

F

LIVERPOOL

A



LEARNING

FACT

C

PRIMARY  
TEACHING  
RESOURCE



L



# ABOUT THIS GUIDE

Our overall programme offers a chance to delve into how we create stereotypes around gender, and how these are continually reinforced: from the way we navigate the internet to the stories we continue to tell our children. Alongside this, our learning programme continues to experiment with the idea of the gallery as an expanded classroom.

We have designed this learning resource for educators and teachers who are bringing their students to visit FACT to enjoy and be inspired by the experience of an art centre, though it can be used independently from the exhibition as conversations and activities around gender narratives.

This resource includes conversations and hands on activities as ideas to stimulate young people's learning process.

These activities are designed for schools students Y5 - Y6

## GENERAL LEARNING OBJECTIVES

- >> Challenge existing attitudes and question values.
- >> Enjoy and be inspired by the physical experience of a gallery visit.
- >> Promote the ability for children and young people to express themselves through research and critical thinking.

## SCHOOL CURRICULUM COMPETENCES

- >> Engage, inspire and challenge young people, equipping them with skills to understand and create art.
- >> Equip young people with the skills to think critically and develop perspective and judgement.
- >> Explore their ideas and experiences through art.
- >> Evaluate and analyse creative works to understand and develop art forms.

# ABOUT THE EXHIBITION

“THE WORLD IS NOT MADE UP OF OPPOSITES, OF MALE AND FEMALE, BLACK AND WHITE, GAY OR STRAIGHT. THAT MUCH SEEMS OBVIOUS. THEN IT’S ABOUT INVENTING A NEW LANGUAGE AND MAKING IT POWERFUL ENOUGH TO COMMUNICATE.”

— Marianna Simnett

ERICKA BECKMAN  
MARIANNA SIMNETT

29 Mar - 16 Jun

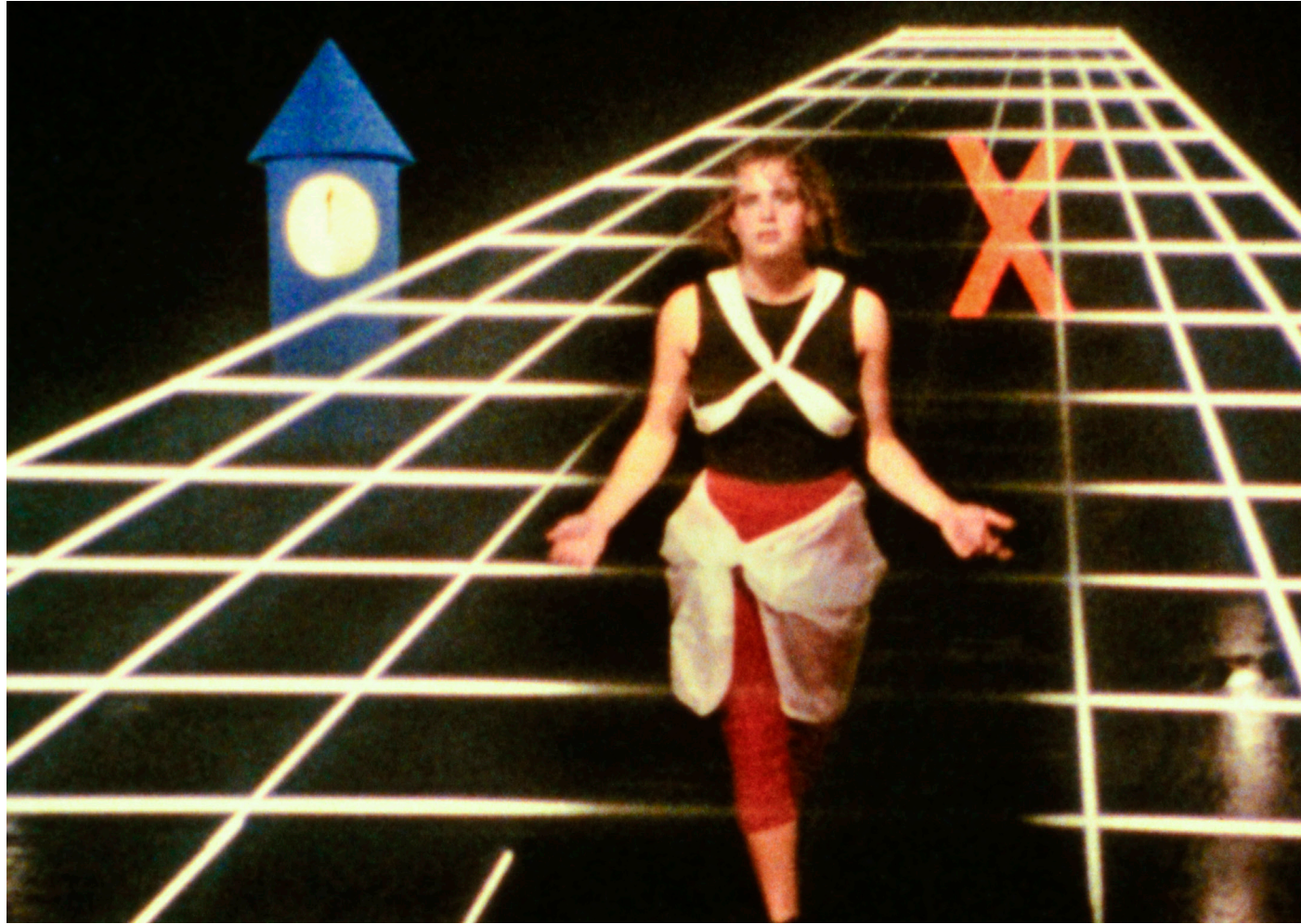
Opening our year-long discussions around issues of feminism and representation, our current exhibition, *Ericka Beckman & Marianna Simnett*, showcases two female artists whose works reach across more than forty years. Their work looks at some of the ways in which developments in technology, as well as contemporary conversations about gender, have changed our relationships with our bodies and identities, and with one another.

