

# **SHE**<sup>TM</sup>

## **BEYOND THE STAGE**

### **A CURRICULUM BASED ON ART & ACTIVISM**

Created by Jinah Parker

"I see dance as a transformative tool to tackle major social issues while encouraging courageous conversation and action."

– Jinah Parker

## **CURRICULUM DESCRIPTION**

SHE, a Choreoplay explores several themes including power, gender, patriarchy, feminism, relationships, violence, racism, and art; however this curriculum will predominantly focus on three specific topics: power, art and intersectionality.

Due to the overall depth of each topic, please note that this curriculum is meant to serve as an overview. This guided experience is meant to highlight and expand upon elements discussed within the context of the show so that participants can develop a larger lens through exploration, discussion, reflection and creation.

This curriculum is designed so that instructors can easily extract activities or discussion topics or use in its entirety. Due to the weight of the topics being discussed it is suggested that regular check-ins and breaks are taken throughout the experience. Please see the grounding tools suggested during the course of the curriculum. These exercises help to refocus your thoughts and realign your energy.



# OBJECTIVE:

To develop informed and thoughtful opinions about power and intersectionality and express them through an artistic medium.

Students will gain a deeper understanding of various power structures, what perpetuates them, and explore ways which change can occur. Students also have the opportunity to enhance the understanding of their own identity and those around them by gaining an understanding of intersectionality and how it fits into their own lives. Lastly students will discuss the various artistic forms used within SHE and create a piece of art that represents their personal response to power and/or intersectionality.

# HOW TO PREPARE FOR THE SHOW:

While there is no necessary preparation needed for the show, students should be aware of the content involves sexual and racial violence that could be triggering.

Please note that while the content is of a serious and complex nature, SHE is ultimately about achieving victory and self-empowerment.





# PART 1

# POWER

## CHECK-IN

Take a moment to connect, establish rapport and build community among your participants. Is everyone open to creating a safe, brave and respectful space where everyone can take risks without fear of judgment?

## POWER

The capacity or ability to direct or influence the behavior of others or the course of events. The ability to do something or act in a particular way.

## REFLECT

What are some examples of power you noticed within the show?

## EXPLORE

Take some time to explore the information below. There are several links to articles and other attachments that provide a deeper investigation of the content. Questions and activities are placed throughout the curriculum for the purpose of further investigation, reflection and discussion.

## FOCUS AREAS OF POWER SEEN WITHIN SHE

Gender  
Violence

Domestic  
Violence

Patriarchy

Policing



# GENDER & DOMESTIC VIOLENCE

## GENDER VIOLENCE

Violence directed at an individual based on their gender identity. While SHE prodominantly focuses on rap, sexual assault and intimate partner violence, gender violence also includes sexual harassment, stalking, prostitution and sex trafficking.

## DOMESTIC VIOLENCE

A pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship. Types of domestic abuse can included: control, gaslighting, physical abuse, sexual abuse, emotional abuse and intimidation, isolation, verbal abuse in the form of threats, blame or coercion, exerting male privilege or economic abuse. For an explanation of each form of abuse click [here](#).

## GENERAL SEXUAL ASSAULT STATISTICS:

- 1 out of 6 American women have been raped or sexually assaulted.
- 1 out of 3 Women have experienced violence globally.
- 1 out of 10 Men have been raped in the US.
- 21% of TGQN (transgender, genderqueer, nonconforming) college students have been sexually assaulted, compared to 18% of non-TGQN females, and 4% of non-TGQN males.

## EXPLORE THESE SOURCES FOR ADDITIONAL INFORMATION AND STATISTICS

[RAIN](#)

[The National Sexual Violence Resource Center](#)

[The World Health Organization](#)

[Governor Cuomo Announces Comprehensive Package to Combat Domestic Violence and Gender-Based Violence \(NY State Resource\)](#)



# RECOGNIZING FORMS OF ABUSE

## EXPLORE

Take a moment to explore the Power and Control Wheel below.

*While this resource does not express abuse in its entirety, it does give a clear overview of the most prevalent forms.*





## CONSENT

Consent is an ongoing mutual agreement between partners about what they do or don't want to experience. Read more [here](#).

