



A soon to be mom, Jessica shares a spoken word poem that is critical of double standards between men and women, and challenges the patriarchy that spearheads such dynamics.

Workshop Goal

- To promote a critical stance when it comes to gender/sexual binaries and double standards in order to prevent women from being discriminated against in society.

Learning Objectives

- Identify and analyze instances of gender discrimination in the media.
- List the connections between challenging gender discrimination and making healthy choices.

Health Standards Covered

- HS.2.G.17** Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation
- HS.6.G.32** Evaluate how HIV/AIDS/STDs and/or pregnancy could impact life goals.

Art Standards Covered

- AS.VA.2.2.6** Create a two- or three-dimensional work of art that addresses a social issue.

Download Video File

Online Viewing Link

<http://artglobalhealth.org/bssb10>

Themes

Challenging Gender Inequities
Media Literacy
Wanted/Unwanted Pregnancy

Included Materials

Clothing Templates (p. 53 & 54)

Supplies Needed

Stickers, glitter, glue sticks, markers, colored pencils, crayons, writing utensils

Prep Needed

- Print out a copy of each Clothing Template for every student in the class.

The Double Standard Workshop Walkthrough

00:00 Introduction

1. Explain that today's meeting will involve watching a short video revolving around gender double standards and participating in a creative workshop in response to the video.

01:00 Show *The Double Standard*

(Online Viewing Link: <http://artglobalhealth.org/bssb10>)

1. OPTIONAL: Turn down the lights.
2. Play the clip by your preferred/available method: either from <http://artglobalhealth.org/bssb10> or using a DVD.
3. Watch the clip.
4. Observe your students' reactions throughout the clip.

05:00 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 this series of discussion questions, or some of your own devising, in response to *The Double Standard*.
 - 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, ask them for their interpretations of the video. Encourage varied responses.
 - c. **Have you ever witnessed double standards around gender in your community? In the media?**

This question requires the students to relate the topics in the video to their personal life. Getting them to consider this will help them formulate ideas for the arts exercise.

09:00 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:

Kreager and staff (2009) used data from the National Longitudinal Study of Adolescent Health to determine if the popularity of adolescents was affected by their level of sexual experience... The results... showed that the popularity level of boys increased with their number of sexual partners, while the popularity of girls decreased if they reported the same number of sexual partners. These results suggest that the sexual double standard is clearly still in place.

(SOURCE: <http://sexualityandu.ca/uploads/files/DoubleStandardfebruary2011.pdf>)

Workshop Overview

00:00 Introduction

01:00 Show *The Double Standard*

06:00 Video Discussion

09:00 Share Interesting Statistic & Ask Students What They Know

15:00 Fashion Show Background

17:00 Fashion Show Activity

30:00 Fashion Show Presentations

40:00 Processing Discussion

50:00 End

2. Before you jump into the activity ask your class the following question:
 - a. Does a double standard for men and women exist? What are some examples?
 - b. Why do you think these double standards are in place?
 - c. Who benefits from a double standard?
 - d. What would you like to see change?

15:00 Fashion Show Background

1. Read the students this background information:

In 2012 a group of Baltimore feminists pranked Victoria's Secret by creating a fake website to promote the non-existent underwear line "Pink Loves Consent." The prank plays off of Victoria's Secret's "Pink" line, and highlights how Victoria's Secret's "Pink" is problematic with phrases like "Sure Thing" appearing on the front of women's underwear. People all over the internet thought it was real, and got so excited to see Victoria's Secret taking a stand with women. When Victoria's Secret found out about the prank, they responded with a cease and desist letter which only made the internet buzz all that much bigger.

(SOURCE: http://www.huffingtonpost.com/2012/12/04/pink-loves-consent-underw_n_2239534.html)

17:00 Fashion Show Activity

1. Pass out the blank clothing templates along with the markers, pens, glue, and glitter.
2. Ask, **"If Victoria's Secret can put 'Sure Thing' on women's underwear, which potentially reinforces rape culture and double standards, then what can we put on clothing that heals the damage?"**
3. Give the class time to create their own line of consent themed clothing inspired by the Baltimore feminists.

30:00 Fashion Show Presentations

1. Instruct the class to pitch their piece of clothing like they are in a board meeting of a major fashion company.
2. Explain that each student will present their designs with an explanation of their piece why they made it. Encourage your students to clap for each other after each presentation.

If you feel that presentations won't work for your class, hold a gallery walk instead:

1. Have the students tape their clothing up on the classroom walls.
2. Instruct students to walk around the class, observe the work, and write what they like about particular designs.

40:00 Processing Discussion

- a. What was it like to make your own clothing as a response to Victoria's Secret and present it?
- b. Which pieces of clothing did you like the best and why?
- c. How can you continue to challenge the double standard and companies like Victoria's Secret that support it?
- d. Would you change anything in the video we saw? Or the exercise we participated in?

50:00 End