The show is a starting point to analyse female archetypes and their narratives, understanding how those narratives are now a key part of young people’s language.





Ericka Beckman, *Hiatus* (film still), 1999. Image courtesy of the artist.



Ericka Beckman, *Cinderella* (film still), 1986. Image courtesy of the artist.



# STARTING QUESTIONS

- >> How are women portrayed in fairy tales and traditional storytelling?
- >> What is an archetype (and a stereotype)?
- >> How are female archetypes (or stereotypes) viewed and performed in contemporary internet culture?

## YOUNG PEOPLE WILL LEARN

- >> Analyse how narratives are used to convey ideas and thoughts to produce a specific effect in society - fairy tales and myths are one example of this.
- >> Gain different perspectives on the role of women in fairy tales and how female archetypes are created.
- >> Understand how female archetypes are viewed and performed in contemporary internet culture and how that changes women's self perception and role in society.

# KEY WORDS

## NARRATIVE

The practice or art of telling stories. Through any medium, film, music, literature... Every story has a narrative, and characters who live in there.

## FEMALE ARCHETYPE

A recurrent symbol or motif in literature, art, or mythology. They are like stereotypes, but for characters within the narratives. When talking to the students, a way of approaching archetypes is through well known fiction characters (i.e Harry Potter, Luke Skywalker and Wonder Woman being heroes).

## IDENTITY

The characteristics determining who or what a person or thing is.

## GENDER IDENTITY

Is the personal sense of one's own gender. Gender identity can correlate with assigned sex at birth or can differ from it.

## GENDER ROLES

Socially constructed roles, behaviors, activities and attributes that a given society considers appropriate for men and women"

## GENDER POLITICS

Political positions based on the interests and perspectives of gender roles with which people identify.

## TECHNOLOGY

The organisation of knowledge for the achievement of practical purposes.

# PRE-VISIT ACTIVITY:

## TALE AS OLD AS TIME

Once upon a time, a Goddess lived in harmony, guiding her people peacefully and wisely with the help of her God friend. Everyone in her cities loved her and supported her because she was kind and powerful. Women and men in the cities of the Goddess were highly inspired by her, so they protected their families and organised themselves in a great community.

