

# GUESS WHO?

## EDUCATOR'S GUIDE



Ages 6–9



# WELCOME



**FOUNDER**  
Geena Davis



**EXECUTIVE DIRECTOR**  
Madeline DiNonno

## Dear Educator:

Welcome to the *Guess Who?* educator's guide! We're very excited to share this important program with you and your students.

*Guess Who?* is a **series of short videos** created in partnership with the Geena Davis Institute on Gender in Media ([www.seejane.org](http://www.seejane.org)) and the Independent Television Service (ITVS). The videos, along with this curriculum, seek to **challenge children's beliefs about gender stereotypes** by showing men and women in non-traditional jobs.

Children hold stereotyped beliefs about what they think boys and girls are like, and what they are each capable of doing. It's a natural part of child development and how kids begin to make sense of the world. But some of these views can have negative or even harmful effects, and **the media is a huge influence on kids' beliefs**. In family entertainment, females are more often than not "damsels in distress" who aim to be pretty and sweet, while males are confident, strong, and successful in their profession.

Watching portrayals like this over and over cements **negative stereotypes in kids' minds**. For girls, this can lead to **low self-esteem, poor body image, and less career ambition** (especially in the STEM fields). These messages can lead boys to feel that females are passive, weak, and generally less capable.

We invite you to challenge this! Correlating with **National Curriculum Standards in Social Studies and Media Literacy** (p.4), the *Guess Who?* program will get your students thinking critically about their own beliefs, challenging what they see in the media, and becoming aware of the array of possibilities for their own careers.

Thank you for your participation, and we hope you find the program meaningful.

**Geena Davis and Madeline DiNonno**

Geena Davis Institute on Gender in Media

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# ABOUT



*The Guess Who?* program consists of four lessons, each aimed to fit within a 30–40 minute time block. They are designed for children ages 6–9, so please feel free to customize the lessons to best meet your students' needs—as well as to address any of your school's curriculum standards not listed here. Finally, before beginning the program, we encourage you to watch all five short videos on your own to gain an understanding of the program's goals and approach.

## GEENA DAVIS INSTITUTE ON GENDER IN MEDIA

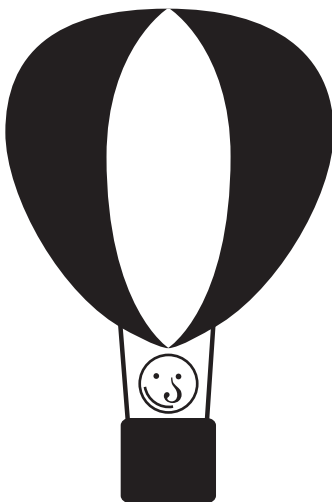
The Geena Davis Institute on Gender in Media is the only research-based organization working within the media and entertainment industry to engage, educate, and influence the need for gender balance, reducing stereotyping, and creating a wide variety of female characters for entertainment aimed at children 11 and under. To learn more, visit [seejane.org](http://seejane.org).



## ITVS AND WOMEN AND GIRLS LEAD

Independent Television Service (ITVS) funds and presents award-winning documentaries and dramas on public television, innovative new media projects on the Web and the Emmy® Award-winning weekly series *Independent Lens* on Monday nights at 10 PM on PBS. ITVS is a miracle of public policy created by media activists, citizens, and politicians seeking to foster plurality and diversity in public television. ITVS was established by a historic mandate of Congress to champion independently produced programs that take creative risks, spark public dialogue, and serve underserved audiences. ITVS is funded by the Corporation for Public Broadcasting, a private corporation funded by the American people.

ITVS's Women and Girls Lead campaign is a strategic public media initiative to support and sustain a growing international movement to empower women and girls, their communities, and future generations. To learn more, visit [womenandgirlslead.org](http://womenandgirlslead.org).



