

## LESSON PLAN

### **Inquiry-based Learning:<sup>1</sup> Gender Stereotypes in Advertising**

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#### **I. Teaching Context**

This inquiry-based project is designed for an advanced ESL class in a public high school in the United States. All students in this class are high school seniors who have immigrated to the United States from countries such as Mexico, Spain, South Korea, Japan, China, and Taiwan. Most of the students have been enrolled in the school's ESL program for two to three years, starting from the beginner level. Students who pass this course will be able to enroll in regular English classes with native speakers as they enter college; therefore, the goals of this course are to polish all four skills, strengthen sociolinguistic competence, as well as increase cultural and gender awareness. The class meets for 85 minutes every day, Monday through Friday. For this project, the class will meet in the school's computer lab and work in groups of three.

#### **II. Skills Objectives:**

By the end of this project, students will be able to:

1. Demonstrate skills essential to collaborative-learning with partners (e.g., discussion, distribution of work, error correction, information gathering, etc.)
2. Develop learner autonomy by exploring various websites and conducting research.
3. Form a clearer understanding of how gender roles are portrayed in the media.
4. Enhance their reading, writing, speaking, and listening skills.
5. Predict what they will find in research based on their experiences and what they have learned in class.
6. Propose questions that are important, meaningful, and relevant to this assignment.
7. Investigate these questions by researching the Internet for evidence and examples to support their findings.
8. Gather and organize information both as an individual and as a group.
9. Improve critical thinking skills through research and group discussion.
10. Reflect on findings by creating a five-minute presentation with their group members.
11. Practice their public speaking skills by collaboratively presenting their 8-minute presentation in class for their peers.

#### **III. Language Objectives:**

By the end of this project, students will be able to:

1. Compare & contrast using linking adverbials and adverbial conjunctions (i.e. transitional words/phrases).
2. Practice expressions for similarity and difference (e.g., use *as* when describing & comparing people/objects).



3. Employ synonyms/antonyms for describing gender traits (e.g., manly, masculine; girly, feminine).
4. Make predictions using modals such as *will*, *may*, *might*, *should*, and *could*.
5. Describe past predictions as reported speech using *would*.

#### IV. Preparation

Prior to this series of lessons, students have been learning about gender roles in different cultures as well as how gender roles have evolved throughout history. This project's focus is on gender awareness, specifically on how gender roles are portrayed differently in media such as TV commercials. The teacher will assign students to work in groups, with three students in each group. Each group will be asked to work collaboratively to brainstorm ideas, research, investigate, discuss, and reflect on what they find. Although there will not be a formal assessment, students will create a six- to eight-minute presentation in class to demonstrate their comprehension. Their presentations will be graded based on a teacher-made rubric (see [Appendix D](#)). In addition, all students will be given feedback forms to complete during each group's presentation (see [Appendix E](#)).

#### V. Teaching steps

##### A. Lesson One

Overview: Students brainstorm what they know about the portrayal of female and male genders in commercials; students learn how to write a synopsis and learn grammar points that will help them complete the final presentation.

Activity 1: Opening (10 minutes)

1. Ask inquiry question, "How are gender roles portrayed in TV commercials?"
2. Have students brainstorm what comes to mind when they think about gender roles in TV commercials.
3. Ask students to share what they wrote down.

Activity 2: Sample Investigation (25 minutes)

1. Play a car commercial for the FIAT 500 Abarth as an example of gender stereotypes. (See Handout 1, [Appendix A](#))
2. Arrange students in groups of three.
3. Have students answer the questions on Handout 1 (see [Appendix A](#)) and analyze the commercial they watched together as a class.

Activity 3: Learning Point (45 minutes)

4. Distribute Handout 2 (Synopsis Writing and Grammar Points, see [Appendix B](#))
5. Teach grammar points on the handout (making comparisons, making predictions).

Activity 4: Closing (5 minutes)

1. Encourage students to pay attention to gender roles in the commercials that they see on TV at home.
2. Ask students if they have any questions.
3. Dismiss class.

### *B. Lesson Two*

Overview: Working in a group of three, students choose a product category to investigate. After viewing the provided commercials, students will choose a commercial from the provided list, write a synopsis, and discuss how gender roles are portrayed in the commercial.

Activity 1: Opening (10 minutes)

1. Ask students to name the components of a synopsis.
2. Assign students to work in a group of three and inform them that this will be their project group for the rest of the project.

Activity 2: Group Research (70 minutes)

1. Pass out Lesson 2, Handout 1 ([Appendix C](#)).
2. Read instructions of the project on the handout.
3. Instruct groups to choose one category of commercials on the handout.
4. Have students watch the commercials, choose one, and write a synopsis about it.
5. Ask students to complete questions on the handout about their selected commercial.

Activity 3: Closing (5 minutes)

1. Assign homework. Students must search for commercials on their own outside of class. Each student will choose one or two commercials to share with their group in the next class.
2. Distribute project rubric. ([Appendix D](#))
3. Dismiss class.

### *C. Lesson Three*

Overview: Students will organize their thoughts, make predictions, and share their findings through discussion with their group members. Students will add more details to their analysis, ask questions about their findings, and then conduct further research regarding their discussion.

Activity 1: Opening (5 minutes)

1. Tell students to get in their assigned groups.
2. Ask student to take out their homework.

Activity 2: Group Discussion (75 minutes)

1. Instruct students to share and discuss their findings.
2. Instruct students to select the best commercials for their presentations.
3. Have students edit the synopses for their selected commercials, or write new ones if necessary.
4. Guide students to draw conclusions about their findings and begin organizing information for their presentation. (Students will likely not finish this task; some time should be allotted at the beginning of the next class to finish).

Activity 3: Closing (5 minutes)

1. Encourage students to work on their own outside of class, so that they can create and practice their presentation in the next class.
2. Dismiss class.

