Hatch Discussion Guides suggest questions and exercises to promote critical thinking around media literacy, digital citizenship, and social issues. Rather than impose specific points of view, the guides are designed to provide parents and educators the tools to facilitate discussions on complex issues.

HATCH WORKSHOP DISCUSSION GUIDE:
A YEAR IN FEMINISM

WORKSHOP MISSION:

To give parents and educators the tools to help #GenSTEM and #GenZ define and understand feminism. Visit http://www.sheknows.com/parenting/articles/1098229/hatch-kids-learn-feminism to watch the Hatch video.

KEY TAKEAWAYS FOR PARENTS & EDUCATORS:

➢ Learn how to hold open discussions about feminism

➢ Learn what tools you can use to empower yourself as a co-thinker with your child

➢ Help empower your child with positive messaging during the years when they are most vulnerable to negative messaging

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BACKGROUND:

To make this workshop about feminism concrete, SheKnows Media's #HatchKids empowered themselves by creating tie dye t-shirts designed from words, things or activities that have made them feel "less-than" for being a girl. Prior to this activity, we talked to them about the development of their understanding of feminism over the course of a year. A year ago, they had no concept of feminism or what a feminist was. However, as the discussion grows in the media and global arenas, they have gleaned new insights. We captured them.

DISCUSSION STARTERS & QUESTIONS:

Ground your discussion with the useful resources and statistics we've complied. Lastly, please reference the key terms below and links throughout for additional discussion support.

Key Terms for Discussion:

DEFINING FEMINISM:
- The advocacy of women's rights on the grounds of political, social, and economic equality to men. [1]

DEFINING MASS MEDIA:
- The means of communication, as television and newspapers, that reach great numbers of people. [2]

DEFINING MEDIA LITERACY:
- Media literacy is the ability to "read" mass media. Media literacy education teaches people to ACCESS, ANALYZE, EVALUATE, and PRODUCE media. Studies suggest that such education can produce less vulnerable children and adolescents. [3]

DEFINING GENDER BIAS:

- Gender bias is a preference or prejudice toward one gender over the other.[4]

DEFINING FEMVERTISING:

- #Femvertising is advertising that employs pro-female talent, messages, and imagery to empower women and girls.[5]

These concepts are multi-faceted. In that vein, we have compiled the following resources to deepen understanding for tweens and adults:

RESOURCES SURROUNDING UNDERSTANDING FEMINISM and MEDIA

- Boys, Girls and Media Messages in a Digital World, https://www.commonsensemedia.org/sites/default/files/uploads/about_us/boysgirlsandmediamessages_commonsensemedia_spring2013.pdf
- Five Key Questions From Foundation for Media Inquiry, http://www.medialit.org/copyright-interstitial?title=Five Key Questions Form Foundation for Media Inquiry&criteria=Y
- How Media Failed Women in 2013, https://youtu.be/NswJ4kO9uHc

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Discussion Topics:

Defining feminism and its intersectionality with media and self-esteem is essential to setting the groundwork in this discussion guide. Use the following questions, discussions and research to help make the concept more concrete:

1. Help your child define the range of challenges females face due to unequal gender practices. To help facilitate this, we've compiled the following statistics and resources:

STATISTICS & RESEARCH SURROUNDING NATIONAL FEMALE ISSUES

- 64% of 4th grade girls say they like science and math, but only 18% of all college engineering majors are female.[6]
- In a recent study from Harvard, 23% preferred male over female leaders.[7]
- The number one wish for young girls age 11-17 is to be thinner. [8]
- According to an internal study, 52% of women have bought a product because they like how the brand and their advertising portrays women. [8]

Questions to consider are:

    a. Do you think girls have equal chances to achieve their goals as males?

    b. Do you think the government shares power equally with men and women?

    c. Do you feel good about your body? If so, what makes you happy about it? If not, what makes you unhappy about it?

2. The research you reviewed above lays the framework for understanding just how gender bias affects our lives. Our views of power, achievement, success, body image and self-esteem are affected by policies and messaging that support gender bias. We can create powerful images of self when we understand media messages. We do that by becoming media literate. Make sure to listen to your child/student(s) comments to make sure they are really "getting it." Ask these five basic self-directed questions:

    a. Who created the message?

    b. What creative techniques are used to attract my attention?

    c. How might different people understand this message differently from me?

    d. What lifestyles, values and points of view are represented in; or omitted from, this message?

    e. Why is this message being sent?