Of the characters depicted with jobs in family films, only 20% are females, in Prime Time, 34% and in Children's Shows, 25%.\*

This is all despite the fact that according to the U.S. Labor Force, women are 47% of the labor force.\*

# STANDARDS

## ***Guess Who? Correlates With The Following Social Studies Standards:***

- Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity and their effect upon human behavior
- Compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups
- Understand how individual perceptions develop, vary, and can lead to conflict
- Identify and analyze examples of tensions between expressions of individuality and efforts of groups and institutions to promote social conformity
- Examine factors that may have contributed to students' own self-concepts and identity, including how their family, groups, peers, and communities may have been among these factors

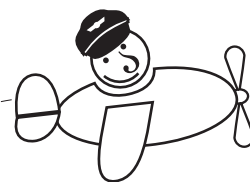
(Source: National Council for Social Studies "National Standards for Social Studies Teachers"  
<http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>)

## ***Guess Who? correlates with the following Media Literacy Standards:***

- Help develop informed, reflective and engaged participants essential for a democratic society
- Foster active inquiry and critical thinking about the messages we receive and create
- Understand that all media messages are "constructed" and that media messages contain embedded values and points of view
- Build skills needed for students to critically analyze media for themselves
- Use group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view

(Source: National Association for Media Literacy Education <http://namle.net/publications/core-principles/>)

Only 28% of speaking characters in G/PG/PG-13 are female, 39% in Prime Time shows and 31% in Children's Shows.\*



Girls are traditionally written as the keeper of the rules. That is a paradigm that has to be broken.\*

# DEFINING STEREOTYPES—LESSON #1

## OBJECTIVES

- Explore children's stereotypical ideas about girls and boys
- Define “stereotype”
- Define “anti-stereotype” and identify examples in kids' own lives

## ACTIVITIES

1. Introduce the program, explaining that you'll be talking about the ways that people think about other people, what kind of jobs people do, and watching some videos about different jobs.

### Two important rules throughout the program:

No name-calling

Everyone should speak about others respectfully.



## 2. POLL QUESTION:

Have kids close their eyes. Ask them to answer the following question with a show of hands.

**Q1. “Are there some interests or hobbies that *only* girls like, like dolls or playing dress-up, and some interests or hobbies that *only* boys like, like sports or science? Yes or No?”**

### NOTE :

Please record the votes in the before box below:

BEFORE	BOYS	GIRLS
YES		
NO		
I DON'T KNOW		

AFTER	BOYS	GIRLS
YES		
NO		
I DON'T KNOW		



After the lesson please record your results in the POLL RESULTS PDF included as part of the Educational Curriculum.

### NOTE TO TEACHERS:

Younger students can circle words that they think are *mostly* like boys, and underline words that they think are *mostly* like girls.

3. **Distribute Lesson #1 Worksheet:** Read the directions. Have students complete the **top half** of the sheet.
4. Discuss their worksheet answers. Come up with a group “consensus” for each item – is that item *usually* a boy trait or a girl trait? Record their ideas on a blackboard chart in two columns: Boy Traits and Girl Traits.
5. Define the word “stereotype.” A suggested definition: *Thinking that certain kinds of people are always a certain way, or are always good or bad at certain things.* For example, saying something like “Kids **only** like ‘kid’ food, like pizza and hamburgers.”
6. Explore which items from your chart are stereotypes (Hint: all of them!). Talk about how something that seems like a *fact* might really be a *stereotype*. Talk about good stereotypes and bad stereotypes, and challenge students to think if **every** boy or girl they know is like that. For example, “Do *all* boys like sports? Do *all* girls think frogs and bugs are icky? Is that *always* true?”
7. Have each student choose one item that describes them, *from the opposite gender's list*. Explain that this is an **anti-stereotype**. Ask them to give other examples from their lives (e.g., my sister is a girl but can beat my brother at arm wrestling; my cousin Jake is a boy but doesn't like video games).
  - a. Have students complete the **bottom half** of the worksheet.
8. Go back to Step #2 and re-ask the Poll Question (eyes closed again). Please record their answers in the **AFTER** box, and discuss any differences between **BEFORE & AFTER**. What changed and why?