#### *D. Lesson Four*

Overview: Students will prepare their presentations, which should be six to eight minutes in length. In their presentation, students must include (verbally or on the slide): a) their pre-research predictions, b) their findings regarding gender stereotypes, c) support through real TV commercial examples along with a thorough analysis for each example, and d) a discussion of the additional questions they posed.

Activity 1: Opening (10 minutes)

1. Provide time for students to organize information and finish analysis.

Activity 2: Create presentations (65 minutes)

1. Encourage students to begin creating their PowerPoint presentations.
2. Instruct students to practice presentations with the group.

Activity 3: Closing (10 minutes)

1. Assign homework: students should finish their presentations and practice if they have not already done so.
2. Invite students to ask questions.
3. Dismiss class

#### *E. Lesson Five*

Overview: Students conduct group presentations and while watching their peers' presentations, students fill out a S-S feedback form provided by the teacher.

Activity 1: Opening (10 minutes)

1. Pass out feedback form (see [Appendix E](#)).
2. Ask students to load their presentations onto the classroom computer.

Activity 2: Presentations (70 minutes)

1. Facilitate student presentations (10 minutes each).
2. Collect student feedback forms.

Activity 3: Closing (5 minutes)

1. Congratulate students on a job well done and provide general feedback.
2. Dismiss class.

#### **Note**

<sup>1</sup> For more about the steps of inquiry-based learning, see <http://www.inquiry.uiuc.edu/inquiry/process.php/>. For examples of inquiry units and instructional guidelines, see <http://inquiry.uiuc.edu/>. As a good print resource, Egbert (2005) provided an overview of inquiry and problem-solving methods along with example CALL resources and correlated activities in Chapter 6, "Inquiry and Problem Solving" (pp. 89-102).

#### **Reference**

Egbert J. (2005). *CALL Essentials: Principles and Practice in CALL Classrooms*. Alexandria, Virginia: Teachers of English to Speakers of Other Languages, Inc.

## Appendix A Lesson 1, Handout 1

### Gender Stereotypes in Advertising



**Title:** Fiat 500 Abarth — “Seduction”

**Synopsis:** This is a car commercial for the FIAT 500 Abarth produced in 2012. There are two main characters in this commercial. In the first scene, a man in business attire walks by an attractive woman who is bending down to fix her shoes. He is immediately blown away by her beauty. The woman catches the man gazing at her. At first she walks up to the man and slaps him in the face, but all of a sudden she starts to seduce him by grabbing his tie and whispering in his ear. Just when the two are about to kiss each other, the man opens his eyes only to find the beautiful woman is actually a car. At the end of the commercial, a woman’s voice reads “The FIAT 500 Abarth—you’ll never forget the first time you see one.”

**Source:** <https://www.youtube.com/watch?v=cpi2IAec9Ho&NR=1>

Critical thinking

What is your impression of this commercial?

How are the gender roles portrayed in this commercial?

Is the commercial successful in selling the product?

For an example of student responses, see [Appendix G](#)

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**Appendix B**  
**Lesson 1, Handout 2**

**How to Write a Synopsis**

**Definition:** a brief description or outline of a story.

**Purpose:** to give your audience a clear idea of what the story is about.

Components:

Identify the setting.

Summarize the storyline.

Describe the characters and the role they play in the scene.

Mention dialogues involved in the scene (if applicable).

Specify the gender of narrator (if applicable).

Use descriptive words to depict attitudes and emotions.

Refer to **Handout 1: Gender Stereotypes in Advertising** for an example.

## Grammar Forms

(Adapted from Grammar-quizzes.com)

### Linking Adverbials

Similarity	Difference
<ul style="list-style-type: none"> <li>• The woman is attractive. Similarly, the car is appealing.</li> <li>• The woman is attractive. In the same way, this car is appealing.</li> <li>• That woman is attractive. Likewise, this car is very appealing.</li> </ul>	<ul style="list-style-type: none"> <li>• This woman is tall and beautiful. In contrast, that man is short and ordinary.</li> <li>• The woman is tall and beautiful. On the contrary, the man is short and ordinary.</li> <li>• While/whereas this woman is very attractive, that man is not.</li> <li>• On one hand, the woman is tall and beautiful, on the other hand, she is very hard to understand.</li> </ul>

### Adverbial Conjunctions

However, Moreover, Therefore, Nevertheless

- Use this resource to review and practice:

<http://www.riohondo.edu/commlang/workshop/Adverbial%20Conjunctions.pdf>

### Expressions of Similarity and Difference

Similarity	Difference
<ul style="list-style-type: none"> <li>• This Fiat 500 is as beautiful as that Mini Cooper S.</li> <li>• This Fiat 500 has the same size as that Mini Cooper S.</li> <li>• This Fiat 500 and the Mini Cooper S look the same.</li> <li>• This Fiat 500 looks like that Mini Cooper S.</li> <li>• This Fiat 500 is similar to Mini Cooper S.</li> <li>• This Fiat 500 is like that Mini Cooper S.</li> <li>• This Fiat 500 is just the same as that Mini Cooper S.</li> <li>• Both this Fiat 500 and that Mini Cooper S are nice.</li> <li>• Neither this Fiat 500 nor that Mini Cooper is cheap.</li> </ul>	<ul style="list-style-type: none"> <li>• The Fiat 500 is different from/than the Mini Cooper S.</li> <li>• This Fiat 500 is not as expensive as this Mini Cooper.</li> <li>• The Mini Cooper S is more expensive than the Fiat 500.</li> <li>• The Mini Cooper S is much more expensive than the Fiat 500.</li> <li>• The Fiat is an Italian car unlike the Mini Cooper.</li> <li>• The Mini Cooper S is more like a sports car than the Fiat 500.</li> <li>• The speed of Fiat 500 contrasts to/with the speed of Mini Cooper S.</li> <li>• The speed of Fiat 500, in contrast to the Mini Cooper S, is slow.</li> <li>• The speed of Mini Cooper S is fast in contrast to the Fiat 500, <u>which</u> is slow.</li> </ul>

For more information and practice, go to <http://www.grammar-quizzes.com/compare.html>

## Making Predictions

Modal verbs	Example
Might	The results might show that women are portrayed as stay-at-home mothers or housewives who take care of their children or do house chores.
Should	The conclusion should indicate an obvious gender stereotype in most car commercials.
Could	The findings could mean that there is a strong gender bias in car commercials.
Would	Car commercials would try to aim at male customers more than female customers.