RESEARCH SURROUNDING MASS MEDIA MESSAGING ABOUT FEMALES

➢ American Teens spend 10 hours and 45 minutes a day consuming media.[8]

➢ Girls between 11 and 14 see on an average 500 ads a day. [8]

➢ 31% of speaking roles are occupied by women in films and only 23% of feature films feature a female protagonist.[9]

➢ Women hold only 3% of clout positions in the mainstream media (telecommunications, entertainment, publishing, and advertising).[8]

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3. Now that you've reviewed gender bias and messaging, have your child review the following quotes:

    a. "Older, darker-skinned and less classically beautiful" (NY Times on Viola Davis)

    b. "80% of feminists hate men and don't want equality" (Joseph Gordan-Levitt on women in general)

    c. "The main reason for her success is that she is built like a man." (Twitter on Serena Williams)

    d. "Disgusting pig" (Donald Trump on Rosie O'Donnell)

4. Now that we have reviewed research and statistics and held open discussions, we are ready to foster positive self-esteem. By turning negative messages and events into wearable art, the child/student becomes a resourceful tool for positive growth.

ACTIVITY – Creating Tie-Dye T-shirts:

This workshop will take approximately 1 hour, depending on the participation level of your child/student.

Activity Background:

Our goal is to have the children create t-shirts from words, things or activities that have made them feel "less-than" for being a girl. This is a concrete way to create an open and ongoing discourse about the nature of feminism, gender equality and building positive self-esteem.

Activity Description:

This activity creates a tangible way to explore concepts of feminism, self-esteem, media literacy, stereotypes in media as well as positive female images in media.

Activity Materials:

You will need the following:

- White or unbleached T-Shirt(s)
- Wash Bin
- Washable Markers
- Tie Dye Kit
- Water
- Non-porous bag to wrap wet t-shirt in to carry home
- Scrap-paper per child/student

Activity Step by Step:

Step 1: Have your child/student choose the words, events or activities that have negatively affected them for simply being a female. They can share it with the group or just write it down on paper privately.

  o   Why did the issue they chose speak to them?

- o What affected this most about this issue?
- o Why do you think being a female is a part of this issue?

Step 2: Now, have your child write what they chose on a white t-shirt. Encourage them to share, but respect that they may not share with the group.

Step 3: Have your child tie the shirt up with rubber bands in a pattern according to the dye chart.

Step 4: Have your child squirt dye on shirt, making sure to cover the negative messaging.

Step 4: Have your child/student submerge their shirt in wash bin filled ¾ with tepid water and wring it out

Step 5: Pack the shirt to go in the non-porous bag.

Step 6: Let the shirt sit for 2-24 hours and then wash out any excess dye. Voila!

A FINAL QUOTE

"Anyone can do anything…"

~ #HatchKids

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Sources:

1. Yahoo, https://search.yahoo.com/yhs/search?p=define+feminism&ei=UTF-8&hspart=mozilla&hsimp=yhs-002
2. The Free Dictionary, http://www.thefreedictionary.com/mass+media
3. MediaLit.org, http://www.medialit.org/sites/default/files/14B_CCKQPoster+5essays.pdfOxford, http://www.oxforddictionaries.com/definition/english/stereotype
4. Wise Geek, http://www.wisegeek.org/what-is-gender-bias.htm - didyouknowout
5. AllParenting.com, http://www.allparenting.com/my-family/articles/971433/gender-bias-how-moms-need-to-flip-the-script
6. Harvard.edu, http://sites.gse.harvard.edu/sites/default/files/making-caring-common/files/mcc_leaning_out_for_web.pdf
7. The Representation Project, http://therepresentationproject.org/resources/statistics/
8. CinemaBlend,http://www.cinemablend.com/new/Most-Embarrassing-Statistics-About-Women-Hollywood-67381.html, 2014
9. SheKnows Media, http://corporate.sheknows.com/femvertising

About Hatch:

Hatch was launched in 2014 in response to a SheKnows Media study that revealed moms often feel tense about their kids' use and exposure to technology, understanding its benefits while also worrying about the digital footprint their children leave behind. Never before has a group of young people, #GenSTEM and #GenZ, come of age with the ability to create and share content at scale.

Hatch's mission is to empower #Hatchkids to use media and technology to express themselves in productive and positive ways. Emphasizing media literacy, digital storytelling, and social issues, Hatch enables kids to create KidsSpeak content that is responsible and represents their unique perspectives. Education is a key component of Hatch. Parents and educators are invited to use the materials from Hatch workshops to facilitate discussions with their own teens and tweens.