Riffing on the famous “Most Interesting Man in the World” advertising campaign, the Sex Squad explores what the “Most Protected Man in the World” (played by Dylan) would be like, and what he would sell in a televised commercial.

Workshop Goal

• To provide high school students with an example of positive conversation about sexual health while simultaneously allowing them a space to be critical of gender roles.

Learning Objectives

1. Identify and critically assess media messaging.
2. Identify and respond to gender bias in media narratives.

Health Standards Covered

• HS.7.G.34 Examine personal actions that can be taken to protect reproductive and sexual health, including one’s ability to deliver a healthy baby in adulthood.

Art Standards Covered

• AS.VA.A.3.3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.

Online Viewing Link

http://artglobalhealth.org/bssb3

Themes

Correct External Condom Use
Challenging Gender Inequities
Sparking Open Dialogue with Art

Included Materials

Speech Bubble (p. 15)
“The Most Protected Woman” Example Ad Image (p. 16)

Supplies Needed

Scissors, thick black markers

Prep Needed

1. Print cut-out Speech Bubble sheet for each student.
2. Print or prepare to project “The Most Protected Woman” Example Ad Image (p. 16)
The Most Protected Man Workshop Walkthrough

00:00 Introduction

1. Explain that today’s meeting will involve watching a short video revolving around correct external condom use, challenging gender inequalities, safe(r) sex, and sparking open dialogue with art, followed by a creative workshop in response to the video.

01:00 Share Interesting Statistic & Ask Students What They Know

1. Write this fact on the board, read it aloud to students, and ask them to consider it throughout the lesson:

   In the top 100 films of 2013, only 15% of all clearly identifiable protagonists and only 29% of all major characters were female.

   (Source: http://womenintvfilm.sdsu.edu)

2. Before you jump into the video screening and activity, ask your class the following series of questions or a series of your own devising. These questions will provide context for students throughout the lesson.

   a. What do you think about the discrepancy between female and male representation? Why do you think this discrepancy exists?

   b. How do gender and representations of gender affect our ability to make decisions about our sexual health?

04:00 Show The Most Protected Man (Online Viewing Link: http://artglobalhealth.org/bssb3)

1. Optional: Turn down the lights.

2. Play the clip by your preferred/available method: either from http://artglobalhealth.org/bssb3 or using a DVD.

3. Watch the clip.

4. Observe your students’ reactions throughout the clip.

07:00 Video Discussion

1. After you play the video in its entirety, bring the attention of the class back to the front of the room.

2. Lead the class through the following series of discussion questions, or some of your own devising, in response to The Most Protected Man.

   a. As simply and directly as possible, what did you see in the video?

      By asking students to describe what they see in the video, rather than interpreting it, you may avoid their fear of being wrong. Descriptions are never wrong.

   b. What do you think this video was about?
Now that the class is comfortable talking, ask for interpretations of the video. Encourage varied responses.

c. **Would this scene have been different if it were called the “Most Protected Woman in the World”? How would the contraception change if this were the case?**
   This question forces everyone in the class to think of protection as a responsibility that transcends gender. Considering the idea of the protected woman will allow students to see themselves fitting into the process of condom negotiation.

d. **How would you like to see the video changed if you were the director or writer of the script?**

### 12:00 “The Most Protected Woman” Images

1. Count your students off into pairs of (A and B).
2. Distribute one Speech Bubble Template sheet to each student.
3. Explain that each pair of students will be creating an ad image for an upcoming “Most Protected Woman” campaign.
4. Show the “Most Protected Woman” Example Ad Image.
5. Explain that Actor A will write a first line in their first speech bubble and make a frozen image that embodies the line they have written.
6. Explain that after Actor A has created this image, Actor B will join the frozen image and write one line of response.

Example Ad Image:

**Educator’s Note**

Speech bubble lines can be in the style of *The Most Protected Man* video, i.e., “She is so... that...” For example, “She is so knowledgeable about how to use a condom that Trojan and Durex are fighting to sign her to an endorsement contract,” or something similar.

First, **ACTOR A** freezes with speech bubble visibly displayed.

Then, **ACTOR B** freezes with speech bubble visibly displayed.

7. As the students are creating, be sure to walk around and encourage them to get the images up and rehearsed. If a group is having trouble, run through examples with them again.
30:00 Recall Groups/Establish Presentation Order

1. Call the groups back to their seats.
2. Ask for volunteers to go first until all groups are scheduled.
3. Remind the class to be respectful of their classmates onstage.

32:00 Performances

1. Have your students form their images.
2. Have Actor A read their speech bubble, followed by Actor B.
3. Have them relax and become audience members for the next group.

42:00 Processing Discussion

a. What was it like to get up and create these images?
b. What were your favorite moments and why?
c. How did these images differ from The Most Protected Man video that we saw? What was changed with the main character being a woman?
d. Would you change anything in the video we saw? Or the exercise we participated in?

50:00 End
Speech Bubble Template

Cut along the dotted line.
The Most Protected Woman

Example Ad Image

Created by the UCLA Sex Squad. Performed at King Drew Medical Magnet High School during their 2013-14 LAUSD high school tour.

First, ACTOR A freezes with speech bubble visibly displayed.

Then, ACTOR B freezes with speech bubble visibly displayed.