## LESSON #1—WORKSHEET

**NAME:** \_\_\_\_\_

People sometimes have ideas about “what boys are like” and “what girls are like”—sometimes these ideas are true and sometimes they’re not. Write a **“B”** over words that you think boys *mostly* like, and write a **“G”** over words that you think girls *mostly* like. Remember, there are no right or wrong answers; just your opinion!

FAST RUNNER	ENJOYS VIDEO GAMES	ADVENTUROUS	CARES ABOUT WHAT THEY LOOK LIKE
GENTLE	GOOD AT ART	LIKES CARS	
LOVES CATS	LIKES TO COOK	LIKES SCIENCE	LIKES TO DRESS UP
LOVES SCHOOL	STRONG	ATHLETIC	
GOOD WITH COMPUTERS	LOVING	LOVES DOGS	BRAVE
			LIKES TIME WITH FRIENDS
CRIES A LOT	GOOD AT MATH		IS A GOOD LEADER

Draw a picture of yourself doing something that **doesn't** fit into the *stereotype* of a boy or a girl.

# WHAT DO I WANT TO BE WHEN I GROW UP?—LESSON #2

## OBJECTIVES

- Explore students' occupational goals
- Compare these aspirations by gender
- Identify jobs that are traditionally male or female
- Watch videos about people who don't fit these stereotypes

## MATERIALS

- Sheets of 8 1/2 x 11" paper
- Thick marker
- Adhesive tape
- Access to videos (online or via DVD)



After the lesson please record your results in the POLL RESULTS PDF included as part of the Educational Curriculum.

## ACTIVITIES

1. Review Lesson #1 and explain that today, we're going to talk about different jobs that people do.

### 2. POLL QUESTION:

Have kids close their eyes. Ask them to answer the following question with a show of hands.

**Q2. "Are there any jobs that only men can do and other jobs that only women can do?"**

3. Next, have all the boys sit on one side of the classroom, and all the girls sit on the other side.

#### NOTE :

Please record the votes in the before box below:

BEFORE	BOYS	GIRLS
YES		
NO		
I DON'T KNOW		

AFTER	BOYS	GIRLS
YES		
NO		
I DON'T KNOW		

4. Ask each student to share one thing they want to be when they grow up. Ask each student **why** they want to do that job? Write each job in big letters on a sheet of paper. Tape the boys' sheets to the wall on the boys' side of the room (and the same with the girls).
5. See if there is any overlap between the boys' jobs and the girls' jobs. Move these sheets of paper to the middle of the room between the two groups.
6. Ask students how the jobs they chose match up with the gender stereotypes they identified in Lesson #1. For example, girls may choose **veterinarian** because "girls are good with animals"; boys may choose **astronaut** because "boys are brave and adventurous."
7. **Distribute Lesson #2 Worksheet:** Have students complete the Lesson #2 worksheet. Do not discuss their answers yet, simply go to Step #8.
8. Watch the first **three** *Guess Who?* videos. Ask students what surprised them. **Referencing the pictures on Worksheet #2**, discuss if there are *any* jobs that a man or woman definitely couldn't do.



9. Go back to Step #2 and re-ask the Poll Question (eyes closed again). Please record their answers in the **AFTER** box, and discuss any differences between Before & After. What changed and why?

### 10. HOMEWORK:

Read the directions on the Lesson #2 homework and complete the assignment with a parent.

#### NOTE TO TEACHERS:

This activity can also be done in the classroom if you have Internet access!



## LESSON #2—WORKSHEET

NAME: \_\_\_\_\_

For each of these jobs, write an “M” for men and a “W” for women, if you think that job is usually done by women or by men.



