Fertile Question: *What part does my gender play in constructing who I am?*

Core Content Area 1: Experiences of life and living

**TOPIC 1.1: What do I know about gender?**

- **Lesson 1.1.1** What’s it all about?
- **Lesson 1.1.2** Male and female identity
- **Lesson 1.1.3** Gender stereotypes and the media

**TOPIC 1.2: A history of relationships**

- **Lesson 1.2.1** Male and female relationships throughout history
- **Lesson 1.2.2** Gender and the workplace
- **Lesson 1.2.3** The impact of culture on gender roles in multicultural Australia

**TOPIC 1.3: A living spirituality**

- **Lesson 1.3.1** Pondering the big questions
- **Lesson 1.3.2** Male and female images of the Divine
- **Lesson 1.3.3** Women’s and men’s spirituality

**Depthing Understanding:** Women in war

**Extending Knowledge:** Eco-spirituality
Fertile Question: What part does my gender play in constructing who I am?

Core Content Area 1: Experiences of life and living

TOPIC 1.1: What do I know about gender?

Lesson 1.1.1 What’s it all about?

In this lesson students will explore and analyse the topic of the unit Gender and spirituality.

Teachers: Before You Start!

1. Consider setting up a Typewithme page for students to share ideas about this topic.

For students to explore and analyse the topic of the unit Gender and spirituality, complete the following activities:

1. Analyse the unit topic Gender and spirituality.
   a. Construct working definitions of the terms gender and spirituality
      i. Create a list of topics that you would expect to cover in a unit about gender and spirituality.
      ii. Gender is more than what sex you are. Complete the following two sentences: Gender is…  Spirituality is…
          Discuss your sentences with a partner or share sentences on a Typewithme page to collate class responses.
   b. View and analyse the introductory movie clip for this unit (6min 25s).
      i. View the introductory movie clip straight through, paying attention to film techniques, what you hear and what you see. Type on a Typewithme page, your comments about the film. Is it what you expected? Are the techniques of the filmmaker effective for conveying information, expressing points of view and raising issues associated with gender and spirituality? Are there voices missing that you might expect to hear on this topic? Comment on the use of colour and music.
      ii. View the film again in short sections. View firstly from 0:00 to 2:50. What issues of gender and spirituality are raised by the students? Which statements could be culturally biased or present stereotypes you don't accept? Compare these issues and ideas with the list of topics and sentences generated in Activity 1.a.i.
      iii. Read the definition of contemporary spirituality at 2:57. (This definition is adapted from the writings of feminist theologian Sandra Schneiders). View from 2:57 to 5:49 with the four components in mind: Where did you see students speaking about their experience? Where did you hear students speaking about deliberate or intentional choices or actions? Where did you hear students discuss how spirituality is part of their whole life? And where did you hear students speak about higher or ultimate values? Share responses on the Typewithme page or with a partner.
      iv. View the final section of the film that lists the paired words, and make a note of which word of each pair you currently identify with. Consider the fertile question for this unit: What part does my gender play in constructing who I am? How might you answer this question based on the selection of characteristics you selected from the paired words? Write your answer and keep as a point of reference for the end of the unit.
   v. Make a list of any further questions that you would like to explore about gender and spirituality.
Fertile Question: What part does my gender play in constructing who I am?

Core Content Area 1: Experiences of life and living

TOPIC 1.1: What do I know about gender?

Lesson 1.1.2 Male and female identity

In this lesson students will explore the ways in which gender shapes who we are.

Teachers: Before You Start!

1. Set up two Typewithme pages, one with the title Act like a man and the other with the title Be ladylike. Share the man page with the boys and the ladylike page with the girls first of all, and then swap. You might like to add a variety of situations for students to respond to. What does it mean to act like a man or be ladylike on the sporting field? On a date? In business?