## BUILDING HEALTHY RELATIONSHIPS

### EXPRESS

- 1) Where did you learn about sex?
- 2) What did you learn?
- 3) What do you consider to be a healthy relationship? How did you develop this definition?
- 4) Do you feel like you were properly educated about the above topics growing up?

### EXPLORE

Take a moment to review the Relationship Chart. You can find more information of building a healthy relationship [here](#).

Healthy	Unhealthy	Abusive
<p>A healthy relationship means both you and your partner are:</p> <ul style="list-style-type: none"><li>■ Communicating</li><li>■ Respectful</li><li>■ Trusting</li><li>■ Honest</li><li>■ Equal</li><li>■ Enjoying personal time away from each other</li><li>■ Making mutual choices</li><li>■ Economic/financial partners</li></ul>	<p>You may be in an unhealthy relationship if your partner is:</p> <ul style="list-style-type: none"><li>■ Not communicating</li><li>■ Disrespectful</li><li>■ Not trusting</li><li>■ Dishonest</li><li>■ Trying to take control</li><li>■ Only spending time together</li><li>■ Pressured into activities</li><li>■ Unequal economically</li></ul>	<p>Abuse is occurring in a relationship when one partner is:</p> <ul style="list-style-type: none"><li>■ Communicating in a hurtful or threatening way</li><li>■ Mistreating</li><li>■ Accusing the other of cheating when it's untrue</li><li>■ Denying their actions are abusive</li><li>■ Controlling</li><li>■ Isolating their partner from others</li></ul>



## **ABUSE CAN LOOK DIFFERENT ON DIFFERENT PEOPLE**

Domestic violence can affect anyone, but the ways in which it appears may manifest itself or be received differently depending on the setting in which it occurs. Cultural context can play a large role in a survivor's decision to leave an abusive relationship. The specific cultural setting may be determined by your race, gender, sexuality, class, education, or any number of factors. Discover more [here](#).

## **ACTIVITY**

Work with a partner (can be done in person or virtually in zoom breakout rooms) to create a short dance phrase that represents either a healthy or unhealthy relationship.

### **HELPFUL HINTS TO INFORM YOUR WORK.**

Consider choosing 3 -4 words from the Relationship Chart.

Consider how those words make you feel.

Consider personal experiences that you have experienced or witnessed.

**Present!** Participants should have the opportunity to briefly discuss their work before or after their performance.

**LOVE IN SUCH  
A WAY THAT  
THE PERSON  
YOU LOVE  
FEELS FREE.**

**-THICH NHAT HANH**





## **EXPLORE**

### **BUT WHY?**

*Why, is a common response after experiencing or witnessing a traumatic event. Below you will find what various studies have concluded.*

Domestic violence stems from a desire to gain and maintain power and control over an intimate partner. Abusive people believe they have the right to control and restrict their partner's lives, often either because they believe their own feelings and needs should be the priority in the relationship, or because they enjoy exerting the power that such abuse gives them. Tactics of abuse (in any form) may be aimed at dismantling equality in the relationship in order to make their partners feel less valuable and undeserving of respect. Read more [here](#).

## **ADDITIONAL RESOURCES**

Article: [Hurt People Hurt People](#)

Article: [The Psychology of Rape](#)

## **REFLECT**

- 1) SHE shows various examples of gender and domestic violence. In what ways have you been able to better recognize various forms of assault? Have you perhaps experienced or witnessed something that you may not have called out by name?
- 2) What do we learn from mainstream, commercial media about sex and its relationship to identity?
- 3) What influence do these messages have on attitudes toward rape and other forms of assault?
- 4) What messages do various forms of media and society send about men and boys, what influence has have these messages had on rape culture?



# PATRIARCHY

## **EXPLORE**

Below you will find important concepts to discuss under the topic of patriarchy. Read through the content and reflect by answering the questions below.

## **PATRIARCHY**

Patriarchy is a system of oppression within which men have primary power and dominate in roles of political leadership, moral authority, social privilege, and control of property.

