

Dialogue Mats

After the first panel, students will be given dialogue mats to work through in small groups. These are collaborative exercises designed to prompt discussion so should be printed in A3

Please help students to work through them if you are able

Below is a guide to each section:

1. Female characters

The films and TV shows shown are (left to right, descending): Once Upon A Time, Bonnie and Clyde, Barbie, Fleabag, Doctor Who, We are Lady Parts, Black Panther: Wakanda Forever, Hidden Figures

a) If students are struggling to think of films they've seen with female leads, ask them to think of films they know about that have good female characters

b) The Bechdel Test – a way of judging whether a film, book, etc. shows women as equal to men, by asking whether it includes a scene in which two women discuss something other than a man (Cambridge Dictionary)

2. Gender stereotypes

a) The pictures (from top to bottom) are:

- i. A screenshot from a Mario game showing that Princess Peach's role is traditionally just getting rescued
- ii. Posters from World War II portraying idealised images of housewives
- iii. Pink Power Rangers

b) Some of the stereotypes the pictures could reinforce are:

- i. Girls only have 'passive' roles compared to their male counterparts
- ii. Women and girls' primary roles are at home
- iii. Girls only like pink

3. Disney princesses

The characters shown are Snow White (Snow White and the Seven Dwarfs – 1937), Ariel (The Little Mermaid – 1989) and Raya (Raya and the Last Dragon – 2021)

If students are stuck, ask them what Disney princess films they have seen and to compare the portrayal of individual characters they know

4. The patriarchy and diversity in the media

Patriarchy definition provided: of the systems we live in today were created by men, for men. In cultures across the world, men have traditionally held, and in many cases still hold most of the positions of power. Societies like these, where inequality in favour of men is the norm, are referred to as patriarchies.

a) The examples are (left to right, descending):

- i. Crash test dummies. These are almost always male
- ii. A woman putting on makeup
- iii. A crossing sign with a man as the default pedestrian
- iv. A clipart depiction of the gender pay gap, showing a man on a higher stack of money

b) The examples are (descending):

- i. Prince Charming rescuing Sleeping Beauty
- ii. Spider-Man grieving the death of Gwen Stacy

- iii. A Yorkie bar advert, part of their traditional marketing campaign that the bar was “not for girls”

Ask students to imagine if they would write these stories or the advert differently if they are stuck

c) The statistics are available on the table and via the QR code

Students should think about if the percentage of a group in journalism is different to statistics for the whole population

The occupation of parent statistics can be a useful indicator for the class/social background of an individual

d) Students can be as broad or specific as they like – this question is designed to get them to reflect on what they’ve heard so far