For students to explore the ways in which gender shapes who we are, select from the following activities:

1. Explore the ways in which students view themselves and each other.
   a. Identify the stereotypical views of gender held by members of the class.
      i. Boys reflect on the following: What does it mean to act like a man? What words or expectations and behaviours come to mind? On the sports field? In the school yard? In business? When you break up with someone? Type your responses on the allocated Typewithme page.
      Girls reflect on the following: What does it mean to be ladylike? What words or expectations and behaviours come to mind? On the sports field? In the school yard? In business? When you break up with someone? Type your responses on the allocated Typewithme page.
      ii. Swap pages now to add the girls’ perspectives on what it means to act like a man and the boys’ perspectives on what it means to be ladylike.
      iii. Compare and contrast the characteristics presented on both pads. Did girls and boys write similar statements to each other? Both sets of statements represent specific stereotypes. Where do we learn these stereotypes? Give specific examples rather than just media or parents. How are stereotypes reinforced? What happens if you don’t conform to these stereotypes? Share a memory with a partner of a time you didn’t conform. What happened?
      iv. Conclude this activity by reflecting on the following: A stereotype rigidly confirms the belief that if you are a woman or a man, you must perform these specific roles and do them well. This belief takes away our personal choices in determining our own interests and skills. How do you personally feel about the stereotypical role depicted for your sex? How much does it influence your behaviour? What can be done to challenge stereotypes at school? At home?
   b. Who are you?
      i. View the photo that heads this lesson. What can you see? What ideas about gender and or spirituality do the image and the title of the image suggest to you? Is there anything unusual about the image? Share with a partner.
      ii. Create an interactive poster using Glogster or similar that contains words, images, art and music that represent how you currently see yourself as a young man or woman and what sort of man or woman you are striving to become, the roles you play in your family, at work, with your friends, in the classroom. How much of it is because of your gender and how much because of other expectations including your own?
      iii. Share your poster with a partner or small group and justify your selections.
Core Content Area 1: Experiences of life and living

TOPIC 1.1: What do I know about gender?

Lesson 1.1.3 Gender stereotypes and the media

In this lesson, students will use critical literacy skills to analyse media representations of gender and gender roles.

Teachers: Before You Start!

1. Find out from students which magazines (if any) they read and invite them to bring in an example.
2. Preview the magazine web pages Waves and Girlfriend to check suitability of issue content for your class.

For students to use critical literacy skills to analyse media representations of gender and gender roles, select from the following activities:

1. Investigate the impact the media has on challenging or reinforcing gender stereotypes.
   a. Examine the methods by which students choose to access information about their interests.
      i. Create a survey (using Survey Monkey is one option) to determine ways students choose to access information. Brainstorm the kinds of questions you will include in the survey. Examples might include: Do you buy magazines? Which ones? Why or why not? Are they online or paper? Do you pay attention to advertisements on TV? Which ones? Do you read advertisements in magazines? On social networking sites? What kind of advertisements would you view on Facebook? Do you access magazine websites? Do you read a newspaper or access online news? Name these. (Note: if you use Survey Monkey you can use these questions or others and create multiple choice style responses. This gives easy data to analyse.) Don’t forget to include some demographic questions about age and sex (ie male or female).
      ii. Conduct the survey by sending it to as many teenagers as you know, or who you feel will respond.
      iii. Analyse the results. What conclusions can you draw from the results about where teenagers gain information about their interests? Were there any surprising results? Discuss.
   b. Analyse and critique the web pages of teen targeted magazines using critical literacy skills to examine how gender is constructed in magazines aimed at a youth audience.
      i. Choose one of the following magazine web pages to analyse: Waves, Girlfriend.
      ii. Explore the website with a critical eye focusing on how gender has been constructed by the magazine website for its target audience. Focus on: the types of articles and how they identify and represent the aspects of life of youth (as the target market); bodily representations of both young men and women and the activities they are respectively engaged in; the language used, including the most common words associated with actions, feelings, thoughts; depictions of relationships; and appearance of the models - clothing styles and colours, facial expression, body language. Be alert also for contradictions.
      iii. Complete a retrieval chart similar to the one in Useful Resources to record your findings.
      iv. Share findings.
   c. Explore the social concerns connected with the practice of digital manipulation of images in magazines.
      i. Read the article Anti-Airbrush Movement: scientists propose warning labels for retouched photos. When is digital manipulation acceptable/not acceptable? Should viewers be notified that an image has been enhanced? What are the social concerns relating to digital enhancement of photographs? Do these images equally affect both males and females? Share answers and examples.
Fertile Question: What part does my gender play in constructing who I am?

