



DEPARTMENT OF BASIC EDUCATION AND LEADSA "STOP RAPE" CAMPAIGN

STOP RAPE

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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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COPY OF LETTER SENT TO MECs

25th FEBRUARY 2013

Dear MEC

STOP RAPE CAMPAIGN AMONG 10, 2 MILLION LEARNERS: FRIDAY 01st MARCH 2013

In the last few weeks our country has been forced to recognise that rape and gender based violence has reached pandemic proportions. The horrific rape of the young teenager in Berdalsdorp and the continued violence against our children cannot be left unchecked. As an Education Department we bear a responsibility to protect our children and ensure their safety while in our care. We acknowledge that we need the support of all stakeholders and the general public in turning the tide against gender based violence in this country. Hence, the collective rage in the country has to be turned into tangible action.

It is within this context that the Department of Basic Education (DBE) and LEAD SA have announced details of a major initiative to raise rape awareness and educate the 10, 2-million learners in South African schools. The Lead SA partnership with the DBE will go a long way in heightening awareness and educating schools about rape and gender based violence.

In his reply to the State of the Nation address in the National Assembly, President Jacob Zuma commended the Department of Basic Education for “looking at inculcating values of nationhood at an early age, and promoting rights and responsibilities among children. In line with the impetus to promote fundamental human rights, we thus request that on the 01st March 2013 at 08h00, special assemblies be held in all our schools to take a stand against rape and violence. We are requesting you to notify all schools to take part in highlight the scourge of rape and gender-based violence. We are proposing that these assemblies be held at 8am on Friday, 1st March 2013.

This should be preceded by the singing of the National Anthem. Principals, educators, learners or activists will address the assemblies for 15 minutes about rape and sexual crimes. The focus will be on education, awareness raising and more importantly on what to do.

The “Stop Rape Campaign” resonates with the theme for the month of March which is Human Rights month. We need to also teach our youth about their rights as contained in the Bill of Rights and expressed in the Bill of Responsibilities (BOR). We also want to encourage our learners to report any form of abuse to the authorities.

We acknowledge and applaud the good work of many civil society organisations that are raising awareness about violence against women and children. A pledge based on the Bill of Responsibilities, which includes a statement on violence and rape, will be circulated to educators and learners who are urged to adopt it at their assemblies. The school assemblies should be concluded by 8.30am and the programme for school assemblies is attached. This initiative is critical not only to highlight rape but also to educate our children and teachers.

The pledge will be posted on www.leadsa.co.za together with information about rape and materials to guide educators on how to cope with this sensitive topic. The pledge will be available in all 11 official languages. For further information kindly contact Mr. Balosang Sanki Lerefolo on 012 357 3765, 0828368703 or lerefolo.s@dbe.gov.za

The DBE website, www.education.gov.za will also have all the information including a list of resources for schools in supporting the campaign.

Let us all unite and fight rape with one voice.

Kind Regards,

Angie Motshekga (Mrs)

Minister of Basic Education

Date:

MEDIA STATEMENT FOR IMMEDIATE RELEASE

Friday 22nd February 2013

DBE/LEAD SA launch “StopRape” campaign among 10,2-million learners

The Department of Basic Education (DBE) and LEAD SA have announced details of a major initiative to raise rape awareness and educate the 10,2-million learners in South African schools.

Basic Education Minister, Angie Motshekga, said “The collective rage in the country had to be turned into tangible action.”

The Minister said she has today issued a directive to all provincial education departments to instruct schools across the country to call special assemblies at 8am on Friday, 1 March.

“Following the singing of the National Anthem, we want principals, educators, learners or activists to address the assemblies for 15 minutes about rape and sexual crimes. The focus will be on education/awareness and more importantly what to do.

“We also want to appeal to our learners to report any form of abuse from anyone to the authorities,” said Minister Motshekga.

In his reply to the State of the Nation address in the National Assembly yesterday, President Jacob Zuma commended the Department of Basic Education for “looking at inculcating values of nationhood at an early age, promoting rights and responsibilities among children.

“We acknowledge and applaud the good work of many civil society organisations that are raising awareness about violence against women and many other issues affecting society,” President Zuma added.

“The DBE will provide guidelines for the talks to the education departments as part of the directive,” she added.

In addition to these guidelines, NGOs are encouraged to assist with the morning’s talks.

A pledge based on the Bill of Responsibilities, which includes a statement on violence and rape, will also be circulated and educators and learners are urged to adopt it at the assemblies.

The pledge will be posted on www.leadsa.co.za together with information about rape and materials to guide educators on how to cope with this sensitive topic.

The pledge will be available in all 11 official languages.

The DBE has called on all schools to prepare worksheets for learners about violent and sexual crimes.

“We want boy and girl learners to complete these worksheets at home, with their families if possible, and return them to their teachers. It’s part of the education/awareness programme.”

The DBE said the school assemblies will be concluded by 8.30am.

Minister Motshekga said the initiative was “critical not only to highlight the rape bane but also to educate our children.”

“We have partnered with Lead SA like we did with the Bill of Responsibilities (BOR) and the Happy Birthday Madiba song.

“1 March is the start of Human Rights Month. We need to also teach our youth about their rights and responsibilities as per the BOR,” said Minister Motshekga.

Lead SA said the partnership with the DBE will go a long way in heightening awareness and education.

“We also hope the 10,2-million learners will take the messages home so that society at large can act. The ‘StopRape’ message needs to reach every corner of South Africa.”

Lead SA said it encouraged active citizenry. “Let’s all unite and fight rape with one voice.”

After the pledge has been taken by the millions of learners on 1st March, we encourage each and every citizen to also adopt it. “Take it to your offices, factories and homes... Say NO to rape.”

Minister Motshekga called on civil society to support the “StopRape” initiative.

Proudly South African and Shout SA have already come out in support of the awareness programme.

Proudly South African says it will also include the messaging in its national “Ubuntu schools” campaign which was launched shortly after the gang rape of a Soweto teenager in April last year.

Enquiries:

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***Yusuf Abramjee- LEAD SA cell 082 4414 203**

***Catherine Constantinides – LEAD SA cell 0837477677.**

DEPARTMENT OF BASIC EDUCATION'S RESPONSE TO GENDER BASED VIOLENCE

1. OVERVIEW

The Department of Basic Education is committed to ensure that schools are safe spaces for learners to receive quality public education. Schools are the microcosms of the broader society and the high levels of sexual abuse, violence and rape in our society is a cause for great concern for the department of basic education. The horrible and violent rape of the young teenager in Bredasdorp in the Western Cape by people she knows is a strong wake up call for us as a nation. All is not well in our society when young babies and old grandmothers are violently raped and abused. Gender-based violence is a scourge in our homes and it requires a concerted and integrated response from all sectors of society, government, civil society and business.

The department acknowledges that the creation of an overall culture of safe, healthy, caring and child friendly schools are paramount for the well being of learners and teachers, and essential for rendering quality teaching and learning. Hence the Department has undertaken to take reasonable steps through Provincial Education Departments to establish and maintain an environment that is free of violence, including gender-based violence in our schools.

To this end the Department has implemented the following:

- Included a subsection on Gender, including the prevention and management of Gender Based Violence in the schools in the Curriculum and Assessment Policy Statements (CAPS) of the school curriculum
- Developed and trained teachers on the guidelines for the prevention and management of sexual violence and harassment in public schools
- Developed and distributed to learners the resource “Speak Out! A handbook for learners on how to prevent sexual abuse in public schools”
- Created a learner focused website to help young people with understanding, preventing and reporting sexual abuse. The website address is www.speakoutfreely.co.za and went live in 2011. The website will further be used to highlight other issues of concern with regards to young people, including drug and alcohol abuse and school safety in general.
- Through the social cohesion platform, trained SGBs, RCLs and teachers on Values in Action that includes a key session on gender and sexual violence and harassment in schools
- Developed an educators training manual “Opening your eyes-Addressing Gender-based violence in South African schools”
- Trained teachers and learners on the Bill of Responsibilities that is premised on the Bill of Rights in the Constitution of the country
- Conducted youth dialogues across the provinces that focused on gender based violence
- Through the Girls Education Movement and Boys Education Movement (GEMBEM) the department teaches skills on prevention and management of gender-based violence via GEMBEM Jamborees and the interactive GEMBEM-DBE Facebook page
- Participate in the 16 days of No violence against women and children and distribute materials to schools and communities

- The Department has a National School Safety Framework which includes a partnership Protocol with the South African Police Services to promote safer schools. This framework includes linking all schools to local police stations, establishment of School Safety Committees and training for parents, School governing body members, teachers, learners and district officials on issues of violence, from bullying to sexual violence.
- Partnership with Childline to support victims of gender based violence and violence in schools
- Discussions with MIXIT to make available a "Stop Rape!" function for learners and teachers with the support of Childline during the 1st March 2013 to 8th March 2013
- Work with our partners in the NGO sector to provide support to schools e.g. MiET, Soul City, Love Life, Sonke Gender Justice, Gender Links, Tshwaranang, Film and Publication Board, Childline, Camp I am etc.