Patriarchy privileges men over women and non-male people and shows up in structural, institutional, and interpersonal ways. As a social structure, patriarchy normalizes discrimination and oppression based on sex and gender. Patriarchy is oppressive to people of all genders as it imposes on organic growth and development. The United States has been and remains an example of patriarchy, based on the social facts of men being elevated above non-men and wielding the majority of power and privilege in society. Because society reflects a gender-based hierarchy today, it is important for students to understand the concept and function of patriarchy as a precursor for resistance and social change. Understanding patriarchy as a system of oppression is the first step to dismantling the system itself in the pursuit of social justice and equity. (Adapted from Educators 4 Social Change)

## **ADDITIONAL RESOURCES**

Article: [Smashing the patriarchy: why there's nothing natural about male supremacy.](#)

Article: [How the Patriarchy Got in Our Heads](#)

**THE ENEMY OF FEMINISM ISN'T MEN. IT'S PATRIARCHY, AND PATRIARCHY IS NOT MEN. IT IS A SYSTEM, AND WOMEN CAN SUPPORT THE SYSTEM OF PATRIARCHY JUST AS MEN CAN SUPPORT THE FIGHT FOR GENDER EQUALITY.**

**– JUSTINE MUSK**



# FEMINISM

Feminism is the belief in social, economic, and political equality of the sexes. Although largely originating in the West, feminism is manifested worldwide and is represented by various institutions committed to activity on behalf of women’s rights and interests.

# ADDITIONAL RESOURCES

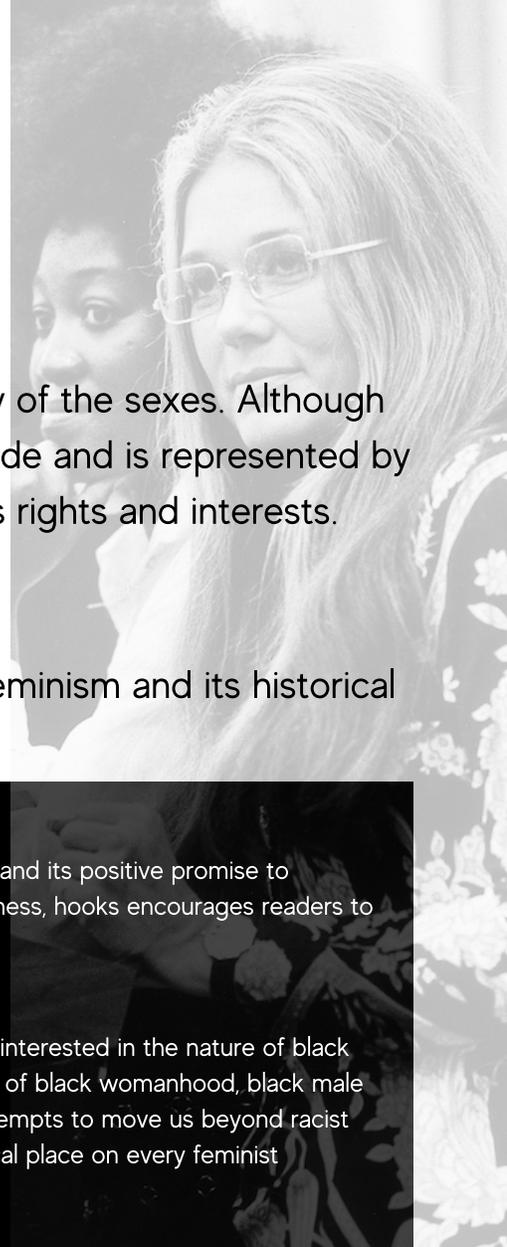
Excellent books for a longer and deeper conversation about feminism and its historical roots and relevance.

## Feminism Is for Everybody: Passionate Politics by bell hooks

What is feminism? In this short, accessible primer, bell hooks explores the nature of feminism and its positive promise to eliminate sexism, sexist exploitation, and oppression. With her characteristic clarity and directness, hooks encourages readers to see how feminism can touch and change their lives—to see that feminism is for everybody.