Core Content Area 1: Experiences of life and living

TOPIC 1.2: A history of relationships

Lesson 1.2.1 Male and female relationships throughout history

In this lesson students will examine the way gender roles and relationships have changed throughout history.

Teachers: Before You Start!

1. Familiarise yourself with the resources referred to in this lesson.

2. It is highly recommended that you register for Museum Box as a presentation tool for your students several days prior to this lesson if you plan to do Activity 1.a.

For students to examine the way gender roles and relationships have changed throughout history, select from the following activities:

1. Investigate the ways that male and female roles in relationships have changed over time.
   a. Explore an issue of interest to further your understanding of how male and female relationships have changed over time.
      i. Introduce this topic by viewing the Cadbury ads from 1969 and 2010. What do the ads suggest about the changing nature of relationships and the importance of chocolate over time? Have a brief class discussion about the way gender roles have changed in relationships over time.
      ii. Choose an issue of interest. Some examples include: courtship and dating, dowries, religion, wedding ceremonies, divorce, domestic violence, parenting, marriage. Locate three artefacts from three points in history approximately fifty years apart that provide some information about the issue at the time and place. For example the postcard at the top of this page is from 1903 and shows a man asking for a woman to marry him. You could then find something from the 1950s and something from the 2000s that depict the changing relationships. Examples of artefacts include but are not limited to: photos, certificates, letters, telegrams, legal documents, video, webpages, YouTube clips etc. The following website might be helpful. Vrroom from The National Archives of Australia.
      iii. Present your artefacts using Museum Box with a brief summary that demonstrates your understanding about how relationships have changed.
   b. Analyse issues associated with gender and attitudes to sexism.
      i. View the article on online dating in Useful Resources and the comments that follow.
      ii. Construct your own response either to the article or to one of the comments on the article that demonstrates your own point of view about one of the issues raised. For example: online dating, calling men ‘products’, whether it would be the same if it were women being called ‘products’ in a supermarket, the categories in the survey etc.
Fertile Question: *What part does my gender play in constructing who I am?*

Core Content Area 1: Experiences of life and living

**TOPIC 1.2: A history of relationships**

**Lesson 1.2.2 Gender and the workplace**

In this lesson students will compare changes in workplace relationships across time.

**Teachers: Before You Start!**

1. Activity 1.a. could be varied by having the whole class watch each clip, focusing either on the male or female roles. Each clip is between 2 and 5 minutes in length. You would require multiple copies of the table in Useful Resources.

**For students to compare changes in workplace roles and relationships across time, select from the following activities:**

1. Explore the changing roles of men and women in the workplace.
   a. Examine and critique the roles of men and women as depicted on television.
      i. Form pairs. Each pair is allocated a short clip from a television show made in a decade from the 1940s to the 2010s. Each member of the pair observes either the male characters or the female characters in the clip. Complete the worksheet in Useful Resources.
      ii. If time allows, swap roles and view the clip again completing a second table. Compare notes with your partner. Join with another pair who viewed a show from a different decade. Compare notes, discussing similarities and differences.
      iii. Share class findings about the portrayal of women and how gender roles on television have changed over time.
   b. Explore the issues of workplace bullying, sexual harassment and discrimination.
      i. Choose one of the issues mentioned above to investigate in an Australian context. Define the issue, describing what it is and what it is not. Find out who is targeted and in what industries it most commonly occurs. Construct a help guide for a young person who finds themselves affected by your selected issue. Useful websites include *Reachout*, *The Australian Human Rights Commission*, *Bullying No Way*. Present and share your help guide in a suitable manner. For example, create a *Wikispace*.
Fertile Question: *What part does my gender play in constructing who I am?*

**Core Content Area 1: Experiences of life and living**

**TOPIC 1.2: A history of relationships**

**Lesson 1.2.3 The impact of culture on gender roles in multicultural Australia**

In this lesson, students will analyse issues of gender in cultural stereotypes in a multicultural Australia.

**Teachers: Before You Start!**

1. Read the Educator’s notes on the video clips referred to in this lesson.
2. Set up a class Typewithme page or similar for collaboration during this lesson.