DOCTOR



BALLET DANCER



RACE CAR DRIVER



SOLDIER



FLORIST



MAYOR



JUDGE



HAIR DRESSER



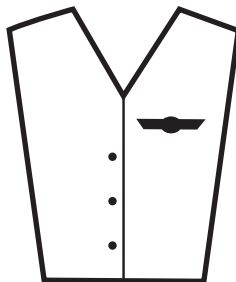
NURSE



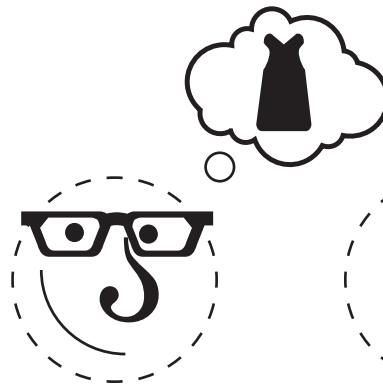
PILOT



FIREFIGHTER



FLIGHT ATTENDANT



DRESS DESIGNER



BABYSITTER

## LESSON #2—HOMEWORK

**NAME:** \_\_\_\_\_

Please circle one of the two people below that you want to learn more about. With an adult, go online to find an actual person who does that job (try searching for “famous male ballet dancers” or “famous female presidents”). Write your findings below (parents can help) and bring this sheet back to school!

*Parents: The goal of this activity is for kids to learn about someone who does a job that is not traditional for their gender, as well as the challenges they faced and overcame.*

I want to learn more about (circle one):    **A MALE BALLET DANCER**        **A FEMALE PRESIDENT**

My person's name is:

\_\_\_\_\_

This is where they work:

\_\_\_\_\_

This is a little bit about why they wanted to do their job:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is one hard thing they had to deal with because of being either a man or a woman doing that job (*Parents, if this is not readily found online, use your imaginations to guess a career challenge this person faced because of their gender*):

\_\_\_\_\_  
\_\_\_\_\_

Here is one other interesting thing I learned about this person:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## GENDER AND THE MEDIA—LESSON #3

### OBJECTIVES

- Discuss the lives of people in non-traditional gender occupations
- Explore how gender stereotypes play out in TV, movies, books, and video games
- Discuss anti-stereotypes in the media
- Describe or create a female character who defies gender stereotypes

### MATERIALS

- Access to videos (online or via DVD)



### ACTIVITIES

1. Ask a few students to present their homework. Who did they write about? Tell us about this person's life. What challenges did they face in their career because of being male or female?
2. Watch the **final two** *Guess Who?* videos and ask about **the main thing kids learned from all the videos**. Encourage the discussion to include these types of ideas:
  - A lot of people think that certain jobs are just for men and certain jobs are just for women
  - There are lots of women who do jobs that people usually think would be done by a man
  - There are men who do jobs that people usually think would be done by a woman
  - Women can do lots more cool things than I realized!

### 3. POLL QUESTION:

Review what a “stereotype” is (see Lesson #1), and then read the following aloud:

“So, we’ve talked a lot about stereotypes about people’s personalities and their jobs. Now, think about the movies and TV shows you watch, and the video games you play. Now, think about the characters. Are the heroes—like police officers, firefighters, and superheroes—usually men or women? [Ask for examples.] Who usually stays at home with the kids—the mom or the dad?”

Have kids close their eyes. Ask them to answer the following question with a show of hands.