## Ain't I a Woman: Black Women and Feminism by bell hooks

A classic work of feminist scholarship, Ain't I a Woman has become a must-read for all those interested in the nature of black womanhood. Examining the impact of sexism on black women during slavery, the devaluation of black womanhood, black male sexism, racism among feminists, and the black woman's involvement with feminism, hooks attempts to move us beyond racist and sexist assumptions. The result is nothing short of groundbreaking, giving this book a critical place on every feminist scholar's bookshelf.



**I WILL NOT HAVE MY LIFE NARROWED DOWN. I WILL NOT BOW DOWN TO SOMEBODY ELSE'S WHIM OR TO SOMEONE ELSE'S IGNORANCE.**

**– bell hooks**



## **GENDER EQUALITY**

Gender equality means that all genders are free to pursue whatever career, lifestyle choice, and abilities they want without discrimination. Their rights, opportunities, and access to society are not different based on their gender. Gender equality does not necessarily mean that everyone is treated exactly the same. Their different needs and dreams are valued equally. Gender equity is often discussed at the same time as gender equality for this reason. Since society has favored men for so long, men have many advantages. Equity fills in the gaps so everyone else can “catch up” to men. It addresses discrimination and imbalances in society so that equality can become a reality. Read more [here](#).

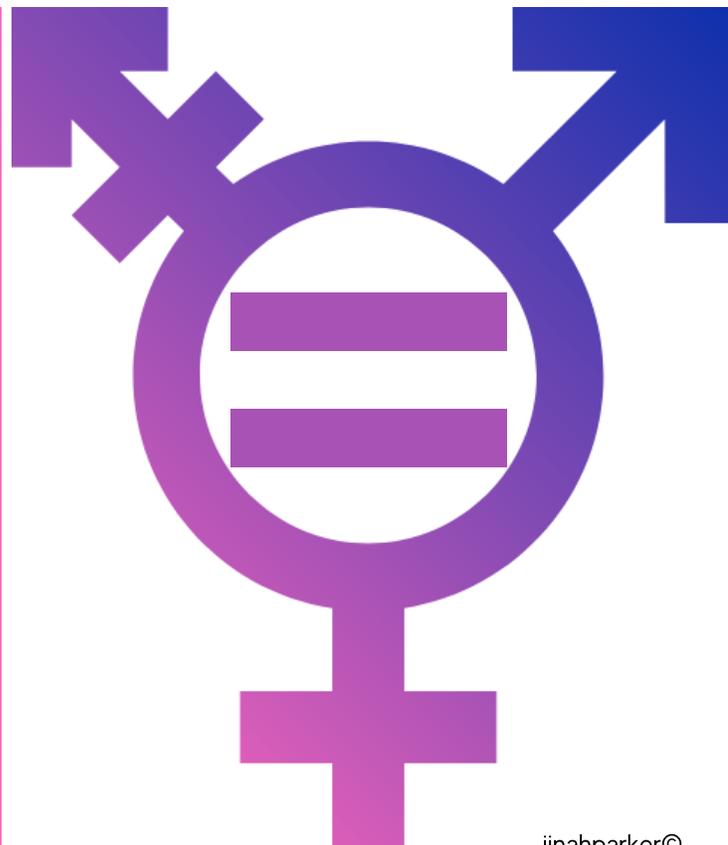
## **ADDITIONAL RESOURCES**

[The UN responses to gender equality.](#)

[Gender terminology index](#)

## **REFLECT**

- 1) In what ways do we participate or perpetuate patriarchal ideology in our everyday life?
- 2) What would your institution look like if there was gender equality?
- 3) What aspects indicate that we have room to improve in the area of gender equality?
- 4) What are some examples of when and how our institution have gotten gender equality right?
- 5) What is one thing that you can do to make a positive impact on gender equality at your institution?





# POLICING

## EXPRESS

- 1) What do you think of the police?
- 2) Have you ever had an encounter with the police? What was your experience like?
- 3) In general do you feel comfortable around the police?

## EXPLORE

Take a moment to explore the history of policing through the resources below.