**For students to analyse gender issues in cultural stereotypes in multicultural Australia, select from the following activities:**

1. Explore gender stereotypes in multicultural Australia.
   a. Explore experiences of Muslims in an Australian culture.
      i. View clip one from the Compass series, Islam on Parade. What are the gender issues associated with this clip? What stereotypes or assumptions are challenged? Did you find any of the information surprising? What questions would you ask the Muslim couple if you could?
      ii. View clip two from the same series. What is this clip about? How do the filmic techniques enhance the message of the movie clip? What do the two clips suggest about Muslim women in Australia? Read the Educators’ notes for more information about Islam, the Quran, men, women and modesty.
      iii. Form groups of four to examine and discuss the cartoon below by Australian cartoonist Ditchy, published after the protests in Sydney in September 2012 against an anti-Islamic film made by amateurs in the USA.

   Describe what you see happening in the cartoon to a partner. List any religious symbols evident. Whose voice is heard? Whose voice is silent?

   What is your interpretation of the meaning of the cartoon?

   What is the gender stereotype depicted in this cartoon? What other stereotypes are evident?

   Do you detect any bias or hidden agenda in the cartoon?

   How might a cartoon like this hinder or help understandings about a multi-faith society like Australia?

   iv. What might be the potential of a future society that has freedom to worship, is respectful of cultural diversity and truly has equal rights for men and women? Write a group response to this question on the Typewithme page. Read each group’s description and create a list of questions about how this new peaceful and tolerant Australia came about.

v. Reflect on how you might be able to contribute personally to this imagined Australian future.
Fertile Question: *What part does my gender play in constructing who I am?*

Core Content Area 1: Experiences of life and living

**TOPIC 1.3:** A living spirituality

**Lesson 1.3.1 Pondering the big questions**

In this lesson students will explore ideas about spirituality and gender.

**Teachers: Before You Start!**

1. Read the Teacher Background on spirituality and Christian spirituality.

**For students to explore ideas about spirituality and gender, select from the following activities:**

1. Explore the ways in which students understand their spirituality.
   a. What is spirituality?
      i. View the movie clip for this unit, Gender and spirituality. Where do you take time to ponder the bigger, important questions in life? Can you relate to the ideas in the movie clip? The shower? Listening to music? Before sleeping? Share your thoughts with a partner. How important do you think it is to deliberately take time for this activity or even just to reflect on the happenings of the day? Why do human beings think about questions like *who am I* and *what gives life meaning*? Share thoughts with the class.
      ii. Reflect on the following:
          *You are not a human being in search of a spiritual experience. You are a spiritual being immersed in a human experience.*
          Pierre Teilhard de Chardin (French philosopher and Jesuit priest).
      iii. In the light of your reflection on the quote from Chardin complete the table in Useful Resources to demonstrate your understandings of some aspects of spirituality.
   b. Explore understandings about Christian spirituality.
      *For Christians, Jesus is the centre of everything: our meaning, our hope, our self-understanding, our church lives, our theologies, and our spiritualities. He is also the guide for our discipleship.*  
      Ron Rolheiser
      
      i. Form groups of four to make meaning of the following definition: *Spirituality is the experience of consciously striving to integrate one’s life in terms not of isolation and self-absorption but of self-transcendence toward the ultimate value one perceives. For Christians, the ultimate concern is God revealed in Jesus Christ, and experienced through the gift of the Holy Spirit. Self-transcendence moves one out of compulsive, addictive, obsessive patterns of behaviour toward more healthy relationships with oneself, other persons, and God. In short, Christian spirituality is the conscious human response to God that is both personal and ecclesial – it is life in the Spirit.*
      Sandra Schneiders (Theologian and I.H.M)
      
      ii. One person from the group read the text out loud to the group. Underline or highlight words or phrases that are new or whose meaning is unfamiliar to you. Copy and paste the text into Wordsift to create a word cloud to help the group to make sense of the text. Use the Dictionary and Image features of Wordsift to help you to complete the table in Useful Resources and to find definitions of any other unfamiliar words.
      
      iii. Use your group’s completed table and your own understanding to create a ten to twenty word definition of Christian spirituality and to discuss the following question: What part might gender play in how you understand yourself to be a spiritual being immersed in a human experience?
Fertile Question: What part does my gender play in constructing who I am?

Core Content Area 1: Experiences of life and living

TOPIC 1.3: A living spirituality

Lesson 1.3.2 Male and female images of the Divine

In this lesson students will explore the ways in which gendered images of God influence understandings about the nature of God.