2. CONCLUSION

The Department of Basic Education acknowledges the right of all school community members to feel safe at school and therefore has developed policies, programmes and processes to create and nurture a safe, healthy, caring and child friendly environment. However, we recognise that the responsibility of safety in school is not limited to the school alone, rather it is the responsibility of all members of the school community. In many instances, parents, educators and peers are the first point of detection. Hence, we appeal to parents and educators to stay vigilant and to look out for warning signs and address gender-based violence and violence in general immediately so that it doesn't deteriorate into tragedy.

In the past communities believed that it took a village to raise a child and assumed collective responsibility for the safety of our children. As a society we must reclaim our role in protecting our children from harm. As members of a community, we should not be quiet when we witness taverns selling liquor to minors, or young girls being sexually harassed by adult men on their way home from school. As parents we must instill values in our children that protect their dignity and that of others. How many mothers have turned away when their sons passed derogatory comments about women. What message are we sending to our children if as fathers we abuse their mothers without impunity. As a nation we have to take collective responsibility for the tragedy of violence we inflict on vulnerable women and children. We are in this mess because some of us are perpetrators ourselves in the privacy of our homes while most of us are guilty of turning a blind eye to such behavior. Changing the level of gender based violence has to start with each one of us taking responsibility to act at any sign of disrespect to women and children. We have live the Bill of Responsibilities every day.

SAMPLE OF SCHOOL PROGRAMME

1. SINGING OF THE NATIONAL ANTHEM

2. PRINCIPAL'S ADDRESS ON THE CAMPAIGN

3. NGO ADDRESS: HOW TO ADDRESS RAPE AND GBV?

4. LEARNER ITEM: SPEAK OUT! STOP RAPE NOW!!!!

5. RECITE PLEDGE

6. CLOSURE

SPEAKER NOTES FOR SCHOOL ASSEMBLIES

The Department has resolved that in order to spread the message of the "Stop Rape Campaign" and to raise awareness about this among our learners, standardised messaging on sexual assault will be important across the nine provincial departments of education. School assemblies have been specifically targeted as platforms from which the "Stop Rape Campaign" messages must be aired. However, given the age differentiation, it is acknowledged that standard messages may need to be varied depending on the age-appropriateness of the message itself. For instance, we have sought to make some distinction between assembly messages for primary school learners, as opposed to learners in high school and in the FET colleges. Therefore, it is being suggested that the following excerpts constitute a core content of the central message against sexual assault.

Primary School Learners

Today we stand here as we think of our friends who have suffered sexual abuse. Sexual abuse is when somebody touches you in your private parts or even when they decide to have sex with you as a child. Should you find yourself in that situation, please talk to an elder whom you trust, an educator, and your principal. You may also want to go to the nearest clinic or to the police station to report. Please remember, in all circumstances, do not be afraid because you did nothing wrong – the only person who is wrong is the one that forced themselves into you for sex. Having sex with children is a criminal act and anyone who does this must be reported with immediate effect.

High School and FET Learners

Today we stand here in solidarity with our fellow learners who have had to endure the indignity of sexual assault, particularly rape. All forms of sexual offenses including rape are criminal acts and are punishable under our South African Law. Today we make a call to learners who may have found themselves victims of sexual assault to seek comfort and counsel from anyone of us that you most trust. Alternatively, such learners in distress can seek recourse from authorities, including social workers (for counselling) and the police so that they launch a formal investigation and if needs be, have those that violated you formally charged and arrested. Please note that as a learner, you may never be able to deal with the rape ordeal on your own. Almost in all circumstances, you will need help. To those that may not have been sexually assaulted but have seen others subjected to sexual assault, you have a responsibility to do something about this as a responsible. To stay idle and not assist is deemed an act of omission which you may regret for the rest of your life. Find a better moment and space, and then speak to the victim and enquire how you may assist them. The message to our boys in the school is very simple – if you are a man – you must act like one – real men don't rape. Real men abhor maltreatment of girls and other weaker members of our society. Real men instead protect, so, be a real man!

WHAT IS SEXUAL ASSAULT?

- What is Sexual Abuse (it is important for learners to understand what sexual abuse is so as to know how to identify and prevent)
- Sexual violence is any sexual act or attempted sexual act, using threats or physical force
- It involves the sexualised touching of one's intimate parts, or forcing you to touch another person's intimate parts including the mouth, vagina, penis, inner thighs, bum and breasts.
- Sexual violence can occur anywhere, including the classroom, playground, or even at home.
- Sexual violence usually happen in very quiet places not frequented by a lot of people
- The common places where most of sexual assault against children occurs include the school toilets, corridors, empty classrooms, empty offices or deserted parts of the school grounds
- As a learner, you can suffer sexual abuse from fellow learners, educators, or any other adult in the school or in the community
- While most learners might think sexual only involve boys as perpetrators and girls as victims, boys can also suffer sexual assault or abuse

DEPARTMENT OF BASIC EDUCATION

SCRIPTED LESSON PLANS FOR THE CLASSROOM ON GENDER BASED VIOLENCE

INTRODUCTION

The high prevalence of sexual violence against women and children has become a national crisis, prompting the national Department of Basic Education to come up with innovative ways of raising awareness and equipping learners who might find themselves in compromising situations. The following assistive tools and knowledge have been drawn from various publications to support Life Orientation teachers to deal with this social phenomenon. In this document, five scripted lesson plans are being suggested for the classroom. Thus, the suggested plans are not just about content (the what), rather, they are also about “the how”.

LESSON PLAN I

Objectives of the Lesson Plan

Learners will be able to:

- Describe characteristics of healthy, unhealthy, and abusive relationships
- Describe power in relationships and how it is related to and different from relationship abuse
- Write a journal activity about a personal relationship describing the characteristics of the relationship and how power is divided in the relationship

Lesson Plan I Activity

Have a war-up activity for the learners (ice-breaker)

- Learners are asked to brainstorm about healthy and unhealthy relationships characteristics and list these on the board. It is suggested that at least 20 aspects per list.
- Once the learners are done with compilation of the list, the educator may then add other characteristics which the learners may have omitted which in his/her opinion are beneficial for the exercise.
- Tease from the learners the differences between abusive relationships and unhealthy relationships and how an unhealthy relationship can also turn out to be abusive
- Tease the learners about the types of relationships they had written earlier on the board in respect of:
- Which relationships do they think one person has more power or authority? (and in which relationships is this okay or acceptable)
- In which relationships do they think both people should have equal power in the relationship? (and what should they have equal power over?)
- What about romantic relationships such as boyfriend/girlfriend, husband/wife, girlfriend/girlfriend, boyfriend/boyfriend? (who should have power over what?) and (what powers should be shared?)
- How is abuse related to or different from having power in the relationship?

Name the following types of abuse and ask students to provide examples of each or have students complete the types of abusive

- Verbal abuse
- Emotional abuse
- Physical abuse
- Sexual abuse
- Economic abuse

Ask learners to choose a personal relationship and write about this relationship in their journals. What are the healthy and the unhealthy characteristics in that relationship? Do abusive characteristics exist? How is power divided in the relationship? How do they feel about this relationship?

Ask learners to reflect on the exercise in the comfort of their own safe space and advise them to seek help in cases where they may find themselves in abusive relationships

LESSON PLAN 2

Objectives of the Lesson Plan

- Learners will be able to know how to appropriately assert themselves to avoid falling victim to abuse

The educator will invite the learners into an ice-breaker or warm up activity

The educator will explain the following different behaviours:

- Assertive [means that you say what you think and want. You say it very clearly. You also talk about your needs and feelings. You do all of this while respecting the needs and feelings of others. Assertive communication acknowledges your rights and respects the rights of others]
- Aggressive [aggressive is when you behave in an attacking or violent way. In aggressive communication, you assert your rights and do not mind crushing the rights of others]
- Passive [passive people do not say what they think or want. They do whatever other people want even if it makes them unhappy]

The educator will then invite learners to fill in the following questionnaire independently after which the class may have a group discussion on the responses given on the mini self-survey

- 1) Someone pushes in front of you in a queue
 - You say nothing
 - You push them and tell them to get back to their place in the queue
 - You explain to them that there is a queue and that you were ahead of them in the queue
- 2) You are working on a group project at school. You have a great idea. How do you get others to agree?
 - You tell them the idea and if they don't like it, you forget about it
 - You tell them the idea and if they don't like it, you tell them that you are doing it anyway, with or without them
 - You tell them the idea, and if they don't like it, you try to persuade them by explaining your reasons and the advantages of the idea

- 3) You got a bad mark for your school essay even though you worked really hard and thought it was great work. What do you do?
- You do nothing
 - You decide that you hate the teacher and will do everything to disrupt her classes from now on
 - You talk to your teacher and ask why you didn't do so well and what you can do to improve your marks
- 4) You hear a boy learner being very rude and making sexist remarks to a girl learner in class. What do you do?
- You do nothing even though you feel hurt
 - You start talking loudly and very rudely about the girl learner
 - You talk to the person about being disrespectful and intolerant
- 5) In general, how do you feel in your relationships?
- You feel guilty and scared and want to please everyone
 - You know you are right and expect to get your own way, no matter what it means for others
 - You feel confident of yourself and your beliefs

LESSON PLAN 3

Objectives of the Lesson Plan

- Learners will be able to make a distinction between sex and gender and understand that gender roles are socially constructed and not a natural or biological phenomenon

The educator can give the following exercise to the learners after which the learners can openly discuss their responses and thought with the bigger group

The questionnaire should have different questions for men and women (boys and girls)

For women

- Are you always honest in relationships or do you, like many other women, try to flatter men's egos, try and keep them happy and calm?
- Men like to be thought of strong role players in life. Do you think that women are as strong as men, but do not express these thoughts?
- We know that men would find it extremely difficult to cope with all the pressures of a job, keeping the home, and caring for the children. Do you think they could do all these on their own without their wives or partners?
- Why do men seem to get threatened by intelligent women?
- Why do men occupy all the positions of power in most societies?
- Do you think that women are in fact the stronger sex?