### 1) VIDEO: History Of Policing: How Did We Get Here?



### 2 SHORT Article: The Long, Painful History of Police Brutality in the U.S.



When it comes to the police, there has been a lot of controversy over the language Defund vs. Abolish. Take a look at this [Instagram post](#) for a clear explanation of both terms. **What are your thoughts on this controversial topic?**

## REFLECT

- 1) After watching the show and reviewing the suggested material, what have you learned?
- 2) Has your view of the police changed throughout your life?



# POWER

## CLOSING THOUGHTS

Now that you have taken a deeper look at various power structures, take a moment to reflect. The content below provides two ways to close your discussion on power. Choose the option that best serves your needs.

## REFLECT

- 1) What do we need in order to have power?
- 2) What keeps these systems of power in place?
- 3) How do these forms of power show up in your own life?

## ACTIVITY

### Arts & Activism Connect

- 1) Read and reflect on the quote below.

**“Power in defense of freedom is greater than power in behalf of tyranny and oppression, because power, real power, comes from our conversations which produce action, uncompromised action.” – Malcolm X**

### Question:

How is the word power different in this statement?

- 2) Watch: Instagram video of actor Karen Olivo **‘Humanity is more important than my bank account,’** and then reflect on the questions below.



### Questions:

- 1) What form of power is she putting to use?
- 2) How is she using power?
- 3) What would you do? Do you agree or disagree, share your thoughts?



## PART 2

# INTERSECTIONALITY

### CHECK-IN

Take a moment to see how your participants are feeling. Consider having everyone stand up and do some jumping jacks (3 sets of 15). Once everyone is seated take 3 collective breaths. This will help to realign the energy within each individual and the space. Everyone should feel more grounded and mentally alert.

### INTERSECTIONALITY

Similar to the SHE's multimedia approach of intersecting dance, text, music and film, the societal terms of intersectionality defines the interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

### EXPLORE

Take a moment to watch the video then reflect upon the question below.

Video : Intersectionality 101



### REFLECT

What are the interlocking systems of oppression highlighted with in SHE?



**“WHAT YOU SEE MAY BE BASED ON WHAT YOU KNOW  
AND WHAT YOU KNOW MAY IMPACT WHAT YOU CHOOSE TO SEE.”  
– SHE, A CHOREOPLAY**

When we learn about intersectionality, it forces us to take a closer look at our own identity. Identity can be based on many factors such as gender, sex, LGBTQIA identity, race, size, ability, religious affiliation, social / economic back ground, complexion etc. These varying characteristics can often inform our individual privileges, which then can often inform what we see in the world and how we see it.

## **EXPRESS**

- 1) What part of my identity am I most aware of on a daily basis?
- 2) What part of my identity am I least aware of on a daily basis?
- 3) What part of my identity was emphasized the most in my family when growing up?
- 4) What part of my identity provides me with the most privilege?
- 5) What part of my identity do I believe to be most misunderstood by others?
- 6) What part of my identity makes me feel most discriminated against?



**KNOWING  
YOURSELF  
IS THE  
BEGINNING  
OF ALL  
WISDOM.  
– ARISTOTLE**



## **ACTIVITY**

Watch and participate in "The Privilege Movement," a dance based privilege walk. After you watch and participate in the walk reflect upon the following questions.

- 1) How did this exercise make you feel?
- 2) What did you learn?
- 3) What surprised you?
- 4) Does this exercise change any of your responses from the initial reflection questions to respond to?

### **The Privilege Movement (2015)**



## **ADDITIONAL RESOURCES**

Read: [What is intersectionality, and what does it have to do with me?](#)

Watch: [Kimberle Crenshaw TedTalk Excerpt on Intersectionality](#)

Do: [Create your own privilege walk with this helpful resource.](#)



# PART 3

# ART

## CHECK-IN

Take a moment to see how your participants are feeling. Consider turning on a high energy song and encourage everyone to shake their body out. Gradually encourage them to create larger and larger movements until finally they move around the space. Once everyone is seated take 3 collective breaths. This will help to realign the energy within each individual and the space. Everyone should feel more grounded and mentally alert.