Teachers: Before You Start!

1. Familiarise yourself with the resources referred to in this lesson.

For students to explore the ways in which gendered images of God influence understandings about the nature of God, select from the following activities:

1. Explore images of God.
   a. Explore the ways people try to describe God.
      i. View the short clip What is God like? and answer the following questions: What is the predominant language used for God by the people in the clip? What language do you use when you speak or if you speak about God? How much do you think your own gender might influence the way you perceive what God is like?
      ii. Reflect on and try to imagine the following descriptions of God or the nature of God taken from scripture.
         Gen 1:26 Let us make humankind in our image, according to our likeness, Ex 3:1-15 God as fire in the desert
         Ex 34:6 God of tenderness and mercy; 1 Kings 19:12 God is in 'a sound of sheer silence'
         Ps 23 The Lord is my shepherd: Isa 9:1; 66:13 God as light and as mother
         Isa 64:8 God as potter: Lk 12:34 God as a hen gathering her chicks
         Jn 6:35;14:1-16:15 Jesus as Bread of Life and the Way to the Father.
      iii. View Rembrandt's artwork The return of the prodigal son. Closely view the right and left hand. Discuss the difference and why the artist might have gendered the hands.
      iv. Create or locate an image or artwork that best represents your own perception of God. You might like to view Google images for God and My God designs as examples. Share your image with a partner as well as your response to the question: What part does your gender play in constructing who God is for you?
Fertile Question: What part does my gender play in constructing who I am?

Core Content Area 1: Experiences of life and living

TOPIC 1.3: A living spirituality

Lesson 1.3.3 Women’s and men’s spirituality

In this lesson students will investigate how gender might influence how one expresses their spirituality.

Teachers: Before You Start!

1. Consider inviting members of religious orders to tell their story about their spirituality and the part that their gender plays in constructing who they are and how they live their lives.

For students to investigate how gender might influence expressions of spirituality, select from the following activities:

1. Investigate the spirituality of male and female members of religious orders or groups.
   a. Interview male and female members of religious orders or groups.
      i. Construct interview questions to ask members of religious orders.

2. Explore the ways in which gender influences expressions of spirituality.
   a. Examine the ways in which gender might play a part in how one engages in a Marian spirituality.
      i. Read the following: When we look at the spirituality of Mary, we see the great themes of election and grace, freedom and response, she is the woman of faith and servant of the Lord; she embarks on a journey that involves light and darkness; she is the contemplative united to the Spirit and to her Son; she is one of the anawîm in solidarity with all peoples. C. O’Donnell, O. Carm.

      ii. Listen to the Magnificat, a song based on the words of Luke 1:46-55, Mary’s Song of Praise. Notice the images used and the words of the song. Identify the themes of Mary as servant, as disciple, as a woman of faith, one with the spirit, and as one who is in solidarity with others.

      iii. View the famous Michelangelo sculpture of the Pieta. Describe what you see. How might your engagement with the piece change if you were: a female, a male, a mother, a father, a son, or a daughter?
### Lesson 1.1.3 Retrieval Chart

Magazine Webpage Critique

<table>
<thead>
<tr>
<th>Representation</th>
<th>Description and examples from web pages (image or text)</th>
<th>What is valued?</th>
<th>What is not valued?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of articles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodily representations of both young men and women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance - clothing, facial expression, body language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depictions of relationships between models</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language used to describe actions, feelings, thinking, attitude</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Back to lesson

### Lesson 1.2.1

**Museum box** is a free online tool that is particularly useful for presenting historical artefacts and information. It requires prior registration and verification to register teachers and schools, but once you have registered, students have a secure space to upload their presentations and receive feedback from the teacher.

Back to lesson
Lesson 1.2.1

The following article was accessed from Mashable.com on 25th September 2012.

Supermarket turns men into online products

What if finding your next date could be as easy as shopping for your next box of cereal?

That’s the idea behind startup dating site Supermarket, a site that lets women shop for men on virtual store shelves categorized by the specific type of guy they’re in the market for.

“We found out that 87% of things that are bought in the world are bought by women. So we thought that if shopping was fun for them, shopping for men was the best idea ever,” Supermarket co-founder Tadashi Takaoka told Mashable.