At the time, many of the kingdoms around the cities of the Goddess were at war, trying to take over each other's countries and gaining power over all of them. One of the Kings, in one of those countries, was very jealous of the united leadership of the Goddess and the God, and cried at night wanting to live with them... The King was very careful not to show his tears, scared of his men thinking he was weak.

A wicked God living on the top of a mighty mountain felt the same way about the Goddess, and moved by the King's tears, the God said: *"She should not be allowed to be so free! So beautiful! So wise! I need to own her! Let me help you, my dear King - I'll get the Goddess, you'll get the cities..."*. The wicked God granted the King a thousand clay warhorses and so the King, blind with power, attacked the peaceful cities of the Goddess.

But when the Goddess and her friend the God, saw the warhorses approaching, asked the wind and the clouds to rain over the attackers. The clay warhorses unraveled at the humid touch, and a wave of mud drowned the attackers.

The wicked God watched everything from the top of his mountain. Embarrassed, he thought of a better plan would transform into the most beautiful bird in the world and present himself to the Goddess.

The most beautiful bird in the world flew over the peaceful cities. The Goddess, amazed at the beauty of the bird, grabbed it and cuddled it against her chest *"What an adorable, cute bird you are..."* she whispered to the rare bird. Then the wicked God used his beak to pierce the chest of the Goddess and entered inside of her. The Goddess was very embarrassed that everyone saw the cruel deception and her mighty powers abandoned her.

The wicked God grabbed the Goddess and took her to the top of the mountain, where he married the woman, as a symbol of power over her. The wicked God took the name of Zeus, and gave her the name of Hera.

### NOTES

The tale on the left depicts a historical reality where people control others with stories. Whether it's the news, film or even myths, they still serve the same purpose: to make people think or change their views. Academics identify the marriage between Zeus and Hera as the beginning of patriarchal narratives in Europe.

Read this with your students.

### QUESTIONS

>> Why do you think myths were created?

>> Who should lead a community: Gods, Goddesses, Kings, Queens, or someone else?





Marianna Simnett, *The Udder* (film still), 2014. Image courtesy of the artist.



Marianna Simnett, *Blood* (film still), 2015. Image courtesy of the artist.



# ACTIVITY 1

## THE MURAL

At the heart of our Learning Space is a new mural by Irish illustrator, Laura Callaghan. Her artwork focuses on the lives, labours and rituals of those who identify as female and non-binary.

This new work takes inspiration from the depth and symbolism of the multilayered Mexican murals of the 1920s. It is filled with fearless characters of all ages, ethnicities, genders and body types that interact with each other and symbolic objects around them.

### QUESTIONS

- >> What do you see in the mural and how would you describe it?
- >> Who are the women in the mural?
- >> What do the characters in the mural have in common and what makes them different?



# ACTIVITY 2

## WANG, THE TROLL

“FROM YOUR POINT OF VIEW, WANDA, THIS MAY SEEM LIKE THE MOST REMOTE PLACE IN THE UNIVERSE.”

— Player 33, username: Wang

Wanda has the most beautiful online garden ever created. However, player 33 has hacked into her game and all of Wanda’s resources are his now - or so he says. He’s such a troll and Wanda is fighting back to recover her power.

Online presence is everywhere these days; usernames, avatars, skins, outfits, memes and gifs. Do you have an online presence?

### QUESTIONS

- >> How does Wanda confront Player 33 in the game?
- >> Do people look the same online as they do in real life?
- >> How do people become “trolls”?
- >> What is a troll?





# ACTIVITY 3

## THE HEART

“LIPS RED AS BLOOD, HAIR BLACK AS NIGHT,  
BRING ME YOUR HEART, MY DEAR, DEAR SNOW  
WHITE.”