For Men

- How do you think society has treated you? Are you sometimes tired of your role as the great provider?
- Are you regarded by your macho friends as weak if you cry, or if you are indecisive?
- Do you think that people will think that you are gay if you show some interest in home decoration or cooking?
- Were you to be a father, would it be possible for you to look after your children without your wife's or partner's help?

The educator will then get learners into the bigger group to discuss some of the individual responses to the above set of questions – after this, the group will conclude by discussing the main question: “Do you think that all of this is changing, and that gender roles are blurring?”

LESSON PLAN 4

Objectives of the Lesson Plan

- Understanding gender stereotypes (as a means to rebut possible violence)

The educator can try to organise the class into groups of five or six learners with a group leader

Assuming that the educator has a huge class, there are 5 different situations in which to choose and some groups should be single sex (boys only groups and girls only groups) and the other groups should be mixed. Each group is to have a group leader.

Group One (boys and girls mixed) Household tasks

Discuss and make a list of all household tasks that you do in your family. Discuss the arguments that you have about household tasks (washing dishes, cleaning) Is everyone in your family willing to help?

Group Two (girls only) The ideal man!

Talk about your idea of an ideal man. Draw this person in rough first – each one on the group must do this. Add labels. Then choose which one of you like and draw this on a large piece of paper. Demonstrate to the rest of the class what you have discovered.

Group Three (boys and girls mixed) sexual harassment at school

There is an older boy / male teacher at your school who has sex on the brain. He bothers the girls., especially the older ones., all the time. There is one girl who likes all the attention and is flattered by it. You feel that she in danger of getting involved sexually and running the risk of pregnancy or other problems. Dramatise the situation where you give her some advice. What would you do about the situation to discourage the man from this type of behaviour?

Group 4 (boys only) the ideal woman!

Talk about your idea of the ideal woman. Draw this person in rough first – each one in the group must do this. Add labels. Then choose which one most of you like and draw this on a large piece of paper. Demonstrate to the rest of the class what you have discovered.

Group 5 (boys and girls) sexism in advertising

Page through as many newspapers and popular magazines as possible. Discuss the images of women that are presented (e.g. are they presented as women who are very sexy?) Cut out some of the most useful adverts and paste them on a large piece of paper or cardboard. Give a talk to the rest of the class on what you think about sexism in advertising.

Objectives of the Lesson Plan

- Learners will be able to identify fellow learners who might have suffered sexual assault and how best to assist

The educator will define and give an overview of the Sexual Offenses Act of 2007.

The educator will then ask from learners the different types of sexual assault that they may think of

The educator should also ask learners the question: “when most people hear the term sexual assault, what crime usually comes to mind?”

The following definitions will be given to learners by the educator

- Rape
- Child sexual abuse
- Voyeurism
- Child pornography / sexual exploitation of children

The educator can facilitate a small group discussion (two groups)

Scenario 1 Debrief

Desiree and Naomi are best friends and at a party together. Desiree notices that Naomi is drinking a lot and starting to slur her words. Jackson, a cute guy at the party, approaches Naomi, who is totally drunk. Jackson asks Naomi if she wants to hook up. Naomi nods her head and is lead upstairs by Jackson. Desiree can see Naomi is stumbling up the stairs.

- What do you think about this situation?
- Is consent possible in the situation? Why or why not?
- Would it be different if both were drunk?
- What could Desiree do to help her friend? What could one of Jacksons ‘s friend do?

Scenario 2 Debrief

Sipho and Lerato have been dating for 6 months. Sipho is ready to have sex. He then invites Lerato over to his house one weekend night when his parents are out of town. Alone in the house, Sipho talks with Lerato about wanting to have sex and Lerato tells him she’s not ready. A little later while making out in Lerato’s room, he asks her again about having sex. Lerato shakes her head no and looks away Sipho is disappointed but goes no further.

- Was there consent in this scenario? What did the person say or do to let you know (that there was or there was no consent?)
- What do you think about Lerato and Sipho’s relationship?

The above lesson plans have been adapted from the following resources:

RESOURCE MATERIAL FOR THE SCRIPTED LESSON PLANS

- Department of Education (2002). *Issues on Gender in Schools: An Introduction to Teachers*. Pretoria, Republic of South Africa
- Department of Basic Education (2011). *Values in Action: A Manual in Constitutional Values and School Governance for School Governing Bodies and Representative Councils of Learners in South African Public Schools*. Pretoria, Republic of South Africa.
- Department of Basic Education (2011). *Building a Culture of Responsibility and Humanity in our Schools: A Guide for Teachers*. Pretoria, Republic of South Africa.
- Department of Basic Education (2010). *Speak Out: A Handbook for Learners on How to Prevent Sexual Abuse in Public Schools*. Pretoria, Republic of South Africa.
- Department of Education – KwaZulu-Natal (2010). *My Life! My Future! Staying Healthy*. Miet Africa, Durban
- Sexual Violence Prevention – downloaded on 21 February 2012.

www.kingcounty.gov/health/flash

- 16 Days of Activism against Gender Violence – TEFL Lesson Plans for High School Teachers and Students

Resource taken directly for from: cdn.itvs.org/half-the-sky-educator-guide.pdf

Half the Sky: Turning Oppression into Opportunity for Women Worldwide

Grade Levels: High School (grades 11-12), Community College, and Youth Development Organizations

Time: 90 minutes or two 50-minute class periods + assignments

Subject Areas: Women’s Studies, Social Studies, Civics, Global Studies, Media Studies, Health, English Language Arts

Purpose of the Lesson:

Although it is widespread, violence against women and girls goes widely unreported due to factors such as fear of retribution, shame, stigma, lack of economic resources, inadequate social services, ineffective legal systems, and concern for children (including fear for their children’s safety and losing custody and access if they choose to leave). Few countries provide appropriate training for the police and judicial and medical staff who are the first responders for women and girls during and after violent events. As a result, victims of violence are left vulnerable to further abuse from the systems and institutions that are meant to protect them, and the perpetrators are often left unpunished and free to continue perpetrating violence.

This lesson will examine the global crisis of gender-based violence, the culture of impunity that surrounds it, and the impact it has on our own communities. Through the activities, students will be challenged to consider the factors that contribute to violence against women and girls and how they can contribute to local and international efforts to eradicate it.

Objectives:

Through this lesson students will:

- Consider the benefits and consequences of taking a stand against an injustice;
- Learn the definition of the word impunity and the meaning of the phrase a culture of impunity, and discuss the contributing factors that allow a culture of impunity to develop;

- Identify the location of Sierra Leone on a map and understand the social and political context that has shaped the culture of impunity and violence in that country;
- Develop a working definition for the term gender-based violence and consider the global culture of impunity in relation to violence against women;
- Work in groups to analyze a scenario that illustrates an example of gender-based violence and imagine how their subject's story would play out in two different environments;
- Examine the root causes and impact of gender-based violence in their community and develop a strategy to address it; and
- Understand the roles that men and boys can play in eradicating gender-based violence in their families and communities.

Resources:

Please note: Download teacher and student handouts in PDF format by clicking "Download lesson materials" at left

- Film module: Gender-Based Violence in Sierra Leone (9:45 minutes)
- LCD projector or DVD player
- Teacher handouts:
 - Gender-Based Violence Discussion Guide (Download *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* discussion guide PDFs from the Women and Girls Lead website)
- Student handouts:
 - Gender-Based Violence Glossary
 - Student Handout A: Sierra Leone in Context
 - Student Handout B: Film Module Screening Guide
 - Student Handout C: Gwen's Story
 - Student Handout D: Representative Gwen Moore and the Violence Against Women ACT (VAWA)
- Pens/pencils and writing paper
- Whiteboard/blackboard and markers/chalk
- Computers with internet access
- Post-It notes
- Kraft paper
- Washable markers
- Wall map of the world with country names (free printable maps are available here)

Note for Teachers about the Lesson Plan Gender-Based Violence: Challenging Impunity and Its Contents:

This lesson and the accompanying film module from *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* address the challenging issue of gender-based violence directly and honestly, but the discussions and topics might not be suitable for all audiences. Teachers should prepare for the lesson by reading all the materials thoroughly and watching the complete film module to determine if this topic and lesson are appropriate for their class. Teachers should also brief students on what they will be viewing in advance and identify students who might be personally or adversely affected by this material. Prior to launching the lesson, please contact your school counselor or social worker to discuss policies and procedures for addressing a disclosure of violence or abuse and be prepared to provide students with support or the option of not participating in the lesson where appropriate.