## Using Modals in Reported Speech

For your project, you will need to use reported speech to reflect the predictions of your group. Here's how to use modals in reported speech.

Modals, with the exception of “will” and “may”, do not change in reported speech.

Prediction: It *might* get dark soon.

Reported Speech: She said it *might* get dark soon.

Opinion: You *should* go to bed.

Reported Speech: He said you *should* go to bed.

Prediction: You *could* catch a cold.

Reported Speech: He said you *could* catch a cold.

Prediction: I think they *would* like to go to the party.

Reported Speech: She thinks they *would* like to go to the party.

Exception: *Will/May*

Prediction: Women will be portrayed as mothers.

This statement reflects what you think, but what you do not know.

(You can also use the word *may* if you are less certain)

Reflection: We *predicted* that women *would* be portrayed as mothers.

This statement reflects what you thought. (*past tense*)

(If you used *may* earlier, use *might*. e.g., We predicted that women *might* be portrayed...)

Discovery: We *found* that women are/are not portrayed as mothers.

Even though you did the research in the *past*, this statement reflects the current truth.

Since it is still true, we can use the forms of *be*: is/are.

If it *used to be* true but is not any longer, we use the past tense: *were*

Ex: We found that women were portrayed as mothers until 2001.

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## Appendix C Lesson 2, Handout 1

**Project Instructions:** In this project, you will work with your group to watch and analyze commercials in order to draw conclusions about gender roles and stereotypes in society. By the end of the project, your group will give a presentation on what you found. Research for this project will take place mostly in class, so make sure to be present!

### A. In-class Activity

In a group of three, select one category from the list below that your group would like to focus on. Then, watch the commercials in your category. Select ONE commercial and answer the following questions:

1. What is the product?
2. Are there more women or men?
3. How are the gender roles portrayed in this commercial?
4. Who is the narrator? Do you think it affects the way you view the commercial?
5. Does this advertisement depart from gender stereotypes? If so, how?
6. Is this a typical commercial in comparison to similar products?

After you have chosen a commercial and discussed the questions above, write a synopsis for the commercial you chose.

### List of Commercials (For synopses, see Appendix F)

#### Cars

Chevy: <http://www.youtube.com/watch?v=sOgAYnxVcww>

Audi: <https://www.youtube.com/watch?v=gDCC0EUcwhY>

Mercedes Benz: <https://www.youtube.com/watch?v=1sJngDmboHY>

#### Beer

Heineken: <http://www.youtube.com/watch?v=0DOla80sbTI>

Dos Equis: <http://www.youtube.com/watch?v=fYdwe3ArFWA>

Bud light: [http://www.youtube.com/watch?v=hw\\_kHH3zJGY](http://www.youtube.com/watch?v=hw_kHH3zJGY)

#### Drinks

Gatorade: <http://www.youtube.com/watch?v=6Wu2DyizWgU>

5-hour Energy: <https://www.youtube.com/watch?v=qXHleeLesKs>

Vault: [http://www.youtube.com/watch?v=QH3Emm\\_Kk8Q](http://www.youtube.com/watch?v=QH3Emm_Kk8Q)

#### Beauty Products

Dove Shampoo: <http://www.youtube.com/watch?v=dgGgrl1pIws>

Axe: <https://www.youtube.com/watch?v=dtChvdmxJEk&NR=1>

#### Cleaning Products

Mr. Clean: <http://www.youtube.com/watch?v=L0YPSuZYZIY>

Swiffer: [http://www.youtube.com/watch?v=9\\_JpYfScoHs](http://www.youtube.com/watch?v=9_JpYfScoHs)

Finish: <http://www.youtube.com/watch?v=nKCD7JDvoNg>

#### Cable/TV

Time Warner Cable: <http://www.youtube.com/watch?v=3Lv8PBL9CY4>

Verizon: <http://www.youtube.com/watch?v=0hPpbWYzNa4>

Verizon: [http://www.dailymotion.com/video/x6xsc5\\_the-big-game-on-verizon-fios-ad\\_shortfilms](http://www.dailymotion.com/video/x6xsc5_the-big-game-on-verizon-fios-ad_shortfilms)

#### Electronics

LG: <http://www.youtube.com/watch?v=qymDoHKno8c>

Best Buy (LG): <http://www.youtube.com/watch?v=ssSd0egK1UU>

Best Buy (Samsung): [http://www.youtube.com/watch?v=oEUr\\_HR5yfM](http://www.youtube.com/watch?v=oEUr_HR5yfM)

#### Fast Food

Burger King: <http://www.youtube.com/watch?v=W7Obn3d4SqE>

Wendy's: <http://www.youtube.com/watch?v=1WYX5KGx620>

#### Detergent

Clorox: <http://www.youtube.com/watch?v=TZeQUxSjHwU>

Clorox: <http://www.youtube.com/watch?v=djDBMryseB0>

Tide: <http://www.youtube.com/watch?v=C9LTRbWsGOI>

#### Your own choice

Themes across products e.g., settings, occupational roles, etc. (make sure you can make it specific)

Transformation of gender roles through history e.g., Rosie the Riveter (for a product/occupation)

Paper/pictorial advertising e.g., newspaper, magazines, etc. (as opposed to video)

Tip: In order to narrow your research on sites like Youtube, look for the companies of the product you are researching. For instance, Toyota [ToyotaUSA], Wendy's [wendys], Heineken [HeinekenUSA], and Clorox [clorox] upload their commercials on their Youtube channels. Their channels can be accessed by the address [www.youtube.com/user/xxxxxxx](http://www.youtube.com/user/xxxxxxx). E.g.: [www.youtube.com/user/clorox](http://www.youtube.com/user/clorox)

#### B. Out-of-Class Activity

In your presentation, you must use at least one video example that was not provided for you. This is something you must do for homework. Since your job is to analyze your product category, watch several videos to get an idea of what the general trend is and what exceptions exist, if any. After watching multiple videos, choose a video that will best support your conclusions about a trend or exception. You will share your findings with your group in the next class.

