**You can use this organizer to help you with your SUPPORTING EVIDENCE.**

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| Evidence from text (include source) | Is this a **cause** or **effect**?  | Rule/Guideline that will fix this problem  |
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**Name:**

**RESPONSE to the Aim (before seminar):**

What is your opinion about the aim?

What harmful messages does the media send to girls & women?

Why (and how) are these messages being sent?

Who is responsible for fixing this problem?

**Aim:** *What rules/guidelines should the media have to follow?*

**Texts:**

Print Advertisements, Class Activity, MED-2

Nussbaum’s Theory of Objectification, Class Notes, MED-3

*Miss Representation*, The Representation Project, 2011

“Female Stereotypes in Disney Films,” YouTube video, 2011

“How to Talk to Little Girls,” Latina Fatale, July 21, 2011

“30 Photos That Challenge the Harmful Stereotypes Toy Companies Sell You,” Elizabeth Plank, April 15, 2014, [www.mic.com](http://www.mic.com)

“GoldieBlox & Rube Goldberg ‘Princess Machine,’” GoldieBlox, 2013 & “GoldieBlox vs. the Big

“How the Media Failed Women in 2013,” YouTube video, The Representation Project

“Tabloid Headlines Without the Sexism,” [www.deathandtaxesmag.com](http://www.deathandtaxesmag.com), May 5, 2014

*“Killing Us Softly*: A Recap,” YouTube video

“Women as Background Decoration: Part 1 - Tropes vs. Women in Video Games,” YouTube video, Anita Sarkeesian

“Anita Sarkeesian bravely confronts sexist video gaming culture,” Robin Abcarian, October 17, 2014, *Los Angeles Times*

*America the Beautiful*, film, Darryl Roberts, 2007,

“Eating Disorder Statistics,” National Association of Anorexia Nervosa and Associated Disorders, [www.anad.org](http://www.anad.org)

“Shrinking Women,” Lily Myers, YouTube video, Button Poetry, 2013

“Inspire Her Mind” YouTube video, Verizon, 2014

**Supporting REASONS/Evidence REACTIONS (during seminar):**

|  |  |
| --- | --- |
| **I hear…** | **What it means…** |
| **I hear…****\_\_\_\_said…****It was mentioned….** | **He means…****This tells us…****This is interesting because…** |

**⦁**What evidence from class do

you find to support your claim?

⦁What evidence do you find

from your own life experiences?

⦁What questions will you

ask your classmates?

**REFLECTION (respond after the seminar):**

How did your thinking change during the discussion? What new ideas did you hear?

What ideas did you hear that you agree with? Disagree with? Surprise you?

How did the seminar make you feel? Were the rules followed?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ms. Lindsay Media Unit Gender Studies Seminar PREPARATION Worksheet

**Response to the Aim (before seminar):**

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**Supporting Reasons/Evidence Reactions (during seminar):**

|  |  |
| --- | --- |
| **I hear…** | **What it means…** |
| **I hear…****\_\_\_\_said…****It was mentioned….** | **He means…****This tells us…****This is interesting because…** |

**Aim: What rules/guidelines should the media have to follow?**

**Text**: see attached list

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 **Reflection (respond after the seminar):**

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| **Other ideas and evidence that I hear…** | **What it means…** |
|  |  |