For additional information about the documentary *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* and the global crisis of violence against women and girls, please download the free Gender-Based Violence Discussion Guide on the Women and Girls Lead website, visit the project's official website, and read *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* by Nicholas Kristof and Sheryl WuDunn.

Standards: This lesson aligns to key Common Core State Standards for English Language Arts and National Curriculum Standards for Social Studies. For a full list of standards, please download the lesson materials above left.

Curriculum Writer: Allison Milewski

This curriculum is endorsed by the National Council for Social Studies. To learn more, visit socialstudies.org.

[Lesson plan 1](#)

[Lesson plan 3](#)

PRESCREENING ACTIVITY

Time: 30 minutes

You will need: Student Handout A: Sierra Leone in Context, whiteboard/blackboard, dry-erase markers/chalk, kraft paper, washable markers, medium-sized Post-It notes, a wall map of the world with country names (free printable maps are available [here](#))

Goal: Students will consider the benefits and consequences of taking a stand against an injustice, and how these factors might affect their own choices. They will learn the definition of the word impunity and the meaning of the phrase a culture of impunity and discuss the contributing factors that allow a culture of impunity to develop. In preparation for viewing the Gender-Based Violence in Sierra Leone film module, students will identify the location of Sierra Leone on a map and understand the social and political context for the events depicted in the film.

Part I: To Speak Out or Not to Speak Out

- Divide the class into groups of three to five students and provide each group with a large sheet of kraft paper, markers, and Post-It notes.
- Give the students the following instructions:
 - Think of a time when you (or someone you know) successfully spoke out in order to right a wrong or to protect yourself or someone else.
 - Select a Post-It note (one for each student in the group) and write down all of the words you can think of to describe how you felt about yourself or the other person who took a stand.
 - Discuss your responses as a group, then share your words with the class.

- Have each group hang their kraft paper on the wall and draw a horizontal line across the middle and mark points along the line numbered one to five.
- Tell the students that this graph represents the likelihood that a person would speak out in a given situation (1=least likely; 5=most likely). In this first scenario, they — or the person they knew — spoke out, so have the students place all of their Post-Its on number five.
- Following the pattern of the first question, ask students in each group to write the letter corresponding to each of the following scenarios and their responses on a Post-It note and place the completed Post-It on the area of the graph that indicates how likely they would be to speak out.
 - Imagine that you spoke out about an injustice but nothing was done and the injustice was not corrected. Write on your Post-It note all of the words that you can think of to describe how you might feel. Place your Post-It on the graph in the area that indicates how likely you would be to speak out again.
 - Imagine that you knew before speaking out that your actions would probably not be successful or that no one would support you. How would you feel about taking action? Write on your Post-It note all of the words that you can think of to describe how you might feel. Place your Post-It note on the graph in the area that indicates how likely you would be to speak out.
 - Imagine that you knew that you would be blamed, bullied, or shunned if you came forward.
 - Imagine that you found out that your family would suffer.
 - Imagine that you knew it was likely that you or the person you were helping would be in more danger as a result.
- After completing the activity, discuss the results as a class, including the placement of the Post-its for each question and what can be inferred from the results.
- Record the student feedback for reference later in the lesson.

Part 2: Culture of Impunity

- Introduce the word impunity to the class. Have a student volunteer look up definitions in two or more sources and share their findings with the class. (Example: When people are able to commit crimes and/or violate the human rights of others without facing consequences.)
- Based on these definitions, ask students what is meant by the phrase a culture of impunity. (Example: The term culture of impunity refers to a situation in which people in a society have come to believe that they can do whatever they want without having to face any penalties or punishments and victims of those actions are denied basic rights and/or protections.)
- Variation: Students can use a word map to process their responses.
- Ask the students to identify which, if any, of the examples from the previous activity they think are indicative of a culture of impunity and why.
- Ask students to share possible examples of impunity that they may have seen in the news, learned about in class, or experienced in their own lives. Examples could include the following:
 - Prior to the abolition of slavery, many states allowed slaveowners to treat enslaved people in any way they saw fit. No matter how horrendously owners treated, tortured, or killed slaves, the law would ignore the actions of the perpetrators and the victims had no legal rights or protections.

- Since the digital revolution, there has been a major shift in the way that music is acquired. As of 2009, only 37 percent of music acquired in the United States was paid for. From 2004 through 2009 alone, approximately 30 billion songs were illegally downloaded.
- Using the students’ examples as a guide, have the class work in pairs (Think-Pair-Share) and brainstorm a list of factors that might contribute to the creation of a culture of impunity.
- Complete the discussion with the following questions:
 - What impact would a culture like this have on an individual’s ability to feel empowered to speak out?
 - What role do you think race, poverty, and gender might play in an individual’s ability to achieve justice?
- Ask the students to keep this activity in mind as they watch the film and tell them that they will revisit their work later in the lesson.

Part 3: Sierra Leone in Context

- In preparation for viewing the film module, ask a volunteer to locate Sierra Leone on a wall map.
- Provide students with the one-page fact sheet Student Handout A: Sierra Leone in Context. Have them read the fact sheet and discuss briefly with a partner.
- **Variation:** This handout can be provided in advance of the lesson for students to review as homework.

VIEWING THE FILM MODULE

Class time: 10-15 minutes

You will need: Pens/pencils and writing paper, LCD projector or DVD player, the Gender-Based Violence in Sierra Leone film module, Student Handout B: Film Module Screening Guide, Gender-Based Violence Glossary

- Distribute Student Handout B: Film Module Screening Guide and instruct students to take notes during the screening, using the worksheet as a guide. Students may also need a copy of the Gender-Based Violence Glossary for reference while viewing the film.
- **Variation:** The questions from Student Handout B can be projected or written on the board and reviewed briefly before viewing the film module to save paper.

POSTSCREENING ACTIVITY

Time: 45-50 minutes

You will need: Student Handout C: Gwen’s Story, Student Handout D: Representative Gwen Moore and the Violence Against Women Act (VAWA), whiteboard/blackboard, dry-erase markers/chalk, pens/pencils, writing paper

Goal: Students will discuss the film module and create a working definition of gender-based violence. They will work in groups to analyze a scenario that illustrates an example of gender-based violence and imagine how their subject’s story would play out in two different environments. Finally, they will consider the status of gender-based violence in the United States, how it impacts their own community, and their role and responsibility in addressing this issue.

Part I: Discussion Questions

- Begin by discussing the Gender-Based Violence in Sierra Leone film module and ask for volunteers to share their notes and quotes from the screening guide. Use the following questions to guide the class discussion:
 - What did you think of the film? Was there anything that surprised you?
 - How do you feel about Fulamatu's story?
 - In addition to the physical violence Fulamatu experienced, what other forms of violence was she exposed to?
 - What role does Fulamatu's gender play in her story? Based on what you saw in the film, do girls and women have equal status with boys and men in Fulamatu's community?
 - In the film, Amie Kandeh says, "When you look at the root cause of violence against women, it is about power and control." What does this statement mean to you? Do you agree with her?
 - Why did Kandeh work with the International Rescue Committee to establish the Rainbo Centers? How does her personal experience inform her work? Why do you think she is able to stand up against an issue that few speak about openly in her community?
 - Why do you think Kandeh refers to her clients at the Rainbo Center as "survivors" instead of "victims"?
 - Kandeh says that "the IRC (International Rescue Committee) has responded to about 10,000 sexual assault survivors" since the program began in Sierra Leone and "there's not even one percent of those cases that have been convicted." What are some of the barriers that get in the way of bringing perpetrators to justice?
 - What did the police do to investigate Fulamatu's allegations? If you were the police, how would you have handled the investigation?
 - In what ways does our definition of impunity connect with Fulamatu's story? How did the responses of her family, the police, and the community contribute to the culture of impunity?
 - What impact did the culture of impunity in Freetown have on Fulamatu's choices and opportunities?
 - How might the outcome of Fulamatu's story have been different if there was a woman on the staff of the Family Support Unit? Would that have had an impact?
 - What role should the government play in protecting women against violence? What roles should the police and justice system play?
 - What parallels, if any, do you see in the treatment of women and girls in Sierra Leone and the treatment of women and girls in the United States?
 - What impact, if any, do you think factors such as race and economic status have on violence against women and girls in the United States?

Part 2: Gender-Based Violence

- This lesson plan is titled “Gender-Based Violence: Challenging Impunity.” Ask the students what they think this term means based on what they saw in the film, and brainstorm a definition as a class. Have a volunteer look up additional formal definitions for the term and ask students to further refine the definition as needed.
- Introduce the following information:
 - Worldwide, gender-based violence kills and disables as many women between the ages of 15 and 44 as cancer, traffic accidents, malaria, and war combined. (Source: UN Women: Say NO -- UNiTE to End Violence against Women)
- Ask students: What does this statement mean to you? Have them summarize this information in their own words and share with a partner. (**Variation:** Print out multiple copies of the quote and have students read it quietly, write their responses, then pass it on to another student. Repeat this process two or three times before discussing their responses as a class.)
- Share the Gender-Based Violence Glossary with the students and use the following prompts to guide a discussion or have students make a brief journal entry based on one or more of the questions:
 - What do you think about this information?
 - How does this information connect with our definition of gender-based violence?
 - How was this information reflected in the film?
 - In what way, if any, do you think violence against men is included in gender-based violence? Why or why not? (Explain that, although it is far less frequent than violence against women, gender-based violence has its roots in power and control, and many men and boys have been the victims of gender-based violence perpetrated by women or a male partner.)
 - In what ways, if any, does this information connect to our discussion of a culture of impunity?