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## Appendix D Rubric

Your presentation will be graded based on your fulfillment of the required elements, and the quality of your work as outlined in the rubric. Presentations should be between 6 and 8 minutes in length.

Scoring Criteria	1 Poor	2 Fair	3 Satisfactory	4 Good	5 Excellent
Content & organization	Missing content or information; no example; very disorganized	Insufficient or irrelevant information, fairly organized	Barely meet the requirements although it is organized. / Meets the requirements but is disorganized.	Meets the requirements and organized.	Included additional content and information; very organized.
Speech fluency	Full of fragments to the point that audience cannot comprehend	Uneven speech and most sentences are fragmented so that audience can barely understand	Frequent pauses/fillers in between speech; audience can generally understand but not completely	Only a few fillers but do not effect the overall utterance; audience can understand majority of the speech	Almost no filler words (um,uH); audience can understand without any difficulty
Time management	Presentation finished in less than 2 minutes or way beyond 5 minutes	Presentation finished in less than 3 minutes or beyond 6'20"	Presentation finished in less than 4 minutes or somewhat beyond 5'40"	Presentation finished in a little more or less than 5 minutes	Presentation finished in exactly 5 minutes
Pronunciation/ grammar	Very inaccurate to the point that audience cannot understand	Largely inaccurate; audience has a hard time understanding	Some errors that occasionally cause confusion or ambiguity	Minor errors but do not generally effect audience comprehension	A few to almost no errors
Volume/ rate of speech	Presentation is incomprehensible b/c of fast or soft speech	Volume is frequently too small/big; speed is frequently too fast/slow	Speed is slightly rushed AND volume is somewhat too small/big	Speaker is slightly rushed or slow OR speaker's voice is a little soft	Speed is good pace and volume is comfortable to audience's ears
Preparedness	It is obvious that your group spent little to no effort in rehearsing/ researching	Group did not rehearse and/or does not know material well	Your group may need to practice more before presenting, or review your material more	It is clear that your group rehearsed before presenting, but it could've gone better	The presentation is almost flawless! Your group must have reviewed and rehearsed

Five categories on a scale from 1-5

**Total score: 30**

Required elements (2 points each):

- Slide(s) with pre-research predictions

- Slide(s) of findings regarding gender stereotypes
- At least two video examples (one from the provided list and one found during research)
- A brief description and thorough analysis of the video examples
- Discussion of additional questions posed during research

For an example of a student presentation, see [Appendix H](#).

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**Appendix E  
Feedback Form**

**Presentation Feedback**

**Presenters:** \_\_\_\_\_

Type of advertisement:

1. Name at least TWO things you learned from this presentation:
  - 1.
  - 2.
2. Name at least ONE thing you thought was interesting from this presentation:
3. How many examples of TV commercials did this presentation include?
4. Which one was most effective in supporting the main point? Why?
5. Was the presentation thorough? (i.e. Did the presenters consider multiple perspectives?  
Do you feel more or less should be included next time?
6. What questions do you still have?
7. Could you hear the presenters clearly? (Yes/No)
8. Name at least TWO areas that this presentation can be improved. (You may incorporate some of the above observations in your answer.)

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## Appendix F List of Sample Commercials

### 1. Cars

#### a. Chevy Camaro – “Miss Evelyn”



**Synopsis:** Two male voices in the background take turns discussing an idea for the Camaro commercial. They decide the car should first be seen racing in the desert. Then, the narrators both agree that the driver should be an attractive redheaded female. One of the narrators decides to switch the scene to the city where the car continues to race. Suddenly, a chase by the cops and a helicopter is added to the story. The two narrators become very excited talking about the idea and how fast the car is until one of them says that the car flies off the roof of a building. In order to bring a peaceful ending to the story, the narrators decide to have the car land in a neighborhood and she drives up to the front of a school. The narrators give the female driver a name, Miss Evelyn, who is a teacher at the school. The commercial ends with Miss Evelyn parking the car and walking towards the school, followed by a close shot of Chevy Camaro and a slogan that reads “Chevy Runs Deep”.

**Source:** <http://www.youtube.com/watch?v=sOgAYnxVcww>

#### b. Audi – “Spell”



**Synopsis:** In the first part of this commercial, all the characters look completely emotionless because they have been put under a spell: a little boy staring at a Ferrari car poster says that he has been told to desire a red Italian sports car; a soccer mom stands by her Lexus SUV says that she has been told that beige and predictable fit her lifestyle; two businessmen walk robotically towards their identical Mercedes Benz say that they have been told how the status symbols are their goal; an old couple by a golf car say that they have been told that this is the way to retire; a man standing in front of a red BMW says that he has been told the car captures his essence while the lady next to him says that the neighbors will be jealous. All of a sudden, the spell is broken by the appearances of Audi cars; all the characters look at the Audi cars with hope in their eyes.

**Source:** <https://www.youtube.com/watch?v=gDCC0EUcwhY>

c. Mercedes Benz – “Beauty is Nothing Without Brains”



**Synopsis:** The commercial begins with a blonde woman ordering French fries, a burger, and a milkshake at the library rather loudly. The female librarian, annoyed, looks at the lady and informs her that she is at the library. Quickly, the blonde takes a look around to see the people behind her, noticing that they are staring at her. She then turns back to the librarian and repeats her order, but in a whisper. This time, the librarian looks very shocked, yet the blonde lady bluntly smiles back and still fails to realize what she is doing wrong. At the end of the commercial, a line of text reads, “Beauty is nothing without brains”.

