

Practical Activity Task 2: Gender Stereotyping in Children's Toys

Design lesson sequences incorporating strategies based on well-established bodies of knowledge about how students learn

CONTEXT: Area of Study: the Nature of Childhood and the Socialisation and development of children

Background: It is considered that sexism and gender stereotyping can be limiting to a person especially a young child who is developing. Children today are growing up in a digital age where they are constantly bombarded with television and digital media which toy manufacturers take advantage of to sell their merchandise. How might toy manufacturers create more gender neutral advertisement's or promote their toys in a different way to combat the negative stigma associated with gender stereotyping between in young children?

Optional: Students learn about gender stereotypes and what they are. They then go on to explore the impact of gender stereotyping as influenced by the media on children through toys and the ways in which they are marketed. They will go on to explore the effects of gender stereotypes on the developing child and write a research task exploring the topic and deciding whether or not they are a positive or negative influence on the developing child. They explore forms of advertising and create an ad of their own that promotes gender neutrality; this allows them to explore the challenges and issues that implicate the socialization and development of children. As students partake in the reflection they are able to discuss the challenges they faced, highlight the impact of technology on the health and wellbeing of children and identify whether advertising and toys should be marketed differently or not, which explores their understanding of the social dimensions and development of children at a deeper level.

Learning Outcomes:

1. Select and use appropriate technology to prepare learning activities for children in a culturally diverse society
2. Investigate and reflect on contemporary issues related to the safety, health, and well-being of children
3. Work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes
4. Reflect on the impact of technology on the health and well-being of children.

Week	Topic Framework	Teaching/Learning Strategies	Practical activities	Resources – In programs / family studies / task 1
6	<p>Introduce Task 2: task sheet</p> <p>Students will be expected to conduct a research task based on gender stereotypes and the influence that marketing children's products have on children's development of these.</p> <p>They will also be analyzing advertisements and marketing strategies aimed at children, redesigning a piece of advertising that promotes gender neutrality.</p> <p>They will then reflect on this process and the outcomes associated with their finished product as well as the impact of technology overall.</p> <ul style="list-style-type: none"> - They will be exploring the issues related to gender stereotypes and how it effects the development and socialization of children. - As well as the role that technology plays through the media in children's understanding of them. 	<p>Have students access DMODO.</p> <p>Introduce task sheet.</p> <p>Upload content onto Edmodo.</p> <p>Explain the task criteria.</p> <p>Discuss the excursion and aim. Introduce Toys and have students explore toys in the classroom in a jigsaw approach towards mind mapping the different types of gender stereotypes that exist.</p> <p>Present power point on gender stereotypes providing information, visual, comic strips and video to help them understand the topic and relevant issues.</p> <p>Students will go on an excursion into a toy store to analyze and record data targeting marketing strategies that promote gender stereotypes.</p> <p>They will then spend time interpreting the data and using the information to support their research.</p>	<p>Students will be creating an Edmodo account and logging into the class.</p> <p>They will be creating their profiles, asking questions about the assignment criteria as it is being explained.</p> <p>Reviewing the aim and activities involved in the excursion.</p> <p>Observing real toys brought into the classroom and discussing while the teacher scribes onto the board, they then take down the notes for future reference.</p> <p>Observing power point.</p> <p>Physically attending the excursion and recording information with written and photographic evidence.</p> <p>Physically entering the information into wordle or other source such as google docs.</p>	<p>Task Sheet</p> <p>Excursion hand out. Edmodo log in and class code details.</p> <p>Toys – from home</p> <p>Outline of gender stereotype categories</p> <p>Power point presentation with links to video and visual cues.</p> <p>Booklet, bus, record keeping accessories, permission forms..</p> <p>Internet and lap tops.</p>

7	<p>Students will spend this week initiating their research task as well as their practical task.</p> <p>During the second half of the week Students will be introduced to the practical task.</p>	<p>Introduce the aim of the research task and the scoop it site I created for them as a starting point for their research.</p> <p>I will demonstrate the task showing links to possible resources they could use such as, video or tv advertisement on the internet, visual advertisements, toy boxes and face book pages.</p> <p>I will also provide them with exemplars which I have created to help them understand and visualize the finished product. These exemplars will be in Photoshop and I movie format. Photoshop is a program they all have access to through the computers. We will also introduce them to iphoneography which may be relevant as they all have access to this technology also.</p>	<p>Students will take notes about their research task from the board.</p> <p>Actively search the internet using the scoop it link and other sources.</p> <p>They will create a research table to encourage their record keeping of useful data which will be on edmodo for them to have access to a quick download.</p> <p>They will spend time actively searching for the type of marketing they want to recreate and working out the type of ad they want to create. This will include the exploration of technology and ideas as well as resources.</p>	<p>Scoop it tool</p> <p>Edmodo.</p> <p>Research Table</p> <p>Exemplars</p> <p>Example Advertisements and marketing products. Iphones/ ipads Ipad AVG Cable.</p>
8	<p>Continue work on the planning and construction</p>	<p>This week will be dedicated to allowing students time towards their research task and their practical activity. They will all work at different paces and need some assistance so this time is crucial to ensure all students are on track and understand the content and task.</p>	<p>Continue with research and spend the double lessons on the practical.</p>	
9	<p>Evaluation</p> <p>Students are introduced to the evaluation process which takes place following the completion of the practical.</p> <p>Assessment task is due this week.</p>	<p>Hand out the evaluation outline and discuss.</p> <p>What does an evaluation look like? What are the assessment design criteria for reflection in this task? How do we demonstrate against the criteria in the reflection?</p> <p>Hand out the evaluation exemplar. Students write a draft evaluation and submit</p> <p>All work is submitted on the due date –</p> <p>The task sheet; research task, practical assessment sheet, evaluation stapled together.</p>	<p>Complete practical,</p> <p>Write draft evaluation</p> <p>Write final evaluation</p> <p>Students should be able to complete this in class. Students will be handing in the assessment task and watching a video related to the topic as positive reinforcement for completing their work.</p>	<p>Evaluation outline</p> <p>Exemplar.</p> <p>Completed work</p> <p>Toy story 3 dvd.</p>

Summative Assessment Task 2

SUMMATIVE TASK

	Assessment Component	Description of Assessment Task	Learning outcomes	Assessment Criteria (from Curriculum Statement)
	Practical Activity 25%	<p>Area of Study 2: Children in Wider Society</p> <p>Purpose: To investigate a contemporary issue related to the Area of Study 2: Children in Wider Society with a particular focus on consumer implications for children and families and the implications of technology for childhood health and well-being. This will be examined through researching gender stereotypes and how toy manufacturers market their products.</p> <p>Task: This assessment is based on three separate pieces of work;</p> <ol style="list-style-type: none"> 1. <u>Research Task:</u> Investigate a range of children's toys and their accompanying marketing materials including; Television or digital, magazine or printed, toy box/ packaging and labelling, shelving and or other promotional materials associated with the product. 2. <u>Practical:</u> Select one piece of advertising and redesign it in a way that reduces the level of gender stereotyping and/ or promotes a gender neutral experience. <p><u>Reflection:</u> Evaluate your piece of advertising and discuss/ justify what changes you made and why, this evaluation should also have a particular focus on the implications for childhood health and wellbeing so remember to explain the effects that particular marketing strategies may have on young children and how your advertisement may be an example of ways to promote and encourage gender neutral play.</p>	4,5,6,7	I1 I2 I3 P2 P3 R1 R2