**Image or Reality? Gendered Texts and Contexts**

This unit focuses on how gender is represented in a range of contemporary texts. It examines the construction of gender in texts, how the codes and cultural conventions used in texts position readers and viewers and how gender stereotypes are perpetuated by popular culture and media images. Students challenge stereotypical thinking, explore issues of power and status and take action for a more inclusive society.

(Further in the unit)

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<td><strong>Ask students to perform their understandings of gender representation in the texts that they have investigated. Negotiate the parameters of the performance with each group.</strong> There are many possible culminating performances. Students could negotiate with the teacher to:</td>
<td>Where possible, these performances should be exhibited to an audience beyond the immediate classroom. Assess students’ ability to communicate their understanding of gender representation to an audience. Require students to create texts with a clear sense of audience, purpose and form. Develop transparent assessment criteria with students for particular culminating performances. Some examples are provided below. Develop rubrics with students to make assessment criteria more explicit. Remind students about the structures and features of formal debating, particularly the importance of: matter, manner, method Make the criteria for an effective debate explicit to students. Provide students with feedback about their speeches before and after they are delivered.</td>
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| | 1. Debate topics such as:  
*That our lives are limited by our perception of what is appropriate gendered behaviour.*

*That gender roles are represented fairly in the media.* | Remind students about the structures and features of extended argumentative writing. an introduction a series of body paragraphs a conclusion |
| | 2. Compose and craft an extended written argument on topics such as:  
*Gender stereotypes define who we are and what we do. Do you agree? Stepping outside gendered roles has* |

**View the whole unit:**
more severe consequences for males than females. Do you agree?

The media fuels sexist attitudes in our society. Do you agree?

Alternatively, students could negotiate with the teacher to write a letter to the editor about a gender issue.

3. Design and create a more inclusive version of text they have deconstructed; for example, a print advertisement, a magazine cover or part of a television episode.

4. Create a multimedia presentation which deconstructs a range of print or electronic advertisements.

5. Develop a mock forum or drama performance on gender representation in popular culture and media texts.

6. Create a graphic organiser such as a mind map, concept map or fishbone about gender representation or stereotypical thinking.

Ask students to discuss and reflect upon their presentation and engage in structured peer and self-assessment processes.

Effective argumentative writing includes:

- a clear contention
- supporting arguments
- supporting detail

Make explicit the structures and features of letters to the editor.

Assess culminating performances. Notwithstanding the particular type of culminating performance students present, they should:

- challenge stereotypical thinking about gender
- create texts with a clear sense of audience, purpose and form
- demonstrate an understanding of the constructedness of texts
- demonstrate an understanding the role of context in constructing and interpreting texts
- deliberately transform texts for effect

Mind mapping is a technique for representing related ideas which radiate out from the one central idea. Concept mapping is a technique for representing related concepts in visual form. A series of networks and nodes are used to explain the links between different concepts. A fishbone is a particular type of concept map which is often used to demonstrate cause and effect.

Develop criteria for peer assessment with students.

View the whole unit: