

## OVERVIEW

This workshop demonstrates that sexuality is part of everyone's daily life and that people will encounter a variety of expressions of sexuality on a regular basis, ranging from gender expression to sexual activity. In particular, sexuality is ever present in the media—on television, in books, on the Internet, in video games, and in advertisements.

Children this age may have been exposed to sexually explicit media or may have seen pornographic images online. This can happen for any number of reasons, including accidentally coming across an image, being curious about certain terms or behaviors, and feeling peer pressure. These issues are addressed further in Workshop 8: Decisions and Actions, Workshop 9: Consent and Peer Pressure, and Workshop 10: Healthy Relationships and Celebration!

In this workshop, participants gain an understanding, in a developmentally appropriate manner, that sexuality is everywhere and that it is important to be conscious of how sexual images in the media affect us. This workshop will help participants become informed and aware of how the media portray sexuality, which will help them develop as healthy sexual beings.

## GOALS

To help participants:

- understand that sexuality is a part of everyday life
- recognize the breadth of representations of sexuality
- reflect on the sexual images they may encounter in the media
- reinforce their own values and ideas about sexuality and how those values may be different from what is portrayed in the media

## LEARNING OBJECTIVES

By the end of this workshop, participants will be able to:

- identify ways that everyday life involves different facets of sexuality
- recognize how the media portray sexuality and how that may be different from their own individual expression and values
- distinguish between real life and life as portrayed by the media

*Time Required:* 75 minutes

## WORKSHOP AT A GLANCE

Gathering	10 minutes
Everyday Life Collage	25 minutes
Media: Real or Unreal?	20 minutes
How Often Do You See...	15 minutes
Closing	5 minutes

## MATERIALS

- Question Box
- Word Bank poster from Workshop 1
- Group Agreements from Workshop 1
- Circles of Sexuality poster from Workshop 1
- poster board or newsprint
- markers, one for each participant and the facilitators
- tape or glue
- a selection of magazines, such as *Time*, *Ebony*, the *New York Times Magazine*, *Parents*, *Family Circle*, *Latina*, *Prevention*, *Seventeen*, *Real Simple*, and *Parenting*, or other print materials with images of people engaging in everyday activities, such as sharing meals, walking, talking, using technology, and watching television or movies
- scissors, including left-handed or ambidextrous scissors
- 3 x 5 index cards
- pens or pencils
- four large (5 x 8) index cards
- Handout 5, Word Bank List, from the Parent/Caregiver and Child Orientation
- Handout 10, How Real Is This?
- HomeLink 2, Images in Popular Culture

## PREPARATION

- Review questions from the Question Box and prepare answers.
- Look over the Workshop Plan, and decide together how to share leadership responsibilities.
- Cut out the Word Bank word and definition, and glue them to cards for posting.
- Gather magazines or other print materials with images of people engaging in everyday activities. Strive for diversity. The Rainbow Rumpus website ([rainbowrumpus.org](http://rainbowrumpus.org)) is a good resource. Gather enough materials to ensure that youth will not struggle to share limited quantities.
- Find out what media—TV shows, movies, video games, etc.—are currently popular among the age group of your participants. Print out images from websites that represent these media, such as [Fandango.com](http://Fandango.com) for movies, [society6.com/prints/gaming](http://society6.com/prints/gaming) for video game art, and [AllPosters.com](http://AllPosters.com) for movies, television, music, and video games.
- Prepare four large index cards, one with the word “Never,” one with the word “Rarely,” one with “Sometimes,” and one with “All the Time.”

- Post the Group Agreements, Circles of Sexuality poster, and Word Bank poster. Post the prepared index cards in four different sections of the room.
- Photocopy Handout 10, How Real Is This?, one for each group of three or four participants. Photocopy HomeLink 2, Images in Popular Culture, one for each participant.

## Workshop Plan

10 minutes

### GATHERING

1. Welcome participants as they arrive. Gather them in a circle.
2. Ask participants to share any reflections from the HomeLink activity they were asked to complete after the first workshop.
3. Review the Group Agreements and the Word Bank.
4. Explain that today's workshop will focus on representations and images of sexuality in everyday life and in media such as TV, magazines, and online games. Refer to the Circles of Sexuality poster, and ask participants which circle(s) they think this topic might fit in.

Note: Any of the circles might be appropriate for this topic, depending on the image.