Part 3: Gwen’s Story

- Divide the class into groups of three to four students and provide each group with Student Handout C: Gwen’s Story.
- Have the groups review Gwen’s story and consider how it would play out in two different environments: 1) Fulamatu’s community in Freetown; 2) A community in the United States.
- Using the prompts in Student Handout C: Gwen’s Story as a guide, each group will write two endings for their subject’s story, one for each scenario. When complete, the groups will share their stories with the class, followed by a class discussion.
- Reveal and discuss the origin of Gwen’s story by either using Student Handout D: Representative Gwen Moore and the Violence Against Women Act (VAWA) or reading the description below:

“Gwen’s Story” is based on the experience of Congresswoman Gwen Moore, representative for Wisconsin’s Fourth Congressional District. She is the first African American and second woman to be elected to Congress from the state of Wisconsin and has served since 2005.

In the mid-1970s, Rep. Moore was attacked and raped by her friend in his car. She said that he later challenged her story in court on the grounds that she was dressed provocatively and had a child out of wedlock. She remembers, “I was literally on trial that day.” Rep. Moore said that her rapist was found not guilty and she was fired from her job as a file clerk for not calling in to work the day after the attack.

Rep. Moore shared her story on the floor of the House of Representatives in March 2012 in support of renewal of the Violence Against Women Act. She stressed that the attack happened almost 20 years before the Violence Against Women Act had been passed into law in September 1994 and that the outcome of her story might have been different if current laws providing stronger protection and support for victims of gender-based violence had been in place.

The Violence Against Women Act (VAWA) was the first major U.S. law to help government agencies and victim advocates work together to fight domestic violence, sexual assault, and other types of violence. It created new punishments for certain crimes and started programs to prevent violence and help victims. Since the law was passed, there has been a 51 percent increase in reporting of domestic violence by women and a 37 percent increase in reporting by men. The number of individuals killed by an intimate partner has decreased by 34 percent for women and 57 percent for men.

Despite this progress there is still work to do. In the United States today, a woman is abused – usually by her husband or partner – every 15 seconds, and is raped every 90 seconds and only about 3 percent of rapists ever serve a day in jail.

- Complete the lesson with a discussion, using the prompts below as a guide. (Students can also respond to one or more of these questions in their class journal.)
 - Were you surprised by this information? In what way?
 - What does this suggest about the status of women in the United States?
 - What role do power and control play in gender-based violence?
 - How does this information connect with what we have learned about gender-based violence worldwide?
 - In what ways, if any, does this information connect to our discussion of a culture of impunity?
 - What responsibility do we as individuals have to address gender-based violence in our communities?
 - What role do you think men can play in eradicating violence against women and girls? What role can women play? How can we work together to address this issue?

Assignments

Select one or more of the following assignments to complete the lesson:

Assignment 1. What would our Rainbo look like?

Share the following information with the class: Gender-based violence is a global problem and even our country struggles with a culture of impunity. In the United States, only about 3 percent of rapists ever serve a day in jail.

- Imagine that Amie Kandeh asked you to open a Rainbo Center in your community to address gender-based violence in the United States.
- Who would you work with?
- What services would you provide?
- How would you reach out to families, men, youth, and community leaders?
- How would you involve law enforcement?
- What legal support would you provide for the survivors?

- What challenges would you expect to face?
- What outcome would you hope to achieve?

Assignment 2.A Letter of Solidarity

Instruct students to write a letter of solidarity to Fulamatu describing the effect that her story and her choice to speak out has had on them. What impact has her action had on breaking the silence and the global culture of impunity surrounding gender-based violence? (For example, even though her perpetrator was set free, her story has reached young men and women around the world.) Next, have students research current events and news stories related to this issue and identify an individual or community that has experienced gender-based violence. Have students write a second letter of solidarity to them, sharing what they have learned about the importance of breaking the silence through Fulamatu’s story.

Assignment 3. Say No to Violence!

Have students research the impact of gender-based violence in their community and the services and supports that are available to survivors. Working in groups, students should develop a plan of action to mobilize their community and become part of the campaign to eradicate violence against women.

- Instruct students to work in groups to create their own multimedia “Say No to Violence” toolkits, including a Google Map detailing local programs and organizations in their community and the services they offer.
- When developing their campaigns, students should consider how they can galvanize support from a broad range of audiences. How will they reach out to students, adults, women and girls, men and boys, etc.? Recommend that students visit the White Ribbon Campaign and Man Up Campaign for information and resources on how men and women can work together to end gender-based violence:
 - Man Up Campaign
 - White Ribbon Campaign
- For more ideas, groups can research and connect with the UNiTE to End Violence against Women campaign, which was launched in 2009 by UN Women to engage people from all walks of life, online, and on the ground to end gender-based violence in all its forms.
 - UNiTE to End Violence against Women, Say No Campaign
 - Say NO – UNiTE to End Violence against Women’s “Organizer’s toolkit”

[Lesson plan 1](#)

[Lesson plan 3](#)

Activity 1: Is all violence created equal?

The Violence Against Women Act (VAWA) was enacted in 1994 to recognize the pervasive nature of domestic violence, dating violence, sexual assault, and stalking and to provide comprehensive, effective, and cost-saving responses to these crimes. VAWA programs were created to give law enforcement, prosecutors, and judges the tools they need to hold offenders accountable and keep communities safe while supporting victims. But if violence, assault, and stalking are already crimes, is it necessary to have a specific law that targets violence against women? Why or why not?

- Instruct students to research the history and content of the Violence Against Women Act and how its provisions relate to existing criminal laws.

- Ask students to compile data on the impact of the VAWA since it was enacted.
- Explain that there is an ongoing debate about how and if the VAWA should continue to be funded, and if it should be expanded to include groups such as undocumented immigrants and members of the LGBT community.
- Following their research, have students engage in a formal debate about the issue. Education World offers a selection of debate resources that provide guidelines and rules for classroom debates.

Activity 2: Why should boys and men care about ending gender-based violence?

Violence prevention requires a change in the social conditions that make violence normal and acceptable. Men and boys receive messages about relationships, violence, and power every day, and they also experience different forms of oppression: racism, classism, ableism, homophobia, etc. Men also enjoy certain privileges in institutions established by sexism. Generally speaking, men have greater access to resources and opportunities and are in a position to influence large social structures and institutions. As a result, they can play an important role in preventing violence against women.

- Instruct students to research the root causes of violence against women and girls and examine the unequal power relations between men and women that lead to gender-based violence.
- Have them identify negative consequences of violence against women in the lives of boys and men.
- For additional resources and lesson plans on this topic, refer to the following websites:
 - Man Up Campaign
 - White Ribbon Campaign
 - “Guide to Engaging Men and Boys in Preventing Violence Against Women & Girls” by the Men’s Nonviolence Project, a project of the Texas Council on Family Violence

Activity 3: Journalism vs. Activism

Nicholas Kristof actively participates in Fulamatu’s story, even helping the authorities track down the accused child-rapist. He considers the journalistic ethics of his involvement and concludes that he is comfortable with his decision.

- Have students view the entire Gender-based Violence segment from Half the Sky: Turning Oppression into Opportunity for Women Worldwide
- Ask students to consider the following questions: What do you think about Nicholas Kristof’s decision? Is there a distance that journalists should maintain in order to remain objective? Is it more ethical to simply observe and report or to actively participate?
- Share The Guardian article and photo essay, The Bystanders with your students and discuss what a journalist’s responsibility is when reporting a story.
 - The Bystanders Article
 - The Bystanders Photo-Essay
- Have students select a photojournalist featured in the story and consider if they agree or disagree with the journalist’s decision.
- Ask them to draft a letter from perspective of the journalist to one of their photograph’s subjects explaining their decision: why they feel that it was the correct choice or what they wish they had done differently. The completed letters can be

presented as a monologue.

Activity 4: The silent war against women and girls

Violence against women and girls was a hallmark of the brutal civil war in Sierra Leone but these atrocities are not unique to this conflict. Rape has long been used as a weapon of war, and violence against women during or after armed conflicts has been reported in every war-zone. Between 250,000 and 500,000 women were raped during the 1994 genocide in Rwanda and between 20,000 and 50,000 women were raped during the conflict in Bosnia in the early 1990s. In 2009, the United Nations Security Council adopted a resolution classifying rape as a war tactic and posing grave threat to international security. The resolution describes sexual violence as a deliberate weapon that humiliates, dominates, instills fear and worsens conflict situations by forcibly dispersing or relocating communities.

- Ask students to consider why violence against women and girls is especially prevalent in war zones.
- Divide the class into groups of 3-5 students and instruct each member of the group research a different contemporary conflict and the role that gender-based violence plays in it. Each student should identify root causes of the violence, how violence against women was used as a tool of war, and what the long-term impact was/is for the communities that were affected.
- Once each member of the group has completed their individual research, have them compare their results with their partners and identify areas of commonality.
- Groups can present their collective findings as a multimedia presentation including their research, photo-essays, video footage, audio clips, and infographics using the following websites as resources:
 - Animoto
 - Capzles
 - Prezi
 - Infographic tools

Activity 5: Students Rebuild!