**Source:** <https://www.youtube.com/watch?v=1sJngDmboHY>

## 2. Beer

d. Heineken – “Walk in Fridge”



**Synopsis:** At a party, a woman gives her female guests a tour of the house and excitedly leads them to a door in her bedroom. She opens it to reveal a walk-in closet full of clothes and shoes. The female guests all begin screaming and hugging each other because they are overjoyed to see the closet full of clothes and shoes. At this moment, they stop screaming because they hear the men screaming from afar too. The scene switches to the men and shows that they are jumping up and down screaming happily, because they are in a closet full of Heineken.

**Source:** <http://www.youtube.com/watch?v=0DOlA80sbTI>

e. Dos Equis – “The Most Interesting Man in the World”



**Synopsis:** In this commercial, a male voice in the background tells a story of the most interesting man in the world. In the first scene, a man brings a treasure box onto the shore and shares his findings with the others. In the second scene, the man plays a piano in the desert. In the third scene, the man is holding a fox and running away from the hunters. Meanwhile, the narrator describes him as “a man who could disarm you with his looks... a man who speaks French in Russian...” In the next scene, a big pet owl flies over and lands on his arm as the narrator names him the most

interesting man in the world. In the closing scene, at a table surrounded with women, the man then says, “I don’t always drink beer. But when I do, I drink Dos Equis.”

Source: <http://www.youtube.com/watch?v=fYdwe3ArFWA>

*f. Bud light – “English Class”*



**Synopsis:** In this commercial, a male English teacher teaches male immigrant students how to ask for a Bud Light when they are in different regions of America (e.g., the South, New York, and East L.A.). Then, the teacher asks his students what they say when someone is asking them for a Bud Light. All of the students answer “No English” in unison.

Source: [http://www.youtube.com/watch?v=hw\\_kHH3zJGY](http://www.youtube.com/watch?v=hw_kHH3zJGY)

### 3. Drinks

*g. Gatorade – “Greatness”*



**Synopsis:** In this commercial, famous quarterback Robert Griffin III is shown doing his everyday intensive training, such as weightlifting, running, bicycling, and throwing the football. In the narration, Griffin says, “Greatness is not given. Greatness is taken. Taken in the summer when no one is looking” as he drinks the Gatorade. The male narrator concludes with “40 years of hydration science in every bottle, so you can take what’s yours.”

Source: <http://www.youtube.com/watch?v=6Wu2DyizWgU>

*h. Five-hour Energy – “2:30 Feeling in the Afternoon”*



**Synopsis:** In this commercial, a man in the office speaks to the audience and talks about what 2:30 in the afternoon feels like as he travels through the office and sees his coworkers all yawning, even though some of them are drinking coffee and soda. The man then suggests the audience try the 5-hour Energy drink and see what it feels like. In the next scene, his coworkers seem much more energetic and productive despite the time.

Source: <https://www.youtube.com/watch?v=qXHleeLesKs>

*i. Vault*



**Synopsis:** In this commercial, a group of young males gather to play paintball at a park. While dividing the teams, a man is not happy because he is the last one to be chosen. Now determined to win, he picks up a bottle of Vault and gulps it down. Immediately after that, he becomes very quick and alert. He even throws a squirrel to attack his enemy and does a black flip while drinking more Vault. Eventually, he wins the game in the end. At the end of the commercial, a male voice narrates, “Vault—drinks like a soda, kicks like an energy drink. Get to it!”

**Source:** [http://www.youtube.com/watch?v=QH3Emm\\_Kk8Q](http://www.youtube.com/watch?v=QH3Emm_Kk8Q)

#### 4. Beauty Products

*j. Dove Shampoo – “Idea of Beauty”*



**Synopsis:** In the first part of this commercial, every girl on the street has the same hairstyle and they all look unhappy. The female voice in the background narrates, “How long have we been chasing someone else’s idea of beauty?” Then she adds, “Maybe one-size-fits-all hair doesn’t fit you.” At this moment, all the women take off their wigs and throw them into the air. They all look relieved and happy as they run their fingers through their natural hair.

**Source:** <http://www.youtube.com/watch?v=dgGgrl1pIws>

*k. Axe – “Anarchy is coming”*



**Synopsis:** This commercial begins with a masked man stealing from a jewelry shop. The policewoman nearby hears the report and begins chasing the man. As he is running away from the policewoman, the man takes off his mask and jacket, even dropping the bag full of cash and jewelry so that he can run faster. Similarly, the policewoman also takes off her hat, jacket, and holster in order to keep up with the man. In the last scene, the two finally meet at an intersection where they stare at each other as they are trying to catch their breaths. At the end of the commercial, a caption reads, “Nothing will ever be the same again” and the thief and the policewoman stride toward each other.

Source: <https://www.youtube.com/watch?v=dtChvdmxJEk&NR=1>

## 5. Cleaning Products

### l. *Mr. Clean – “Magic Eraser”*



**Synopsis:** In this commercial, a young mom stands in the bathroom looking as if she is stressed out about cleaning the bathroom. All of a sudden, Mr. Clean pops up next to her and hands over the magic eraser. The mom begins cleaning the bathroom with the magic eraser. Everywhere she cleans with the magic eraser becomes spotless and smells fresh; the mom begins to enjoy cleaning. The good smell first draws her daughter’s attention, and then her son and husband also come in later to smell the freshness in the bathroom. She is left joyful and satisfied with the result.