**Q3. “Think about the ways these men and women act on TV, movies, and video games—are they stereotypes, or are they just like *real life*?”**

#### NOTE :

Please record the votes in the before box below:

BEFORE	BOYS	GIRLS
STEREOTYPES		
REAL LIFE		
I DON'T KNOW		

AFTER	BOYS	GIRLS
STEREOTYPES		
REAL LIFE		
I DON'T KNOW		

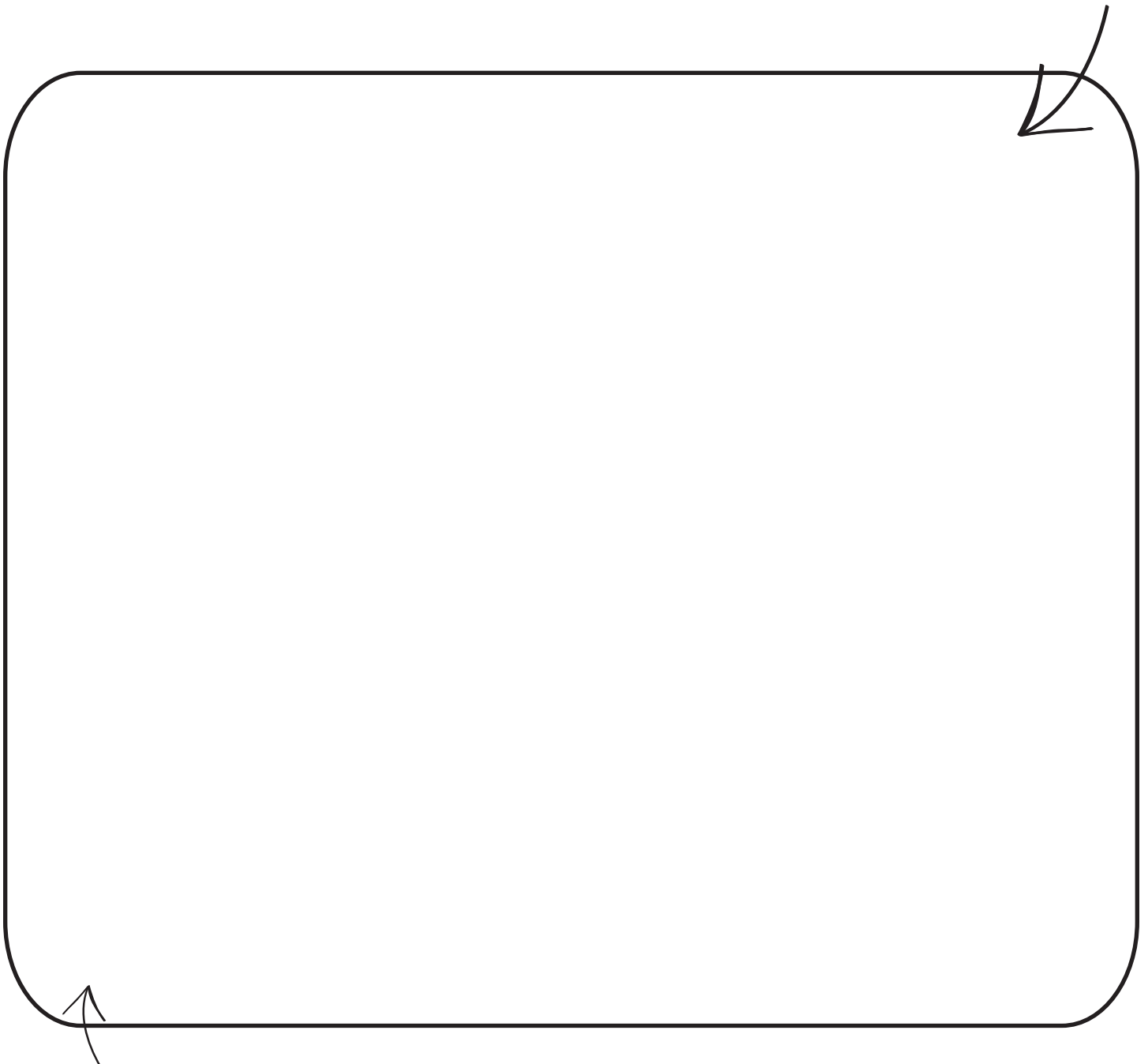
After the lesson please record your results in the POLL RESULTS PDF included as part of the Educational Curriculum.