Have your students participate in the global campaign to improve the health, opportunities, and safety for youth around the world. Students Rebuild is an initiative of the Bezos Family Foundation that mobilizes young people worldwide to “connect, learn and take action on critical global issues.” The program’s goal is “to activate our greatest creative resource—students—to catalyze powerful change. Working together, we identify the need, create the challenge, and forge strong partnerships. Then, we provide the tools and support to ensure our collective efforts are sustainable—now and into the future.”

Students Rebuild has joined the One Million Bones project in a global effort to cover the National Mall in Washington D.C. in 2013 with 1,000,000 handmade bones as a visible petition against humanitarian crises. Students Rebuild is challenging students worldwide to make bones, as a symbol of solidarity with victims and survivors of ongoing conflict. Each bone made generates \$1 from the Bezos Family Foundation for CARE’s work in conflict-affected regions, up to \$500,000! CARE is a leading humanitarian organization fighting global poverty.

Students can speak out against the violence in Sierra Leone, Burma, Syria or other struggling regions by joining Students Rebuild and bringing the One Million Bones project to their community. Students can learn more about CARE’s work in the DRC and in Somalia.

Students can connect directly with fellow students across the world to learn more about the causes and of the ongoing conflict and the challenges youth are currently experiencing by joining Interactive Videoconferences where they will see and speak to the students of ETN, a CARE supported vocational school in eastern DRC. Or they can participate in webcasts to connect directly with students and aid workers in the DRC. Learn more and sign up for IVCs and webcasts.

Activity 6. Further Discussion: Hillary Clinton draws a parallel between the attitudes toward and treatment of women around the world today and the experience of African American slaves during the height of the slave trade explaining that both communities were not seen as “fully human” they were both “some other kind of being.” Have students view the entire Gender-Based Violence segment from *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* and discuss the following:

- What do you think she means by this statement?
- Do you agree? Why or why not?
- What similarities do you think she sees in both communities’ experiences?
- Is this an accurate parallel to draw? Why or why not?

Additional Resources

Books

Kristof, N., and S. WuDunn. 2009. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Alfred A. Knopf.

Films

Half the Sky: Turning Oppression into Opportunity for Women Worldwide: Filmed in 10 countries, this film follows Nicholas Kristof, Sheryl WuDunn, and celebrity activists America Ferrera, Diane Lane, Eva Mendes, Meg Ryan, Gabrielle Union, and Olivia Wilde on a journey to tell the stories of inspiring, courageous individuals. Across the globe, oppression is being confronted, and real, meaningful solutions are being fashioned through health care, education, and economic empowerment for women and girls. The linked problems of sex trafficking and forced prostitution, gender-based violence, and maternal mortality — which needlessly claim one woman every 90 seconds — present to us the single most vital opportunity of our time: the opportunity to make a change. All over the world, women are seizing this opportunity. Visit the website at halftheskymovement.org

Women and Girls Lead film series: Women and Girls Lead offers a collection of films by prominent independent filmmakers. These films focus on women who are working to transform their lives, their communities, and the world. Visit the website to learn more about the films and explore our diverse catalogue of educator resources, lesson plans, and film modules. See womenandgirlslead.org for more details.

Websites

halftheskymovement.org: The official website for the *HalfThe Sky: Turning Oppression Into Opportunity For Women Worldwide* film, book and movement.

womenandgirlslead.org: Women and Girls Lead is an innovative public media campaign designed to celebrate, educate, and activate women, girls, and their allies across the globe to address the challenges of the 21st century.

The International Rescue Committee (IRC): responds to the world’s worst humanitarian crises and helps people to survive and rebuild their lives.

CARE International: an organization fighting poverty and injustice in more than 70 countries around the world and helping 65 million people each year to find routes out of poverty.

The Centre for Development and Population Activities (CEDPA): works through local partnerships to give women tools to improve their lives, families, and communities. CEDPA’s programs increase educational opportunities for girls, ensure access to lifesaving reproductive health and HIV/AIDS information and services, and strengthen good governance and women’s leadership in their nations.

UNiTE to End Violence against Women: was launched in 2009 by UN Women to engage people from all walks of life to end gender-based violence in all its forms.

Girls Educational and Mentoring Services (GEMS): the only organization in New York State specifically designed to serve girls and young women who have experienced commercial sexual exploitation and domestic trafficking and their work has put them on the forefront of the national movement to end the sexual slavery of women.

Futures Without Violence: works to prevent and end violence against women and children around the world.

The Rape, Abuse & Incest National Network (RAINN): the nation’s largest anti-sexual violence organization and created and operates the National Sexual Assault Hotline (800.656.HOPE).

Man Up Campaign: a global campaign to activate young women and men to stop violence against women and girls.

Striving To Reduce Youth Violence Everywhere (STRYVE): “a national initiative, led by the Centers for Disease Control and Prevention (CDC), which takes a public health approach to preventing youth violence before it starts.”

The National Network to End Domestic Violence (NNEDV): a social change organization dedicated to creating a social, political, and economic environment in which violence against women no longer exists.

The National Organization for Women (NOW): the largest organization of feminist activists in the United States and works to bring about equality for all women.

Amnesty International: a worldwide movement of people who campaign for internationally recognized human rights for all.

Médecins Sans Frontières: “an international, independent, medical humanitarian organisation that delivers emergency aid to people affected by armed conflict, epidemics, healthcare exclusion and natural or man-made disasters.”

Save the Children: an organization that works to save and improve children’s lives in more than 50 countries worldwide.

The United Nations Population Fund (UNFPA): an international development agency that promotes the right of every woman, man, and child to enjoy a life of health and equal opportunity.

[Lesson plan 1](#)

[Lesson plan 3](#)



Film module:

Gender-Based Violence in Sierra Leone

http://cdn.itvs.org/half_the_sky-edu-sierra-leone.jpghalf_the_sky-edu-sierra-leone.mov

About the Film

Half the Sky: Turning Oppression into Opportunity for Women Worldwide

By Maro Chermayeff and Jamie Gordon and Mikaela Beardsley

This multi-platform project is centered around a four-hour PBS primetime national and international broadcast event based on Nicholas Kristof and Sheryl WuDunn's widely acclaimed book, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*.

Grade Levels: High School (9-12 grade), Community College, Youth Development Organizations

Time: 90 minutes or two 50 minutes class periods + Assignments

Subject Areas: Women's Studies, Social Studies, Global Studies, Media Studies, English Language Arts, Education Studies

Purpose of the Lesson:

"When you educate a girl, there is a ripple effect that goes beyond what you would get from a normal investment...When you educate a girl, you educate a village." Sheryl WuDunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*

Access to education is recognized as a basic human right as well as significant factor in breaking the cycle of poverty and improving quality of life for children, communities, and countries. Despite this, millions of girls and women around the world are disproportionately denied the opportunity to attend school and pursue education and training outside the home.

Objectives:

Through this lesson students will:

- Explore the value of education in their own lives
- Consider the ripple effect for families, communities, and nations where girls are disproportionately denied the right to go to school
- Identify the location of Vietnam on a map and understand the social and political context that has shaped the education opportunities for Vietnamese girls.
- Understand the Millennium Development Goals' strategy to cut poverty in half by 2015 and examine the progress and the status of Goal 2 Universal Primary Education in relationship to the global gender disparity.
- Create an Education Genealogy that explores the impact of education in their own families and communities and traces the path and influence of education through the generations.

Resources:

Please note: Download teacher and student handouts in PDF format by clicking "Download lesson materials" at left

- Education in Vietnam film module (10:38 minutes)
- LCD projector or DVD player
- Teacher Handouts:
 - Educating Girls and Women Discussion Guide (Download *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* Discussion Guide PDFs from the Women and Girls Lead website)
- Student Handouts
 - Student Handout A: Life Map
 - Student Handout B: The Education Ripple Effect
 - Student Handout C: Vietnam In Context
 - Student Handout D: Video Module Screening Guide
 - Student Handout E: Education for All
 - Student Handout F: Notes from the Field
- Whiteboard/blackboard and markers/chalk
- Pens and writing paper
- Computers with Internet access
- Kraft Paper
- Washable Markers
- Wall map of the world with country names (free printable maps are available here)

Standards: This lesson aligns to key Common Core State Standards for English Language Arts and National Curriculum Standards for Social Studies. For a full list of standards, please download the lesson materials above left.

Curriculum Writer: Allison Milewski

This curriculum is endorsed by the National Council for Social Studies. To learn more, visit socialstudies.org.

PRESCREENING ACTIVITY

Time: 30 minutes

You will need: Student Handout A: Life Map, Student Handout B: Ripple Effect, Student Handout C: Vietnam In Context, white board/black board, dry-erase markers/chalk, kraft paper, washable markers, and a wall map of the world with country names (free printable maps are available here)

Goal: Students will begin to explore the value of education by considering how their lives and their futures would be different if they were denied the opportunity to attend school. They will then examine the global gender divide in education and the possible ripple effect for families, communities, and nations where girls are disproportionately denied the right to go to school.