5. Respond to the questions from the Question Box.

25 minutes

### EVERYDAY LIFE COLLAGE

This collaborative, conversation-provoking activity involves making collages from images of everyday life as depicted in media. If you are concerned about running over time, you can have participants post images around the meeting space instead of creating collages. As participants move around the room, use the processing questions to guide discussion.

1. Divide the group into small groups of three or four. Give each small group a piece of poster board or newsprint, some magazines or other print materials, scissors, tape or glue, and some markers.
2. Instruct the groups to work together to create a collage representing people going through a typical day, with an emphasis on elements from the Circles of Sexuality, such as relationships, body image, gender expression, pregnancy, etc. They can cut pictures or words out of the magazines, glue them to the paper, and add words or images with the markers. Ask the group to share some examples of what they might look for, e.g., people sharing meals, getting dressed, holding hands or kissing, talking with friends, eating, and working.
3. Give participants about 10 minutes to make their collages. After about 8 minutes, give a 2-minute warning for them to finish and to clean up their materials.
4. Ask each group to select one person to briefly present the collage to the other groups, including explaining the aspects of sexuality that the images or words represent.

5. After the collages have been presented, ask the following questions:
  - In the collages, where do you see people of various races or ethnicities? Various body types? Relationships? Feelings? Individual expression? Attraction? Being healthy? Power and influence?
  - Who might be hurt by the ways sexuality is represented? Who might be helped?
  - How might this activity affect how you look at images like this in the future?
6. Conclude the activity by highlighting that sexuality is part of nearly every part of our lives, even the small details of daily living, like what we choose to wear and whom we spend time with. Throughout our lives we encounter different ways that people express their sexuality and live as healthy sexual beings; there is no single “right” way to experience or express sexuality.

### MEDIA: REAL OR UNREAL?

20 minutes

1. Explain that *media* is a term that includes all the tools people use to communicate in order to learn, keep informed, socialize, play, etc. Some examples are books, movies, video and online games, TV, Twitter, Instagram, and other social media platforms.
2. Invite each person to share at least one type of media they use on a regular basis. List on newsprint.
3. Divide the group into small groups of three or four, or keep them in the same groups as in the previous activity. Give each small group one copy of Handout 10, How Real Is This? Instruct the groups to select one of the examples of types of media listed on the newsprint and then work together to answer the questions on the handout, thinking about specific examples of that type of media. For example, if they choose movies, they should agree to answer the questions on the handout as they pertain to specific movies everyone in the group is familiar with, like *The Wizard of Oz* or *Guardians of the Galaxy*. Give the groups 5-7 minutes to complete the handout.
4. Ask each group to select someone to be the speaker for their group, and have speakers share their group’s response to either question 2 or question 3. When all have shared, ask the speakers to share their group’s responses to questions 4 and 5.
5. Once all the groups have shared, ask the following questions:
  - What are some positive things about the way media portray relationships?
  - What are some negative things about the way media portray relationships?
  - How realistically do media show people looking or behaving? Is it very similar to or very different from real life? How?

### HOW OFTEN DO YOU SEE...

15 minutes

1. Let participants know that in the next activity, they will specifically discuss TV shows and movies. Show participants the posted cards that read “Never,” “Rarely,” “Sometimes,” and “All the Time.” Tell the group that you will read

out a list of images; after each one, they should go stand near the card that best represents how often they see that image in a TV show or a movie.

2. Begin by saying, as an introduction to the list, "On TV or in movies, I see..." Then read as many of the following phrases as time allows:
  - people in relationships who are different racially or culturally
  - women or girls trying to get someone to do something they don't want to do
  - men or boys trying to get someone to do something they don't want to do
  - people who do not identify as men or women trying to get someone to do something they don't want to do
  - transgender or gender-fluid people
  - women or girls shown as strong
  - men or boys shown as strong
  - women or girls crying
  - men or boys crying
  - women or girls expressing anger
  - men or boys expressing anger
  - women or girls who are attracted to other women or girls
  - men or boys who are attracted to other men or boys
  - major characters with disabilities, such as someone who uses a wheelchair or has a guide dog
  - people who make healthy decisions about relationships
  - a family that looks just like mine
3. As time allows, ask participants to share why they chose the card they did.
4. Once all the statements have been read, invite participants to return to their seats. Process the activity by posing the following questions:
  - How do you think it feels to rarely or never see someone on TV or in movies who looks or acts like you do?
  - What are some media that show positive images?
  - Why do you think media don't often show images of people with disabilities?
  - What would you tell a parent/caregiver or friend about media representation of relationships and sexuality?
5. Add the phrase *media literacy* and its definition to the Word Bank, and read its definition aloud.