If you’re a man, then you can sign up for the service as a “product.” When potential female buyers visit the store, they narrow down the items available by three criteria, much like you might narrow down a purchase in a grocery store: Flavor, Packaging, and Bonus Pack.

Once a lady finds the perfect Artist-Reggaetonero-Smoker she’s looking for, she can “buy” that product off the shelf, a move that attempts to open the line of communication with the gentleman in question. The guy receives a notification, can check out the shopper, and decide if he wants to respond.

“We knew that women were tired of being harassed on dating sites,” Takora said. The only one who can start communication on Supermarket is a female shopper. Men can only communicate with ladies who have decided to “purchase” them, a term used figuratively since no money actually exchanges hands.

The service started in Chile two months ago, and has so far acquired 5,000 users. Takaoka says there have been 2,116 purchases by women, with 45% rate of acceptance — where the “product” wrote back.

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A U.S. version of the service launched last week.

What do you think of Supermanket? Could you see “buying” your next date or “selling” yourself on the service? Let us know in the comments.

Below is a selection of comments related to this post.

Thothmom says: This is objectifying men and wouldn’t be accepted if they were doing this with women. And really, calling the men products is just wrong in so many ways. Switch the genders and you would be offended, so why isn’t this offensive as it is now?

JH says: I think it’s a great idea that can be delivered so much better. Great start at least by these guys. It’s a good attempt at changing the online dating scene which is still in the late ‘90s. Women love to shop, turning the experience to resemble the online shopping experience is genius! Some men may enjoy the idea of simply being ‘window shopped’ and picked. Sure it’s objectifying, but maybe a dating site where men don’t have to send over 100 messages with a minute response rate may actually interest them. Think about it, they sit back and the women come to them.

EC says: Mildly creative, hugely offensive.

EP says: Can’t help but wonder what chaos would follow if this was ‘Superwomanket’. When we say women need to stop being objectified, we didn’t mean objectify men instead.

Back to Lesson

Lesson 1.3.1

Give an example and find an image that matches the meaning of each statement

<table>
<thead>
<tr>
<th>Idea about spirituality</th>
<th>Example situation</th>
<th>Example image</th>
</tr>
</thead>
<tbody>
<tr>
<td>His spirit was crushed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It made my spirit soar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You coming here really lifted her spirits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think of myself as a free spirit</td>
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<td></td>
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</tbody>
</table>
Lesson 1.3.1 Making sense of Christian spirituality

<table>
<thead>
<tr>
<th>Word or phrase from definition</th>
<th>Definition</th>
<th>Symbol or image</th>
<th>Connection to life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consciously striving</td>
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</tr>
<tr>
<td>Self-transcendence</td>
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<td></td>
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<tr>
<td>Ultimate value</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Moves out of compulsive, addictive, obsessive patterns of behaviour</td>
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<tr>
<td>Towards healthy relationships with self</td>
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<tr>
<td>Healthy relationships with others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Healthy relationships with God</td>
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</tr>
<tr>
<td>Christian spirituality</td>
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</tbody>
</table>

Lesson 1.2.2

TV Show Name ____________________  Decade__________  Observed: males  females  (circle one)

<table>
<thead>
<tr>
<th>Characters</th>
<th>Occupation/role</th>
<th>Appearance</th>
<th>Behaviour</th>
<th>Relationship with other characters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Back to lesson
USEFUL RESOURCES

Mike Baird, November 30, 2008, via Flickr, Creative Commons Attribution.

Charlie Vinz, September 19, 2009, via Flickr, Creative Commons Attribution.

Chealis Vo, March 11, 2012, via Flickr, Creative Commons Attribution.

Michael Hadassah, January 20, 2009, via Flickr, Creative Commons Attribution.

Smabs Sputzer, December 5, 2008, via Flickr, Creative Commons Attribution.

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Bryan Tuttle, October 10, 2010, via Flickr, Creative Commons Attribution.

Beverly and Pack, January 10, 2007, via Flickr, Creative Commons Attribution.

No real name given, October 15, 2011, via Flickr, Creative Commons Attribution.

Steve Evans. January 19, 2011, via Flickr, Creative Commons Attribution.