Part I

- Begin the lesson with a class discussion using the following questions for prompts. Students can be divided into pairs (Think-Pair-Share) and each group can discuss their responses to the scenarios among themselves before sharing with the rest of the class. Students can also work individually and do a “quick writing” response before sharing with the class.
 - Ask the class the following question: Imagine you went home tonight and your family told you that no one expects you to go to school anymore (Or you don’t have to go to school anymore). How would that make you feel? Would you choose to continue to come to school? Encourage students to respond honestly. Discuss student reactions and ask them to go into more depth about the reasons why their responses were either positive or negative.
 - Now, imagine you are a 14-year-old student in a country where everyone has to pay to go to school. If you were that student, how would you feel if you went home tonight and your family told you that you couldn’t go to school anymore because it is too expensive? What would you do? Would you be willing to go to work to help pay for school? Discuss student reactions and compare them to their reactions from the first question.
 - Imagine you are still that 14-year-old student and you went home tonight and your family told you that your sibling(s) would continue to go to school, but you couldn’t go to school anymore. They tell you that it’s too expensive to send all of their children, and they think it’s more important for your other sibling(s) to be educated. Besides, they need your help doing chores and taking care of the other children in the house. How would you respond to that? What would you do?
- Based on the discussion, have the class work in pairs and consider what impact scenario C would have on the life of their hypothetical 14 year-old student. Using Student Handout A: Life Map briefly brainstorm some possible consequences that a student might face as a result of being denied access to an education.
- Ask groups to discuss their responses with their partner(s) then share their results with the class.

Part 2

Introduce the following information:

Access to education is recognized as a basic human right as well as significant factor in breaking the cycle of poverty and improving quality of life for children, communities, and countries. Despite this, millions of girls and women around the world are denied the opportunity to attend school and pursue education and training outside the home.

Of the approximately 75 million children who are currently not in school, the majority are girls. Worldwide, for every 100 boys out of school, there are approximately 122 girls who are unable to attend school. In developing countries and countries with strict cultural and religious codes regarding gender roles, this gap is much wider: for every 100 boys out of school in Yemen, there are 270 girls who are not in school, in Iraq it is 316 girls, and in India it is 426 girls to every 100 boys.

- Distribute Student Handout B: The Education Ripple Effect and ask students to return to their groups. Using the handout as a guide, ask each group to share their responses to the statement above and discuss the possible ripple effects that result from the disparity in education opportunities for girls.
- Have each group share their results and discuss as a class.
- Give each group a large piece of Kraft paper to post on the wall and ask them to record the ripple effects from their discussion.
- Have the students walk around the room and read each other's responses and leave feedback or comments using Post-It Notes. (Be sure to establish guidelines on how to give constructive and appropriate feedback.)
- Complete the activity by brainstorming some possible strategies that might help to eliminate the barriers to education that their 14-year-old student faces. Record the results on the board to revisit later.
- Ask the students to keep this activity in mind as they watch the film and tell them that they will return to their responses throughout the lesson.

Part 3

- In preparation for viewing the video module, ask a volunteer to locate Vietnam on a wall map.
- Provide students with the one-page fact sheet, Student Handout C: Vietnam In Context. Have them read the fact sheet and discuss briefly with a partner.
- Variation: This handout can be provided in advance of the lesson for students to review as homework.

VIEWING THE VIDEO MODULE

Class time: 10-15 minutes

You will need: pens and writing paper, LCD projector or DVD player, Education in Vietnam film module, Student Handout D: Video Module Screening Guide, pens/pencils

- Distribute Student Handout D: Video Module Screening Guide and instruct students to take notes during the screening using the worksheet as a guide.
- **Variation:** The questions from Student Handout D can be projected or written on the board and reviewed briefly before viewing the film module to save paper.

POST-SCREENING ACTIVITY**Time:** 25 minutes**You will need:** Student Handout E: Education for All, Student Handout F: Notes from the Field, white board/black board, dry-erase markers/chalk, pens/pencils, writing paper.**Goal:** Students will be introduced to the Millennium Development Goals strategy to cut poverty in half by 2015 and examine the progress of Goal #2: Equal Access to Education. Working in groups, they will imagine that they are student ambassadors for the Millennium Development committee who are collaborating with the Nhi and Phung from the film to identify strategies to improve education in their communities in Vietnam as well as the student's communities in the United States.**Part 1: Discussion Questions (5-10 minutes):**

- What did you think of the film? Was there anything that surprised you?
- How do you feel about each student's story?
- What are some of the similarities between the stories that you saw? What are some of the differences?
- What role does gender play in their access to education? In what way?
- Bich Vu Thi — Room to Read Girls Education Program Officer — talks about her own struggles achieving access to education in a poor family where girls were not valued. She says, "One boy is one child, but 10 girls are not equivalent to one child." What do you think she meant by that? How do you think this attitude influences girls' opportunities?
- What are some things that are being done to support girls in going to school?
- John Wood, the Founder of Room to Read, has stated that "it is a moral failure" that millions of girls woke up this morning and didn't go to school? Do you agree? Why or why not?
- How does his statement connect with Phung's father's belief that by sacrificing a small amount today, he is giving his children a path out of poverty?
- Do you think we are facing similar challenges in our own country? Could you provide some examples?
- Are there groups of young people in this country who are forced to make similar choices between supporting their families or focusing on their own education and future?
- Nicholas Kristof says in the film, "We often have the idea that providing education is about building a school, providing teachers, school books, and it's so much more complicated than that in an environment of poverty." What challenges and complications is he referring to? How do the parents in the film address these barriers and how do their actions shape their daughter's futures?
- What does it take to construct a system that supports the education of girls? Are there models in other countries?

Part 2: Millennium Development Goals and Education for All

- Briefly introduce the Millennium Development Goals and Goal 2: Universal Primary Education (MGD2) using the summary paragraph:

In 2000, the United Nations brought together the Heads of State from 189 countries to discuss how to cut global poverty in half by 2015 and ensure fundamental human rights for all. The strategy they developed consists of eight goals, and include a commitment to achieving primary education for all children. Millennium Development Goal 2: Universal Primary Education (MGD2) seeks to ensure that children everywhere—boys and girls alike—will be able to complete a full course of primary schooling by 2015 and that girls would have the same opportunities and access to education as boys by 2005. This target was set because countries around the world recognize that providing education is the key to reducing poverty and improving the health and wellbeing of families and communities. Unfortunately the goal for equal access to education by 2005 was not reached, but progress is being made.

- Divide the class into groups of 3-4 students and provide each with Student Handout E: Education for All and Student Handout F: Notes from the Field.
- Explain that each group will review the fact sheet and imagine they are student ambassadors working with the Millennium Development Committee. Their assignment is to work in collaboration with a student from the film to identify ways that they can improve education for girls in Vietnam. In return, they will imagine what insights their Vietnamese partners can provide regarding the importance of education in their lives and how we can improve the quality and commitment to education in our communities in the USA. Students should refer to their notes from the film and the class discussion as well as Student Handout E: Education for All for guidance.
- Students can present their completed work to the class as notes from the field or they can develop a script and perform the interviews and dialogue.

ASSIGNMENTS

Select one or more of the following assignments to complete the lesson:

Assignment 1: Why does education matter? How would you advertise Education for All?

Students will develop a public service or advertising campaign to promote the idea of universal education. Students should incorporate the resources from the lesson including facts, case studies, and strategies in their campaign materials. When researching their topic, students think about their audience and how they can galvanize collective support from a broad-range of people (male, female, adults, youth, different economic and cultural backgrounds, etc.) Students can work individually or in a group and their projects should consist of a presentation and informational material.

- Students’ PSA or advertisement can be created as a video using the resources below. If video resources are unavailable, the PSA can be presented live during class or an assembly or community event.
 - The Ad Council
 - MediaSmarts
 - Using Public Service Announcements in the Classroom
- Social media is a powerful force for change and should be incorporated into their campaign. See an example of a successful social media campaign.
- Students can develop brochures with infographics to highlight their message and research using the following examples and tools:
 - UNESCO: Education Counts Brochure
 - Krum’s 10 Tips for Designing Infographics
 - Teaching with Infographics

Assignment 2: Education Genealogy

Have students explore the impact that education has had in their own families and communities by creating an Education Genealogy that traces the path and influence of education through the generations. (Variation: If time is limited, ask students to select one subject to focus their research on.)

- Have students interview members of their family (or community, if family members are not accessible) from several generations using the prompts below as well as their own questions. They can take notes or record the interviews on video or audio equipment if available.
- What role did education play in your life?
- What challenges if any did you face? Were there any barriers to going to school?
- How did your parents/guardians view your education? Was it a priority?
- Was the education experience different for boys and girls when you were in school?
- What strategies did your parents/guardians employ to help open doors and break barriers to success?
- What is your best and worst memory related to your education?
- How was your experience with education different from the generation before you?
- What does education mean in your life now?
- How do you see education for the next generation?
- Students should combine interviews and oral history with research on the development of the education system throughout their family (or community's) history and consider how their ancestors' access or lack of access to education has shaped their own opportunities.
- Free online oral history tool-kits and digital video and audio production resources can be found at these sites:
 - [Guide to Oral History](#)
 - [Story Corps for Educators](#)
 - [Zentation.com](#) - Combine videos, slides, and audio into presentations
 - [Voicethread.com](#) - Video, audio, and slide editing program
 - [Vcasmo.com](#) - Easy to use multimedia presentation tool
 - [Voiceover Script writing](#)

Assignment 3: Journaling about Education

Have students develop a short narrative or fictional story using the experience of the hypothetical student from the Pre-Screening Activity as a jumping-off point. Complete the narrative by having them imagine what their life would be like 10 years from now using two scenarios: if they were unable to overcome the obstacles to their education and if they were able to successfully access an education.