4. Talk about the media stereotypes that your students see. See below for some thought starters.  
Some ideas to touch upon:
  - Girl characters need protection from a bad guy, and a boy or man is the one who protects her
  - Male characters usually hold the “important” or “exciting” jobs, like doctors, pilots, policemen, explorers
  - Female characters often don’t have jobs, or their job is to be a “princess” (which is not actually a real job!)
  - Male characters are usually leaders or bosses while female characters are more followers
5. Talk about how every show or movie was written by someone who has their own opinions, and some of those opinions might be stereotypes that are not always true.
6. Go back to Step #3 and re-ask the Poll Question (eyes closed again). Please record their answers in the **AFTER** box, and discuss any differences between **BEFORE & AFTER**. What changed and why?
7. **Distribute Worksheet #3:** Read the directions aloud and leave time for students to complete their drawings (or send home as homework).

**NAME:** \_\_\_\_\_

Draw a girl character you like from a book, TV show, or movie. Choose someone who is **not** like the stereotypes we've talked about – so, choose a girl character who is strong or athletic or brave or proud to be smart or other things that people might not think girls are usually like. Draw what the character looks like, and also draw what she does that is different from what most girls you see.

If you want to, make up your **own** female character who doesn't fit stereotypes. Give her a name, clothes, props, powers, and anything else you can think of!



## REWRITING THE SCRIPT—LESSON #4

### OBJECTIVES

- Explore the potential impact of stereotyped media portrayals on kids' beliefs
- Discuss that all media has a "format" and analyze the format of *Guess Who?*
- In groups, examine a new profession that is stereotypically **male**, and write a short script for a *Guess Who?* video featuring a **woman** in that occupation

### ACTIVITIES

1. Review Lesson #3, discussing how men and women are often stereotyped in books, movies, TV shows, and video games. Talk about how these stereotypes might impact kids.

Some ideas to jumpstart the conversation: "Stereotypes in movies and TV might lead to..."

- Girls not wanting to be good at sports
- Girls being embarrassed if they are good at math or science
- Girls thinking that being pretty is more important than anything else
- Boys thinking that girls aren't good leaders
- Boys thinking that girls can't pursue certain jobs



### 2. POLL QUESTION:

Have kids close their eyes. Ask them to answer the following question with a show of hands.

**Q4. "Think about TV shows, books, movies, and video games. Do they make boys and girls think they can do *any* job they want when they grow up?"**

**NOTE :**  
Please record the votes in the before box below:

BEFORE	BOYS	GIRLS
YES		
NO		
I DON'T KNOW		

AFTER	BOYS	GIRLS
YES		
NO		
I DON'T KNOW		



After the lesson please record your results in the POLL RESULTS PDF included as part of the Educational Curriculum.

3. Recap the *Guess Who?* videos. Talk about how each of the videos has a "format," meaning, an order of things that they show and talk about. The *Guess Who?* format is roughly:

- Introduce the job we're going to talk about
- Ask kids what they think that kind of person looks and acts like
- Kids say ideas about that job – and those ideas are *stereotypes*
- A person you would not expect to do that job is shown, and everyone is surprised!

4. Divide students into groups. Assign each group one of the following occupations (or feel free to come up with your own):

Astronaut

Construction Worker

Police Officer

5. **Distribute Lesson#4 Worksheet:** Read through the sheet and explain the assignment, reviewing the format of the *Guess Who?* videos (see Step #3) and explaining that their scripts should follow this format.

6. Work with students to write or draw their own *Guess Who?* script. Let them be creative and have fun with it. **IMPORTANT** – Guide students to write their script in the format of *Guess Who?*. In other words, their answers at the beginning of the script should be words and descriptions that are **stereotypically male**.



7. Go back to Step #2 and re-ask the Poll Question (eyes closed again). Please record their answers in the **AFTER** box, and discuss any differences between **BEFORE & AFTER**. What changed and why?

