

# Lesson 2 – Sexuality in the Media

## Specific Expectations:

By the end of the course, students will:

- demonstrate an understanding of the pressures on teens to be sexually active
- demonstrate an understanding of the impact of parents, the media and culture on values and goals related to healthy active living

## Materials:

- Overhead Projector and Markers
- Post It Notes (Sticky notes)
- Question Box and Sheets for Question Box
- Laminated Advertisements (available through the Fourth R) and/ or Video Clips that demonstrate examples of sexuality in the media
- Sexuality in the Media (2.1 OH/H)
- Sexuality in the Media (2.1 REF)

## Teaching/Learning Strategies:

- Some strategies have been adapted from Beyond Monet by Barrie Bennett and Carol Rolheiser, 2001 and Think Literacy Cross Curricular Approaches, 2004
- Answer students' questions that were put in the question box the previous day. Hand out blank pieces of paper for today's questions. These will be collected at the end of class. (10-20 min)

## Sexuality in the Media

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- Explain that in today's class, you will be discussing media pressure and its effects on teens.
- **Option 1:** Hand out a copy of "Sexuality in the Media" (2.1 H) to each student. Display the overhead, "Sexuality in the Media" (2.1 OH/H). Have students complete the first question and discuss. After having students answer question #1 from the overhead, show students several examples of sexuality in the media. This may be in the form of magazine ads, music videos, song lyrics, etc. Then, have students work in groups to complete the chart in their notebooks. Take up responses using 2.1 REF as a guideline. (20-25 min).
- **Option 2:** Hand out a copy of "Sexuality in the Media" (2.1 H) to each student. Have students complete the first question and discuss. During this discussion, refer to 2.1 REF to assist with the discussion. After having students answer question #1 from the overhead, show students several examples of sexuality in the media. This may be in the form of laminated magazine ads, music videos, song lyrics, etc.
- **Post It, Pile It Strategy.** Divide students into groups of 4. Provide each person in the group with a stack of post it notes. Tell students that they are to work individually on the first column of the "Sexuality in the Media" handout first. When you tell them to begin, they will have 1 minute to record answers on their post it pile it notes. One idea is to be written on each post it note and then placed off to the side. When the teacher says, "stop," students in each group are to "pile" their similar responses together into piles. Teacher should take up responses to the first column using 2.1 REF. Students may then record their responses in column 1. Continue with the next two columns following the same steps of "posting it" followed by "piling it" and taking up responses. (20-25 min)
- Both Option 1 and Option 2 continue from here. After completing the overhead, ask the class the following questions based on their findings of the portrayal of sexuality in the media. (10 - 15 min)

\* How realistic are these characteristics?

\* How do these characteristics relate to gender stereotypes? (You may need to provide students with a definition of a stereotype, or ask the class to define it so that all students understand the question.)

**Stereotype - an oversimplified, distorted view of another group/person that often leads to unfair treatment of that group/person**

\* What is the danger of believing that these characteristics are normal or the ideal?

\* How is the pressure to conform to these characteristics harmful to men and women?

- Collect students' questions for the question box.

2.1 OH/H

# Sexuality in the Media

1. Identify different types of media that display sexual images.
  
  
  
  
  
  
  
  
  
  
2. Think about specific examples of images of sexuality or sexual behaviour from the media. Identify what we learn from the media about sexuality by completing the following chart:

## Sexuality in the Media

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| What does the media teach us about women's sexuality? | What does the media teach us about men's sexuality? | What does the media teach us about sexual relationships? |
|---|---|--|
|   |   |  |

2.1 REF

# Sexuality in the Media

1. Identify different types of media that display sexual images.
  - television
  - movies
  - magazines
  - video/computer games
  - radio
  - books
  - internet
2. Think about specific examples of images of sexuality or sexual behaviour from the media. Identify what we learn from the media about sexuality by completing the following chart:

| What does the media teach us about women's sexuality?   | What does the media teach us about men's sexuality?   | What does the media teach us about sexual relationships?   |
|---|---|--|
| <ul style="list-style-type: none"><li>• young</li><li>• beautiful</li><li>• large breasts</li><li>• women either love sex aggressively or hate it</li><li>• girls/women have to have a boyfriend to be valued</li></ul> | <ul style="list-style-type: none"><li>• young</li><li>• good looking</li><li>• athletic body</li><li>• men initiate sex</li><li>• men always want sex and never say "no"</li><li>• boys/men should have lots of sexual partners</li></ul> | <ul style="list-style-type: none"><li>• sex is spontaneous</li><li>• there is little discussion of birth control or safer sex practices</li><li>• sex is always passionate</li><li>• couples spend a lot of their time in a relationship having sex</li><li>• people have sex soon after meeting</li><li>• sex often leads to love</li><li>• sex resolves disagreements/<br/>differences in values</li></ul> |