**Source:** <http://www.youtube.com/watch?v=L0YPsuZYZIY>

### m. *Swiffer*



**Synopsis:** The scene opens with a tidy housewife in a counseling session with her female psychiatrist. She tells the psychiatrist that she wants a clean start for spring; then, looking off-screen to someone, she complains, “I’m tired of trying to make this work!” The camera then focuses on the recipient of this outburst – an old mop. Before the relationship with the mop can be resolved, though, the session ends and the mop and woman are never reconciled. The commercial continues with a demonstration of the mop vs. a Swiffer while a woman narrates the advantages of the Swiffer. The housewife ends the commercial (having just cleaned with the Swiffer) by saying, “That was a great session.”

**Source:** [http://www.youtube.com/watch?v=9\\_JpYfScoHs](http://www.youtube.com/watch?v=9_JpYfScoHs)

*n. Finish – “Quantum”*



**Synopsis:** A husband and wife dressed in business casual attire are throwing a dinner party at their house, where many people are in attendance. After clearing the table with her husband, the woman is set to the task of washing dishes. She has a dishwasher, but because her detergent is weak, she has to prewash and rewash her dishes, making her a “prisoner of the sink” (see above screenshot). While her husband looks on sympathetically, the savior to her ordeal is introduced. Finish’s “Quantum” liberates her, removing her chains and freeing her from “extra effort.” The narrator, a male voice with a “high-class” intonation, then explains the detergent’s cleaning power. The husband and wife, happy over their sparkling clean wine glasses, proceed to toast with them as the narrator says, “Have your dishwasher do its job. Just free yourself.” The commercial ends with a final pitch by the narrator – “Finish. Freedom from dish washing.”

**Source:** <http://www.youtube.com/watch?v=nKCD7JDvoNg>

## 6. Cable/TV

*o. Time Warner Cable – “Jeannine”*



**Synopsis:** The commercial opens with a man watching a baseball game via his cable service, Time Warner Cable. The phone begins to ring, and he narrates to the audience that he is not going to answer. “Why am I not picking up?” he asks. “Because I know who it is.” Time Warner cable offers caller ID on his television screen, so he already knows that his wife’s best friend, Jeannine, is calling. The scene cuts to the next, showing what could have happened had he picked up. He tells Jeannine to catch his wife on her cell, but she stays on the phone, talking about a variety of topics from allergies, to restaurants, to varicose veins. There are several cuts with him shifted in different positions, slouched over, lying upside down, playing with the lamp etc., letting the viewer know that a considerable amount of time has passed and he has clearly missed the game. The commercial ends with his thanks to time Warner Cable for sparing him and another male voice gives the final pitch against competitor, Verizon Fios.

**Source:** <http://www.youtube.com/watch?v=3Lv8PBL9CY4>

*p. Verizon*



**Synopsis:** This commercial begins with the ‘Verizon Fios guy’ giving a presentation to a family about multi-room DVR, which allows them to watch whatever they record in the living room in other rooms of the house. He demonstrates on different televisions throughout the house. In the basement he says, “If you record hockey, you can watch it in the basement” to which the young boy goes “Yes!” In the teenage girl’s room, he suggests that one could watch snowboarding and she says “Yes!” as well. They move to the kitchen, where he suggests that they can watch figure skating. At this point, the husband says “Yes!” and everyone, including the Verizon Fios guy, gives him weird looks. They continue to look at him until he recants his reaction saying, “I don’t know why I said yes, that’s...that was weird.” The commercial closes with some amped up rock music and a male voice advertising Verizon Fios.

**Source:** <http://www.youtube.com/watch?v=0hPpbWYzNa4>

*q. Verizon*



**Synopsis:** The Time Warner Cable guy is sitting at home eating snacks, when he hears cheering coming from somewhere and goes to see what’s up. He knocks on the apartment door of the Verizon Fios guy and asks, “What’s happening?” seeming to know the answer. The Fios guy answers that he and others are watching Thursday night football. The Cable guy looks for sympathy as he says he “can’t find the game anywhere,” but the Fios guy responds that Time Warner does not have NFL programming like Verizon in a ‘too bad for you’ kind of attitude. Nevertheless, the Cable guy continues to stand awkwardly in the hallway insinuating that he is waiting for an invitation to watch the game. The Fios guy asks, “Do you wanna...?” but can not finish the question before the Cable guy says, “Yes!” and forces his way into the living room, much to the Fios guy’s displeasure. Verizon finishes with a male voice summarizing the main selling point of the commercial while amped up rock music plays in the background.

**Source:** [http://www.dailymotion.com/video/x6xsc5\\_the-big-game-on-verizon-fios-ad\\_shortfilms](http://www.dailymotion.com/video/x6xsc5_the-big-game-on-verizon-fios-ad_shortfilms)

## 7. Electronics

*r. LG*



**Synopsis:** A mom gets messy in the kitchen baking with her kids, and then does the laundry 20 minutes faster than normal, allowing her to spend time eating cupcakes with them. She bakes chicken 20 minutes faster than usual and brings it out to enjoy with her extended family. She puts away her groceries into her LG refrigerator with 20% more storage capacity, and then goes outside to enjoy a picnic lunch with her husband and children. A male voice narrates how she amplifies her efficiency by using LG electronics so she can “fast-forward to something better.”

**Source:** <http://www.youtube.com/watch?v=qymDoHKno8c>

*s. Best Buy*



**Synopsis:** Four guys are in their living room watching TV. One guy expresses what he is looking for in a new TV and the guys in the back chime in with additional desires like 3-D viewing. The Best Buy guy tells them that it is no problem and pitches the Best Buy Perfect Match Promise. This catches the interest of another guy who comes up to the screen to ask, “What else you got?” The Best Buy guy continues, and soon a third guy is at the front, entranced by the great offer. The Best Buy guy finishes his pitch and now all four guys are at the front of the screen mesmerized by a deal on 3-D televisions.