## SAY SOMETHING!

SHE uses multiple forms of art throughout the show as a form of activism. The work is created to inform, uplift and empower individuals by expanding their perspective. Once we expand our perspective we are able to build empathy for one another with the hope that this will be the inertia for one to take action and with action we are able to manifest change.

In this section, you have the opportunity to “Say Something” through artistic expression. Art has the power to inform and to activate healing.



**AN ARTIST'S DUTY,  
AS FAR AS I'M  
CONCERNED, IS TO  
REFLECT THE TIMES.**

**– NINA SIMONE**



## **ACTIVITY**

Based upon SHE, your own experiences, and the exploration of power and intersectionality create a dance that expresses the essence of one or more of these elements. Use the criteria below to help guide your process.

1) Decide what you want to say.

— Reflect on your own experiences and the knowledge that you have gained. Will you express your own story, one of oppression, one of victory? Did something really stand out to you in the show or within the content you explored? Take a moment to jot down your thoughts.

2) What emotions are evoked? Take a moment to jot them down.

3) Based upon the emotions that you feel and the story that you would like to tell, choose one "theme" from below that resonates with you.

- Abundance of breath
- Lack of breath
- Struggling for breath
- The absence of breath
- Healing breath

4) Where in your body do you feel those emotions? The part of your body where the strongest emotion lives will be the starting place of your movement.

5) Began to breathe/move in a way that is representative of your theme and the story you want to tell.

6) Continue to let the breath/movement become progressively expansive with the intention of moving through the emotion/your story. Keep moving until it exits your body (negative emotion) or fills your body (positive emotion).



## **ACTIVITY CONTINUED**

Note: This is widely improvisation and based upon how you feel **so just have fun and really live in the moment!**

For additional guidance please see my short video for a verbal explanation [here](#). Please note that the video references "watching a video" please disregard that and focus on the movement instructions. I also greet everyone as "Ladies" this is because this video was originally sent to my all female company.

Optional: Film your phrase and submit to be a part of a collaborative film.

Watch: [Activity Work Sample](#)



Note: If you prefer to create a piece of art other than dance, this activity can be interpreted through various other art forms. Create a monologue, poem, collage, music, etc. Please share, I would love to see your work. Submit at [jinah@jinahparker.com](mailto:jinah@jinahparker.com)



## PART 4

# TAKE CARE

Uplift and empower yourself through Self-Care

### EXPLORE & CONNECT TO SELF

Listen to Episode 2 of "Come Hell or High Water: Stories of women overcoming" During this episode several members from the cast of SHE discuss wellness techniques that have helped them along their journey.



After you listen to the Podcast create your own self-care tool box. Perhaps some of the content mentioned during the episode will resonated with you. If so add it to your tool kit. Then think of other resources, activities or tools might be helpful.

[Use this guide for inspiration.](#)

### **ADDITIONAL RESOURCES**

[Breathing exercises for stress relief](#)

[Full body inner peace meditation](#)

[Consider a daily gratitude practice](#)

[Podcast: Come Hell or High Water: Stories of women overcoming](#)





# SOURCES

<https://www.mediaed.org/discussion-guides/The-Line-Discussion-Guide.pdf>

<https://studentaffairs.duke.edu/wc/gender-violence/what-gender-violence#:~:text=Gender%20violence%20includes%20rape%2C%20sexual,stalking%2C%20prostitution%20and%20sex%20trafficking.>

<https://www.britannica.com/topic/feminism>

<https://www.rainn.org/statistics/victims-sexual-violence>

<https://www.nsvrc.org/statistics>

<https://www.who.int/news/item/09-03-2021-devastatingly-pervasive-1-in-3-women-globally-experience-violence>

<https://www.governor.ny.gov/news/governor-cuomo-announces-comprehensive-package-combat-domestic-violence-and-gender-based>

<https://www.thehotline.org/resources/consent/>

<https://www.thehotline.org/resources/healthy-relationships/>

<https://www.thehotline.org/identify-abuse/abuse-and-cultural-context/>

<https://www.thehotline.org/identify-abuse/why-people-abuse/>

<https://www.humanrightscareers.com/issues/what-does-gender-equality-mean/>

<https://educators4sc.org/topic-resources/teaching-about-patriarchy/>

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