5 minutes

## CLOSING

1. Invite participants to share one thing from this workshop that they will remember when they watch a TV show or movie, read a book, visit a website, or play a video game.
2. Pass out index cards and pencils. Ask each participant to write a question on the card and place it in the Question Box. If participants have no questions, they should write a comment about today's workshop or write, "I have no questions." Stress that each person needs to write something.
3. Distribute HomeLink 2, Images in Popular Culture, and instruct participants to complete it and to read Part 2: Our Bodies, Section 6, The Human Body

(pages 12–15), in *It's Perfectly Normal*, twentieth anniversary edition, in preparation for the next workshop, which focuses on bodies. (Note that page numbers vary by edition.)

4. Thank participants for attending the workshop.

### **FACILITATOR REFLECTION AND PLANNING**

Reflect on these questions and discuss them with your co-facilitator:

- How do I feel about the experiences of today's workshop?
- What can I learn from leading the activities of this workshop?
- What do I need to do to prepare for the next workshop?

# Handout 10

## WORKSHOP 2

### HOW REAL IS THIS?

Think about the type of media you use most often, and respond to the questions below.

1. What relationships are depicted in this form of media? (check all that apply)
  - no relationships shown
  - friends
  - enemies
  - parent and child
  - teacher and child
  - romantic relationship
  - relationships among adults
  - relationships among children
  - other relationships: \_\_\_\_\_
2. Are the relationships depicted generally healthy or unhealthy? In a healthy relationship, each person is treated fairly and with respect, and they communicate effectively.
3. Did you find anyone whose gender was unclear? If so, how were they treated?
4. How are women and girls treated?
5. How are men and boys treated?
6. How are people treated if they don't fit what society says is appropriate for women and girls? Men and boys? People of another gender?
7. How similar to real life is this example?

# HomeLink 2

## WORKSHOP 2

### IMAGES IN POPULAR CULTURE

Choose a TV show, movie, or video clip that you like, and watch it with a parent/caregiver. Talk together about things you notice that are related to things you have discussed in the Our Whole Lives program (relationships, bodies, being healthy, communication, attraction, etc.). Ask each other:

- What is one positive thing you noticed?
- What is one negative thing you noticed?
- How could you change the negative thing into a positive thing?

### *Take It to the Next Level! (Optional)*

If you have a camera or smartphone, create a short video about changing the negative thing you found to a positive one. Do this in the form of a role-play or skit.

### *Word Bank Words from Workshop 2*

**MEDIA LITERACY:** A person's ability to think about what they see in the media and decide whether it is healthy. It is also a person's ability to create media that support their values. Media include TV, websites, social media, magazines and newspapers, billboards, radio, and other ways we get news and information. Literacy is the ability to read, write, and make meaning of that information.

### *Reading for Workshop 3*

Read Part 2: Our Bodies, Section 6, The Human Body (pages 12–15), in *It's Perfectly Normal*, twentieth anniversary edition (note that page numbers vary by edition).

## OVERVIEW

This workshop examines how people think and feel about their bodies. Young people explore the concept of body image, review how people can have a variety of feelings about their body, and assess societal, familial, and personal expectations about bodies. They examine how outside influences can affect body image, how they feel about their own bodies, and what it means for them to be healthy in their own bodies. This workshop also addresses physical, cognitive, and developmental diversity.

This workshop includes options for facilitators to review and select according to their group's dynamics and the availability of technology in the meeting space.

## GOALS

To help participants:

- think about their own and other people's bodies
- learn about body image
- explore societal, familial, and personal assumptions about bodies
- affirm their own bodies
- explore the diversity of bodies and abilities
- determine what they can do to keep their own bodies healthy

## LEARNING OBJECTIVES

By the end of this workshop, participants will be able to:

- describe several influences on body image
- name some of the diverse experiences that people may associate with bodies
- list ways that they can keep their own bodies healthy

*Time Required:* 75 minutes

## PREREQUISITE READING

Part 2: Our Bodies, Section 6, The Human Body (pages 12–15), in *It's Perfectly Normal*

## WORKSHOP AT A GLANCE

Gathering  
Different Kinds of Bodies

10 minutes  
10 minutes