-2 days

Georgia Visual Arts Standards: Photography

**VAHSPH.CR.1** Visualize and generate ideas for creating works of art.  
**VAHSPH.CR.2** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.  
**VAHSPH.CR.6** Keep an ongoing visual and verbal record to explore and develop works of art.  
**VAHSPH.PR.1** Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.  
**VAHSPH.RE.1** Reflect on the context of personal works of art in relation to community, culture, and the world.  
**VAHSPH.RE.2** Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.  
**VAHSPH.RE.3** Engage in the process of art criticism to make meaning of works of art and increase visual literacy.  
**VAHSPH.CN.1** Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

KUDS

Students will **know** the work of Cindy Sherman  
Students will **understand** the staging of a photograph  
Students will **do** brainstorming for their images

Process

1. Students will see a presentation about Cindy Sherman's series of *Untitled Film Stills*
  - a. Discuss the use of props, lighting, and location in the images
2. Students will pair up
  - a. 1 student will be the photographer, while the other is the model.
3. Create a list of 10 gender stereotypes
4. Cut the list down to 4
5. Research the 4 using the worksheet
6. For each idea, flip the gender stereotypes (Women belong in the kitchen to Men belong in the kitchen) or list the idea (Boys don't cry)
7. Plan a photoshoot for the new stereotypes using the Image Planning sheet. These are rough ideas, and do not have to be great sketches.
8. Get teacher approval and feedback
9. Decide who will be the model for which stereotype and who will be the photographer. Students will do two photographs each.

Lesson 3: Photographing, editing, and printing  
2 Weeks

Georgia Visual Arts Standards: Photography

**VAHSPH.CR.1** - Visualize and generate ideas for creating works of art.

**VAHSPH.CR.2** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.

**VAHSPH.CR.3** Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.

**VAHSPH.CR.4** Incorporate formal and informal components to create works of art.

**VAHSPH.PR.1** Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.

**VAHSPH.CN.1** Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

KUDS

Students will **know** how to use lighting to create mood

Students will **understand** how to create an artificial environment

Students will **do** a photoshoot about their stereotypes

Process

1. Students can choose to do film or digital
2. Begin shooting and finalize plans
3. A contact sheet, physically or digitally will be required at the end of week one.
4. Develop and print photographs or import and edit digital images

Lesson 4: Critique

Georgia Visual Arts Standards: Photography

**VAHSPH.CR.5** Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as personal artistic ideation.

**VAHSPH.PR.1** Plan, prepare, and present works of art for exhibition in school, virtual environment, and/or portfolio presentation.

**VAHSPH.RE.1** Reflect on the context of personal works of art in relation to community, culture, and the world.

**VAHSPH.RE.2** Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

**VAHSPH.RE.3** Engage in the process of art criticism to make meaning of works of art and increase visual literacy.

KUDS

Students will **know** how to use lighting to create mood.

Students will **understand** how to create an artificial environment

Students will **do** a photoshoot about their stereotypes

Process

1. Pin up work in the hallway for critique
2. Each student will talk about their work
  - a. Use the following guidelines:
    - i. What was your stereotype
    - ii. What do you like about your image?
    - iii. What do you not like?
    - iv. What would you do differently if you did it again?
3. Each student is required to comment on at least 5 student images, using proper terminology, elements and principle of art.
4. Write notes on comments made on your work.
5. Write a reflection on your process, ideas, peer comments, and your impression of this assignment.
6. Attach all documents to the rubric
  - a.

## Lesson 1 Resources

Curiosity

Name: \_\_\_\_\_

Create three questions you want to ask the representative from the GSA. What are some topics that you are curious about?

1.

2.

3.

## Lesson 2 Resources

### Stereotype Research

Name: \_\_\_\_\_

Research the stereotype with as much information as you can. If there is no information on the question, write NA or Unknown.

#### #. Stereotype:

- a. Where did this originate?
- b. Around what time period did this come from?
- c. How are people exposed to this? Ex. Advertisements, commercials, products...
- d. Are there any artists making work about this? If so, include the artist name and title of their work
- e. Anything else you find interesting that you find in your search

1.

- A.
- B.
- C.
- D.
- E.

2.

- A.
- B.
- C.
- D.
- E.

3.

- A.
- B.
- C.
- D.
- E.

4.

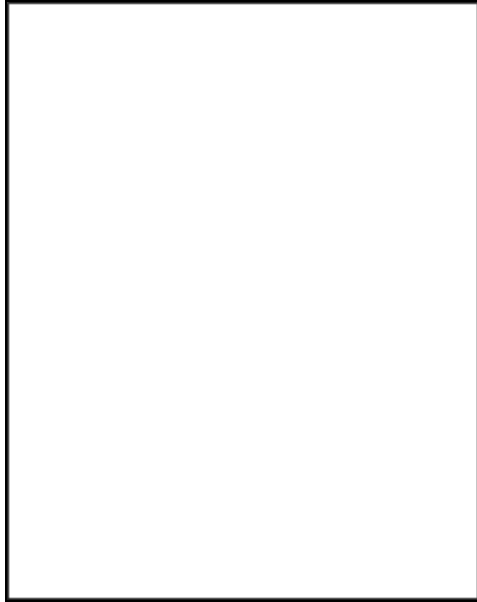
- A.
- B.
- C.
- D.
- E.