— Evil Queen, *Snow White*

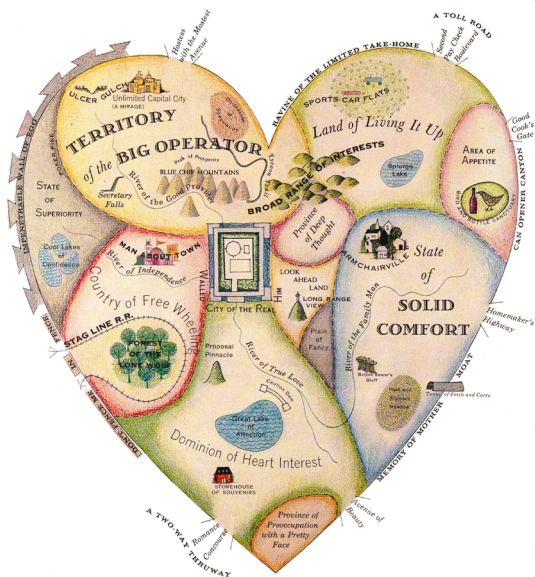
In this activity young people are presented with a clear challenge:  
Create a country of your own, based on the qualities, passions and  
fears within a woman/man’s heart.

These guidelines serve as a hook, that quickly transforms into a deeper  
discussion around gender perceptions. Use metaphors to represent  
love and emotions in the map. Think of feelings as mountains or  
shyness as a walled city.

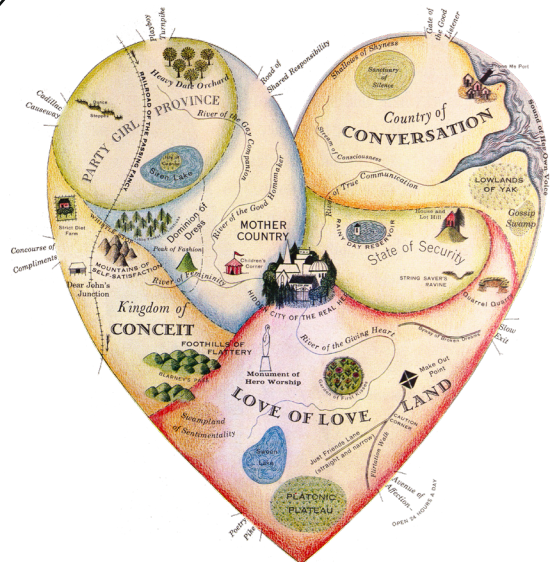
Some students will create maps as shown in the example - country  
of strength and power for men, and countries of sweetness and a  
delicate nature for women. This activity aims to defy expectations  
and projections linked to archetypes (models, characters, that repeat  
constantly through the narratives) and provide some information about  
the language the students use to identify themselves and others.

The drawing activity sheet can be found on the next page.

Look at these examples created in 1960 and draw inside the heart to create your own map. Can you help to navigate the heart of a princess? What does the map look like? Does it have cities, forests, landmarks, entrances or obstacles? Does your map look different to the drawings from 1960 and why?



GEOGRAPHIC GUIDE TO A  
MAN'S HEART  
*with obstacles and entrances clearly marked*



GEOGRAPHIC GUIDE TO A  
WOMAN'S HEART  
*emphasizing points of interest to the romantic traveler*



## SCHOOL TOURS

Our free school tours combine art and technology with hands-on activities. We can accommodate class sizes of up to 30 young people (split into two groups) and sessions will last from one hour to an hour and a half.

## VISIT

FACT, 88 WOOD STREET, L1 4DQ

## GALLERY OPENING TIMES

Tue - Sun, 11:00 - 18:00

## CURRENT EXHIBITION

Ericka Beckman & Marianna Simnett  
29 Mar - 16 Jun

## FREE ADMISSION

All of our exhibitions are free, together with the majority of our activities. Last year we collaborated with 74 artists and over 10,000 people in Merseyside.

## FIND OUT MORE

For more information, or to arrange a visit, please call 0151 707 4444, email [learning@fact.co.uk](mailto:learning@fact.co.uk) or visit [fact.co.uk](http://fact.co.uk)

### STATUTORY FUNDERS



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**



**Liverpool  
City Council**

### MATERIALS SPONSOR



*Ericka Beckman and Marianna Simnett* is adapted from the exhibitions curated by Zabłudowicz Collection.

**FACTLiverpool**  
 **FACTLiverpool**  
 **FACT\_Liverpool**

**#BECKMANSIMNETT**