8. If you have the time and resources, have students act out their script or even create a video acting out their script. Ensure that each student has some "lines."

### NOTE :

This might feel like taking kids back a few steps to when they shared stereotyped beliefs, so assure them that they are just pretending to think these things because that's part of telling the story in a *Guess Who?* video!



## LESSON #4 WORKSHEET

**NAME:** \_\_\_\_\_

Work together to create your own *Guess Who?* video script! You can WRITE OR DRAW your ideas. Our group's video is about people who do this job: (Circle the job your teacher assigned you)

**Astronaut**

**Construction Worker**

**Police Officer**

**Narrator:** So, what does someone who does that job look like?

**He is...** \_\_\_\_\_ [Remember that this is the part of the video where we think that job is only done by a **man**, so be sure to use words that are **boy** or **man** stereotypes, like strong/tough/big muscles/tall]

**Narrator:** What kind of personality do they have?

**He is...** \_\_\_\_\_ [Remember that this is the part of the video where we think that job is only done by a **man**, so be sure to use words that are **boy** or **man** stereotypes, like "saves the day" or "not scared of anything"]

**Narrator:** So, it sounds like you think people who do that job are **men**. What if we told you that sometimes people who do that job can be **women**? [Make faces like the kids would make.]

**Narrator:** Here is a woman who does that job. Her name is \_\_\_\_\_ [Make up a name]  
She loves doing her job because she gets to \_\_\_\_\_.

This lady is also a mom! And she loves to cook, sing, fix things around the house, and play basketball. She always tells her kids, "It doesn't matter if you are a boy or a girl, you can be and do and play and like **whatever** you want!"

## CREDITS

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A former classroom teacher, Karen has been an educational consultant for children's media for the past 15 years. With a BA in psychology from Duke University and a Master's degree from the Harvard Graduate School of Education, she has worked as a child development specialist and researcher at Nickelodeon, Disney Channel, Sesame Workshop, PBS Kids, and BBC Kids. Karen is thrilled to be contributing to the important and influential work of the Geena Davis Institute.

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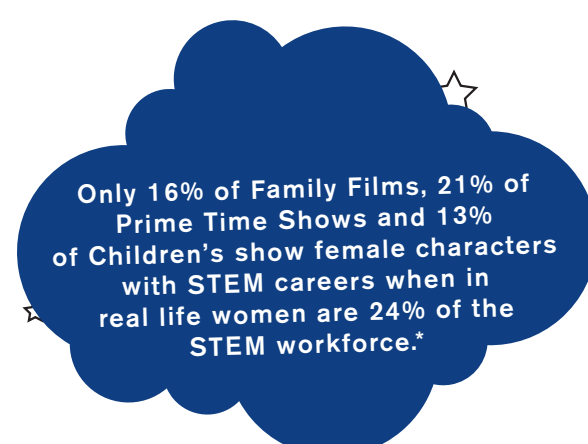
Geena Davis Institute on Gender in Media research conducted by Dr. Stacy Smith, Ph.D. at the USC Annenberg School for Communication & Journalism.

ITVS and the Geena Davis Institute on Gender in Media would like to thank the following universities for creating the 5 *Guess Who?* video modules, through their student video classes/programs.

- *The Mayor and The Judge*  
Columbia University | Chicago, IL
- *The Race Car Driver and The Pilot*  
Lipscomb University | Nashville, TN
- *The Nurse and The Firefighter*  
Boston University | Boston, MA
- *The Professor, The Geneticist, and The Dog Breeder*  
Webster University | St. Louis, MO
- *The Soldier*  
USC | Los Angeles, CA



In family films there were 0 female characters shown in any top leadership positions in the fields of business/finance, law, or journalism, and only 4% shown as top political leaders.\*



Only 16% of Family Films, 21% of Prime Time Shows and 13% of Children's show female characters with STEM careers when in real life women are 24% of the STEM workforce.\*

