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:
WOMEN in POLITICS and the MEDIA

WORKSHOP MISSION:

- To give parents and educators the tools to help tweens define and understand the intersectionality of women in politics and media messaging while practicing savvy media literacy. Visit http://www.sheknows.com/parenting/articles/1094029/hatch-kids-comment-on-women-in-politics to watch the Hatch video.

KEY TAKEAWAYS FOR PARENTS & EDUCATORS:

➢ Learn to view women in politics holistically

➢ Learn tools to "read" media and media messaging

BACKGROUND:

To make this workshop on women in politics and media messaging concrete, SheKnows Media's #HatchKids viewed a series of political news reports and articles. Understanding how women in politics are depicted in the media as well as what media tools are used to deliver these messages are vital for consuming media responsibly. Feel free to choose news reports or articles of your own once you understand all the concepts in this guide.

DISCUSSION STARTERS & QUESTIONS:

Give your child or student information for a solid foundation. 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 POLITICS:
- Activities that relate to influencing the actions and policies of a government for getting and keeping power in government. [1]

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

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

DEFINING STEREOTYPES:
- A widely held but fixed and oversimplified image or idea of a particular type of person or thing.[4]

Example: *the stereotype of the woman as the "[nurturer](#)"*

DEFINING GENDER BIAS:

- Unequal treatment in employment opportunity (such as promotion, pay, benefits and privileges) and expectations based on attitudes that are based on the sex of an employee or group of employees. Gender bias can be a legitimate basis for a lawsuit under anti-discrimination statutes. Also known as gender prejudice, prejudice, unequal treatment, unfair treatment or unfairness.[5]

DEFINING FEMVERTISING:

- [#Femvertising](#) is advertising that employs pro-female talent, messages and imagery to empower women and girls.[6]

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

RESOURCES SURROUNDING UNDERSTANDING MEDIA and MEDIA LITERACY

➤ 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 Form Foundation for Media Inquiry, http://www.medialit.org/copyright-interstitial?title=Five Key Questions Form Foundation for Media Inquiry&criteria=Y

Discussion Topics:

Defining women in politics and its intersectionality with the media 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/student define politics and then more specifically the role of women in politics. To help facilitate this, we've compiled the following statistics and resources:

STATISTICS & RESEARCH SURROUNDING WOMEN IN POLITICS

➤ Women still hold fewer than 20 percent of Congressional seats, despite composing a majority of the U.S. population.[7]

➤ The percentage of women holding statewide and state legislative office is less than 25 percent, barely higher than in 1998.[7]

➤ Based on the current rate, women won't achieve fair representation for nearly 500 years.[7]

➤ Strong correlations have been found between more women legislators and more progressive policy on issues like environment, comprehensive support for families and individuals, violence prevention and incarceration.[7]

➤ Other studies have found that women legislators – both Republican and Democrat – introduce more bills than men do in areas of civil rights and liberties, education, health, labor and more. [7]

Questions to consider:

    a. How would you define politics?

    b. When's the next presidential election?

    c. Can you name some women in politics? If so, who and what positions do they hold?

    d. Can you name some men in politics? If so, who and what positions do they hold?

    e. Did we name more men or women in politics?

RESEARCH SURROUNDING MASS MEDIA MESSAGING ABOUT WOMEN IN POLITICS

➢ Women have a harder time gaining access to and being portrayed in the media.[8]

➢ When they do receive coverage, reporters often ask more personal and apolitical questions.[8]

➢ Male candidates are consistently perceived as performing better than the female candidates in studies.[8]

➢ Gender-neutral messaging is not used.[9]

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2. The research you just reviewed above lays the framework for how biased media messaging can be. But how can we become better participants so we can "read" media messages and empower ourselves as media consumers? We do that by becoming media literate. Make sure to listen to your child's/student's comments to make sure they are really "getting it." Ask these five basic self-directed questions:[10]

    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?