**Source:** <http://www.youtube.com/watch?v=ssSd0egK1UU>

*t. Best Buy*



**Synopsis:** A man and woman stand in their living room and express what could be irreconcilable views about a television; he wants a big TV that streams movies, videos, etc. and she wants a TV that has a nice design. The Best Buy guy promises them that he can hook them up with a TV that they’ll both love, to which the husband responds, “Good luck.” The Best Buy guy assures them that with the Best Buy Perfect Match Promise, they’ll find a TV that they both love, or their money back. The living room is now empty and the sound of a car door slams shut. Wheels squeal off to Best Buy.

**Source:** [http://www.youtube.com/watch?v=oEUr\\_HR5yfM](http://www.youtube.com/watch?v=oEUr_HR5yfM)

## 8. Fast Food

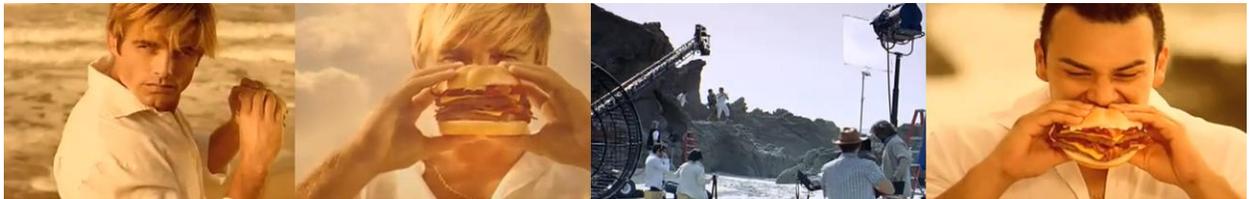
### *u. Burger King – “Tiny Hands”*



**Synopsis:** A man wearing foam fingers is invited to partake in a Burger King meal with some other fans. He declines, saying that he is going to head over to McDonalds instead. A woman comes over and says, “Are you kidding?” while simultaneously pulling off his foam fingers to reveal his tiny hands. He confesses that he does not want to eat the Burger King burger because it is so big that it will make his hands look smaller. They agree to cut it in half for him so that he can eat it and a deep male voice finishes the advertisement.

**Source:** <http://www.youtube.com/watch?v=W7Obn3d4SqE>

### *v. Wendy’s – “Baconator”*



**Synopsis:** An attractive model walking along the beach lusts after a juicy bacon burger in his hands. However, right before he takes a bite, the director calls in a stunt double. This is understandable, since he is now being filmed on a small precipice. As the model, unsure of foot, is helped down, the stunt double walks confidently to the edge. When the director calls action, rather than do a stunt, the stunt double proceeds to take a bite of the burger as the deep-voiced narrator explains, “real bacon, only for real men.”

**Source:** <http://www.youtube.com/watch?v=1WYX5KGx620>

## 9. Detergent

### *w. Clorox*



**Synopsis:** While time-lapse photography captures the scene of laundry being done since the early 1900s, a woman narrates: “Laundry is not new. Your mother, your grandmother, her mother, they all did the laundry. Maybe even a man or two. And although a lot has changed, the machines, the

detergents, the clothes themselves; one thing has not. The bleach most trusted to keep whites pure white is still Clorox Bleach.”

**Source:** <http://www.youtube.com/watch?v=TZeQUxSjHwU>

*x. Clorox*



**Synopsis:** A group of women at a viewing platform in a factory line up on a conveyer belt to view a demonstration of Clorox. As the conveyer belt moves from station to station, one hard-to-get-out stain after another is simulated, causing the women to grimace. The soiled clothes are taken and treated with Clorox<sub>2</sub> Stain Fighter and Color Booster right before their very eyes. The women appear amazed and excited about the fantastic results. The narrator, who is made to sound like an automated voice at the factory, proclaims, “Stains disappear right before your eyes with Clorox<sub>2</sub>. . . see for yourself.”

**Source:** <http://www.youtube.com/watch?v=djDBMrysteB0>

*y. Tide*



**Synopsis:** A rather uptight mother in a florid living room describes her daughter’s rejection of pink things in favor of hoodies, cargo pants, and getting dirty. She expresses with some delight how crayons left in her daughter’s pocket almost ruined those clothes. Then, with restrained dismay, she recalls how Tide removed the stains and how her daughter is back to wearing camo and cargo shorts. “It’s kinda too bad” she says, glancing over at her daughter with an aggrieved expression.

**Source:** <http://www.youtube.com/watch?v=C9LTRbWsgOI>

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## Appendix G

### Example of Student Responses

**Brainstorm:** (Answers may vary)

Predictions:

- (Objectified) female models
- Clean-cut businessmen
- Families: father or mother driving
- Couples: male driving
- Guys in love with cars (gearheads)
- Cars are viewed as the man's domain; the car is often equated to the female.
- Commercials will try to appeal to the desires/activities of men.

**Title:** 2008 Cadillac CTS - "Favorite Things"



**Synopsis:** This Cadillac CTS commercial, starring actress Kate Walsh, was produced in 2012. The commercial begins with Walsh naming a few of her favorite things (i.e. gossip magazines, dark chocolate, Italian shoes) while she is driving a red Cadillac. She then pulls up to a car with two men inside at a stop light. After catching their attention with a smile, she steps on the accelerator and jets off. At the end of the scene she says, "These are just a few of my favorite things."

**Source:** <http://www.youtube.com/watch?v=fp11smlMHfQ>

1. What is the product?  
A car - 2008 Cadillac CTS
2. Are there more women or men?  
Men. One woman versus two men in the cars.
3. How are gender roles portrayed in this commercial?  
Fairly equal. Both the female and male are driving the car. The female is portrayed as independent as she drives the car alone, whereas the male driver has a company.
4. Does this advertisement depart from gender stereotypes? If so, how?  
This advertisement departs from typical gender stereotypes because the driver is a woman, who is also the narrator of this commercial. Although the favorite things she mentions at first are generally favored by women, she breaks the feminine image at the moment when she steps hard on the accelerator and jets off down the street.
5. Is this a typical commercial in comparison to similar products?  
In comparison to similar products, this is not a typical commercial because usually car commercials are either narrated by a male voice or they star a male driver instead of women.