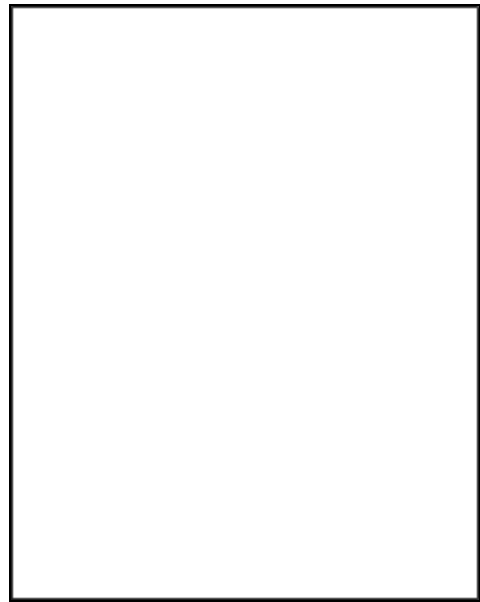
Image Planning

Name: \_\_\_\_\_

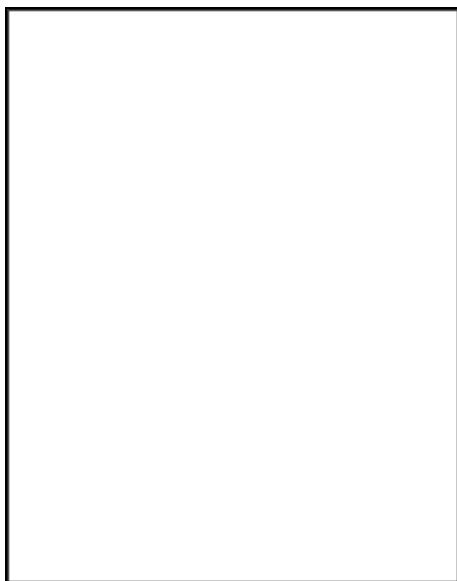
Plan your possible images. These do not have to be exact when you photograph. Include where you will photograph, what you will need for the image, what lighting will you use, and any other information you feel is needed. Include key components in the images that you feel are important.



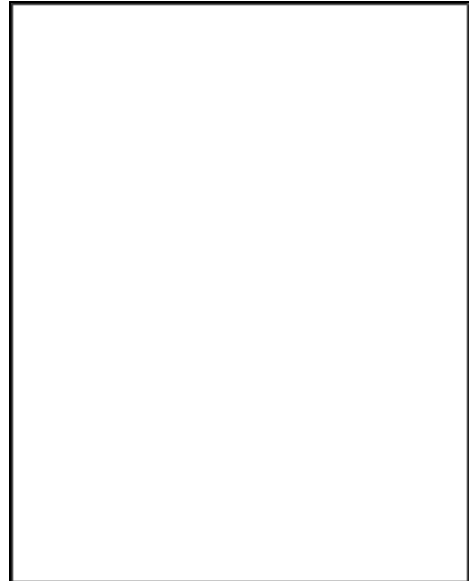
Notes:



Notes:



Notes:



Notes:

## Lesson 4 Resources

Critique Notes & Project Reflection

Name: \_\_\_\_\_

What did you like about your work?

What would you change if you could do it again?

What did your classmates say about your work?

Through this project, what did you learn about gender stereotypes and roles?

How has this affected your view on gender and sexuality?

**Rubric**

Name: \_\_\_\_\_

Turn in this rubric along with the following sheets: Q&A sheet, Stereotype Research, Planning Page, and Critique Notes & Project Reflection

Unsatisfactory

Emerging

Proficient

Advanced

Planning- Clear planning was put in to the image, there is evidence of planning in the sketchbook

1      2      3      4      5      6      7      8      9      10

Research- The student researched the topic thoroughly before planning (Done on the Research sheet)

1      2      3      4      5      6      7      8      9      10

Composition- Student used dynamic composition to create an interesting image

1      2      3      4      5      6      7      8      9      10

Creativity- The image is unique and shows personal voice

1      2      3      4      5      6      7      8      9      10

Elements and Principles- The image effectively uses the E&P of design

1      2      3      4      5      6      7      8      9      10

Craftsmanship- The image is in focus, printed well, no stains, or edited correctly

1      2      3      4      5      6      7      8      9      10

Reflection- The student reflected on their project in depth. Clear evidence of meaningful thought.

1      2      3      4      5      6      7      8      9      10

Critique- The student participated in the group critique with constructive comments and engagement.

1      2      3      4      5      6      7      8      9      10

Paperwork- All required paperwork is submitted, completed in full

1      2      3      4      5      6      7      8      9      10

Feedback:

\_\_\_\_\_/100