**Presentation script**

**Brief 1st Slide** – Our group’s end product was a series of 8 posters to be placed predominantly in schools and colleges

**Target Audience –** We chose young adults around the age of 16 - 18 as our target audience because we felt that this was the age that we tend to subscribe to gendered ideology and begin to properly investigate and construct our own self-identity through impression management. Similarly, this age group is a prime target audience as they are at an impressionable stage in life where they are susceptible to the influences of others, such as teachers, parents and peers, and the school and college environment provides easy access to them.

**Aim –** The aim of our project is to start a conversation in schools and colleges around the gendered associations of language. There are many words in our vocabulary which have strong gendered associations, but our group was interested in highlighting the fact that unconscious bias is not just about the obvious, but also the subtle ways in which we discriminate between genders. Through our posters we hope to demonstrate the way in which words have a certain power over us, and we may be uncomfortable being described as certain words which have gendered associations. Through drawing out this discomfort we hope to demonstrate to students the biases they may not have known they held, and in doing so hopefully show them that they do not have to allow these words a power over them, and can shape their own identity.

**Design Process** – We wanted to create a series of posters in order to convey our message in simple, visual terms. These are a few examples of our initial design ideas, with most aspects being translated into the final design. The main improvement we made was making the words more of a background feature in order to simplify the design and make it more digestible and professional. We think that this simplicity is an essential feature of poster campaigns as it is important that the main message is what draws the viewer’s attention. The fact that the words become background features and therefore more subtle, ties into our main point about words having a subtle power over us which requires extra attention to draw out.

**(Words) –** We came up with a series of different adjectives to fill the background space: 50 ‘masculine’, 50 ‘feminine’, 30 specific to boys and 30 specific to girls, using words which we felt had gendered connotations without being immediately obvious. In order to come up with the terms more tailored to the children’s posters, we drew from resources such as mumsnet and clothing companies with gendered slogans on their clothing, as we felt that this added a real life element to our project.

**End Product –** here is theend product of our project, with the gender of the figure in the middle contrasting with the selection of words used in the background. The question ‘Do these words describe you?’ is intended to engage with the viewer and make them think about how they may self-identify, and hopefully challenge their preconceptions about masculinity and femininity. Our final statement embodies the sentiment of our whole project: Don’t let your language define your identity, make your identity define your language.