**Title:** 2012 Kia Optima- “Dream Car”



**Synopsis:** This is a Kia Optima car commercial produced in 2012. The commercial starts off with an elf who quietly enters a bedroom, carrying a bagful of “sweet dreams” powder. When the elf pours the powder on the wife, she begins dreaming about riding on a white horse with a handsome young man in a beautiful grass field under the blue sky with a big rainbow. As the elf is about to do the same for the husband, he trips over a slipper and the whole bag of “sweet dreams” powder falls on the husband’s face. The background music suddenly switches from a bubbly barbershop song to a hard rock song. In the husband’s dream, he is driving a white Kia car in the race field. There is a sexy flag girl who signals him to begin the race. As he is driving, he sees his favorite rock band having a concert, a cheering crowd of girls in bikinis, a cowboy riding a rhinoceros’ back, two men cutting a giant sandwich with a saw, and two muscular men boxing each other. At this point, the husband drives through a wall and enters his wife’s dream. In the dream, the wife falls off the white horse and her husband catches her. The wife glances at her husband with great admiration as they drive off in the car together.

**Source:** [http://www.youtube.com/watch?v=MWX-k0\\_QVEU](http://www.youtube.com/watch?v=MWX-k0_QVEU)

1. What is the product?  
A car - 2012 Kia Optima
2. Are there more women or men?  
About the same. Two married couples, the elf, the handsome young man from the wife’s dream, the checkered flag girl, the cheering crowds of girls, and a rock band full of men.
3. How are gender roles portrayed in this commercial?  
Very stereotypical. The males portrayed in this commercial are masculine (the husband driving and racing the car, the rock band members hitting drums and playing guitars, the two strong men boxing each other), and the females are either very feminine or sexy.
4. Does this advertisement depart from gender stereotypes? If so, how?  
Not at all.
5. Is this a typical commercial in comparison to similar products?  
This is an extremely stereotypical commercial where men are portrayed as masculine and women as feminine. Similar to other car commercials starring a married couple, the husband is driving the car whereas his wife is sitting in the passenger’s seat.

**Title:** 2011 Toyota Venza - “Social Network”



**Synopsis:** This is one of several of Toyota’s Venza commercials that aim to display how the Venza lets you “keep on rolling,” advertising the active and social lifestyle that the car provides. In *Social Network*, we begin with a “misguided twenty something” extolling the attributes of Facebook and

expressing her concern that her parents are not being social enough - their Facebook friends number only 19. While she herself stays in her room, online with her 687 friends, her parents are out in their Venza to go mountain biking with their friends. As in many commercials, the person driving the car is the husband, but unlike most commercials, the narrator is a female - the daughter. However, she is not portrayed as a credible source and when it comes down to it, a male voice advertises the car in the last five seconds.

**Source:** <http://www.youtube.com/watch?v=4PG0Gh0kcN0>

1. What is the product?

A car - The 2011 Toyota Venza

2. Are there more women or men?

It is evenly distributed. Two older married couples and one grown daughter.

3. How are gender roles portrayed in this commercial?

Like other car commercials, the male drives the car while the female (here, his wife) sits in the passenger seat. This is in keeping with traditional gender roles, where the man is expected to be a gentleman and take on the work of driving so that the woman does not have to. Another perception linked with this arrangement is that women cannot drive well, or not as well as men, and thus the woman should be relegated to the passengers seat. While the latter perception is an outdated view still held by some people, the former explanation is a more valid explanation for the choice of a male driver in this instance.

4. Does this advertisement depart from gender stereotypes? If so, how?

It seems to depart when the girl begins to narrate the commercial, as opposed to the ever-present male narrator. However, by the end, she has lost credibility with the viewer and a male voice advertises the car instead. It thus upholds stereotypes that males are more knowledgeable of cars, and indeed, that cars are largely a male possession/obsession.

5. Is this a typical commercial in comparison to similar products?

While the concept itself is very creative, common elements, like the male narration and the male driver, are common for similar products.

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Appendix H  
Example of Student Presentation

## Gender Stereotypes: Car Commercials



Jane Doe and John Doe

### What We Predicted:

- Commercials would try to cater to the desires and needs of male drivers most of the time
- Female characters would be equated with the car or be sexually objectified
- Male drivers
  - fathers, businessmen, gearheads
- Female drivers
  - mothers, other
- Couples: male drivers



## What We Found

- Majority of drivers ARE men



## What we found (cont.)

Gender stereotypes include:

- The bread winner, the thrill seeker

An example of a commercial that plays to men's interests:

[http://www.youtube.com/watch?v=MWX-k0\\_QVEU](http://www.youtube.com/watch?v=MWX-k0_QVEU)

## What we found (cont.)

Women are either pictured as perfect moms or as the objects of men's desire.



## What we found (cont.)

- Majority of the commercials are narrated by men.



In this commercial, two men consider the creation of a new commercial. It includes a "sexy, red-head" female driver, a police chase, and stunts. But in the end? The female driver plays no other than a gender-stereotypical role: a teacher.

## Questions



Compared to ten years ago, have commercials broken away from stereotypes more?

- A little. There are some exceptions.

Does the type of car advertised correlate with the type of character driving?

- We infer that it does
  - Vans and sedans cater to families
  - Pick-up trucks and all-terrain vehicles cater to men 100% of the time
    - Example: Chevy "My Truck" 2008 commercial interviews 8 real men about their pick-up trucks. At the end, there is even a paralympian who gives his opinion, but not one female driver.
  - 4-door and 2-door cars are mixed, but generally feature male drivers

## Are there exceptions?

- Narration: Venza commercial
  - <http://www.youtube.com/watch?v=4PGoGh0kcN0>
- Narration & Persona: Cadillac commercial
  - <http://www.youtube.com/watch?v=fp11smlMHfQ>
- Persona: Honda Odyssey commercial



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