3. The questions we just asked about media literacy are great benchmarks to see how much the child/student understands. Part of media literacy is being aware that the messages we get can be stereotypes. A stereotype is a limiting, narrow message about a group of people. Discussion topics about stereotypes can include:

    a. Do you know what a stereotype is?

    b. What is it?

    c. What stereotypes are you aware of?

    d. Have you noticed if there are any stereotypes you don't like?

    e. Have you noticed if there are any stereotypes you do like?

    f. If so, what are the stereotypes?

    g. If you like an ad with stereotypes, why do you like it?

A statistic about stereotypes in politics:

• According to a study, only 39 percent of women politicians were described as leaders, while 93 percent of male politicians were described that way. [11]

6.   Now have your child/student watch the two news reports we've chosen: Hillary Clinton, Jeb Bush. Discussion topics can include:

     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?
     f.   Do you feel these news reports supported any stereotypes?
     g.   Which ones?
     h.   Did you agree with any of the stereotypes the news reports used?
     i.   Did you disagree with any of the stereotypes the news reports used?
     j.   If so, what are the stereotypes?

7.   Stereotypes change how we perceive one another. One way to combat stereotypes is to create stereotype-busting ads. #Femvertising combats negative stereotypes of females in advertisements. According to an internal study, 45 percent of women have shared a commercial or print advertisement with a pro-female message. [10] Discussion topics to explore include:
     a.   Have you ever heard of #Femvertising?
     b.   If you have, what do you think it means?
     c.   If not, what do you think it means?
     d.   Do you think #Femvertising is necessary?
     e.   Have you seen any ads that use #Femvertising in them? If so, which ones?
     f.   Do you know any political ads that use #Femvertising? If so, which ones?

8.   Now that you've reviewed stereotypes and #Femvertising, have your child/student review the following quotes:
- "Hillary Clinton's Tentative Dip Into New Neckline Territory"
- "Get another facelift, lady!"
- "Another Pelosi Meltdown, Is She Mentally Competent?"
- "Who's going to take care of your children?"
- "Hillary Clinton Scrunchie Gets A Fancy Upgrade!"
- "You have proven repeatedly that you are not a lady, therefore, you shall not be afforded due respect from me!"

Discussion topics can include:

     a.   Do you feel these media quotes supported any stereotypes?
     b.   Which ones?
     c.   Did you agree with any of the stereotypes the news reports used?
     d.   Did you disagree with any of the stereotypes the news reports used?
     e.   If so, what are the stereotypes?

9.   Now that we have reviewed news reports and media quotes, we can begin to be aware of the messages the media is sending us. Next, have the children create a campaign on a hot-button topic and pitch it. For these purposes, the topics we chose include:

     a.   Immigration

    b. Global warming

    c. Bipartisanship

ACTIVITY – Creating Ads for Campaigns :

This workshop will take approximately 1 hour, depending on how in-depth the discussion and the participation level of your child/student.

Activity Description:

Have the children create campaigns on a hot-button topic and pitch it.

Activity Materials:

You will need the following:

- Construction paper
- Campaign buttons (2-1/4" diameter)
- Markers
- Crayons

Activity Step by Step:

Step 1: Have your child/student research one of the following topics for our activity:

- Immigration
- Global warming
- Bipartisanship

Step 2: Now create a campaign based on this research. Ask your child/student to answer these questions:

    o Why did the issue speak to them?

    o What is the most interesting thing about the issue?

    o Why should the rest of us care about this issue?

    o How would you solve for this issue?

Step 3: Have your child/student rehearse their pitch in front of the group.

Step 4: Have your child/student pitch their campaign.

Step 5: Discuss their pitch's effectiveness based on the following:

- Did it make us pay attention?
- Did we care?
- Would we act on what they asked us to do?
- Would we tell others about their pitch?

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A FINAL QUOTE

"Anyone can do anything…"

~ #HatchKids

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Sources:

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11. Slate,http://www.slate.com/blogs/xx_factor/2013/06/14/stereotypes_of_female_politicians_study_shows_we_don_t_know_what_to_think.html, June 14, 2013

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 come of age with the ability to create and share content at scale.

Hatch's mission is to empower kids 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 content that is responsible and represents their unique perspectives. Education is a key component of Hatch. Parents and educators are welcome to use the materials from Hatch workshops to facilitate discussions with their own teens and tweens.