- If, like our 14-year old student, you were denied access to education at the age of 14, what would you have done?
- What do you think your life would be like now?
- What goals do you have for your future and how would they be affected if you could not pursue your education?

[Lesson plan 2](#)

[Lesson plan 4](#)

Activity 1: FUTURESTATES

What would you sacrifice for a good education? The film *Crossover*, by Tina Mabry, imagines a future where schools are segregated by economic status and a struggling mother must decide whether to sell her own organs to give her children a better education. Screen the film for students and consider current obstacles to education in the US and around the world. What message was the filmmaker sending about the education in the United States and the need for education reform? Should education continue to be compulsory and free? Have students research the current debate and speculate about the future of education in America.

- [Crossover](#)
- [FUTURESTATES website](#)
- [Educator Resources](#)

Activity 2: Legislating Equal Access

Title IX, Education Amendments of 1972, (also called Title IX) was enacted in 1972 and has been credited with raising the opportunity of girls and women in educational environments. While it is best known for paving the way for female student athletes, Title IX also ensures an equal education for pregnant and parenting students and for those seeking STEM (science, technology, engineering, and math) careers. Through this lesson plan from [TeachingTolerance.org](#), students will become familiar with the principles of Title IX and evaluate its impact on their own learning environment.

Activity 3: The Girl Effect

Have youth mobilize their community and harness the power of The Girl Effect. The Girl Effect is a collective movement created by the Nike Foundation, the NoVo Foundation, the United Nations Foundation, and the Coalition for Adolescent Girls that is driven by thousands of grassroots and community-based campaigns around the world aimed at empowering girls and improving life for their families and communities. The Girl Effect Toolkit has a range of resources, tips, multi-media tools, and step-by-step guides for creating your own campaign, organizing community events, and starting local clubs to galvanize support for girls education and empowerment.

- [The Girl Effect](#)
- [The Girl Effect Tool Kit](#)

Activity 4: Are Schools Killing Creativity?

Have students view Ken Robinson's TED Talk entitled, "Are Schools Killing Creativity" and the RSA Animation "New Paradigms in Education" and discuss what education—specifically school-based education—means in this rapidly changing world. Have students research the development of education in the United States from the industrial model through No Child Left Behind and consider how schools have changed (or failed to change) to address each generation's needs. Have students consider: What will the world look like when today's kinder-gardeners graduate from high school? How can schools prepare students for a future that we have trouble imagining?

Have students work in groups to design a model of education for the 21st century that combines the traditional "3 Rs" of education (reading, writing, and arithmetic) with the new "4 Cs": communication, collaboration, critical thinking, and creativity.

Resources:

- TED Talk
- RSA Animate
- Partnership for 21st Century Skills

Activity 5. Millennium Development Goals: Empowering Women Empowers the World

In September 2000, the United Nations signed the Millennium Development Goals (MDGs) with the aim of halving the number of people living in poverty, reducing maternal and child mortality, fighting disease, and improving social and economic conditions in the world's poorest countries by 2015. Have your class screen the complete series of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* and examine the connection between the issues addressed in the documentary the MDG campaign's focus on women. Have them consider how and why improving rights and resources for women and girls is considered key to eradicating global poverty.

- Divide the class into eight groups, assign each an MDG, and instruct the groups develop a "We Are the Goal" presentation, which should include the following:
- A summary of the MDG and the campaign's strategies for improving social and economic conditions for women
- Information on the public perception and understanding of the MDGs. (Students can investigate the public's knowledge and understanding of the MDG campaign by recording "person-on-the-street" interviews and include the footage in the presentation.)
- Examples of specific programs that have been implemented and their impact to date
- How the campaign relates to issues in the students' own communities
- A plan of action for the group and their school community to contribute to the MDG campaign
- The presentations should be multi-media and can include photo essays, video footage, audio clips, animations, and infographics using the following websites as resources:
- Animoto
- Capzles
- Prezi
- Infographic tools

- Information and resources for research on the MDGs can be found at:
- United Nations Millennium Development Goals
- End Poverty 2015
- MDG Get Involved
- UN Women
- MDG Monitor

ADDITIONAL RESOURCES

Please note: Download teacher and student handouts in PDF format by clicking “Download lesson materials” at left

Books

- a. Kristof, S. Wudunn, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, New York : Alfred A. Knopf, 2009

Films

Half the Sky, Half the Sky: Turning Oppression into Opportunity for Women Worldwide: Filmed in 10 countries, the film follows Nicholas Kristof, Sheryl WuDunn, and celebrity activists America Ferrera, Diane Lane, Eva Mendes, Meg Ryan, Gabrielle Union and Olivia Wilde on a journey to tell the stories of inspiring, courageous individuals. Across the globe, oppression is being confronted, and real meaningful solutions are being fashioned through health care, education, and economic empowerment for women and girls. The linked problems of sex trafficking and forced prostitution, gender-based violence, and maternal mortality — which needlessly claim one woman every 90 seconds — present to us the single most vital opportunity of our time: the opportunity to make a change. All over the world women are seizing this opportunity. Visit the website at halftheskymovement.org.

Women and Girls Lead Film Series: Women and Girls Lead offers a collection of films by prominent independent filmmakers. These films focus on women who are working to transform their lives, their communities, and the world. Visit the website to learn more about the films and explore our diverse catalogue of educator resources, lesson plans, and video modules. See womenandgirlslead.org for more details.

Websites

halftheskymovement.org: The official website for the *HalfThe Sky: Turning Oppression Into Opportunity For Women Worldwide* film, book and movement.

Room to Read: founded by John Wood, this organization partners with communities across Asia and Africa to improve educational opportunities for children by focusing on the two areas where programs can have the most impact: literacy and gender equality in education.

CARE International: fighting poverty and injustice in more than 70 countries around the world and helping 65 million people each year to find routes out of poverty.

The Centre for Development and Population Activities (CEDPA): works through local partnerships to give women tools to improve their lives, families, and communities. CEDPA’s programs increase educational opportunities for girls, ensure access to lifesaving reproductive health and HIV/AIDS information and services, and strengthen good governance and women’s leadership in their nations.

Girl Scouts of America: Girl Scouts of the USA has a membership of over 3.2 million girls and adults and empowers girls by tackling

important societal issues, embracing diversity and reaching out to every girl, everywhere.

The Campaign for Female Education (Camfed): fights poverty and HIV/AIDS in Africa by educating girls and empowering women to become leaders of change.

Girls, Inc.: inspires all girls to be strong, smart, and bold through life-changing programs and experiences that help girls navigate gender, economic, and social barriers.

The Girl Effect: A collective movement to lift 50 million women and girls out of poverty by 2030 through the education and empowerment of girls.

National Coalition on Women and Girls Education (NCWGE): A nonprofit organization of more than 50 groups dedicated to improving educational opportunities and advocate for the development of national education policies that benefit all women and girls.

[Lesson plan 2](#)

[Lesson plan 4](#)



**Film module:
Education in Vietnam**

http://cdn.itvs.org/half_the_sky-edu-vietnam.jpghalf_the_sky-edu-vietnam.mov

About the Film

Half the Sky: Turning Oppression into Opportunity for Women Worldwide

By Maro Chermayeff and Jamie Gordon and Mikaela Beardsley

This multi-platform project is centered around a four-hour PBS primetime national and international broadcast event based on Nicholas Kristof and Sheryl WuDunn's widely acclaimed book, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*.

PHAMPLET

TO BE ADDED FROM COMMUNICATIONS

LIST OF MATERIAL ON RAPE

Each of the elements in the material pack is numbered from 1-8. Below please find some notes about each:

1	Don't look away – foldout poster (KZNDoe)	These pocket size posters give facts about abuse on the one side and, on the other side of the pamphlet, explain what to do if you are abused.
2	DBE Materials available on the DBE website: <ul style="list-style-type: none"> • Speak Out handbook • Values in Action: A training manual for SGBs and RCLs • Bill of Responsibilities Poster • Building a culture of responsibility and humanity in South African schools: A teachers guide 	DBE publication dealing with rape, sexual abuse, gender based violence is on the DBE website www.education.gov.za Also created a learner focused website to help young people with understanding, preventing and reporting sexual abuse. The website address is www.speakoutfreely.co.za
3	Teacher booklet Speak out (MoE, CSTL Swaziland)	An adaption of DBE's Speak Out campaign. There is a booklet for learners, teachers and parents with much the same information in each, in order to ensure consistent messages.
4	Parent booklet Speak out (MoE, CSTL Swaziland)	These publications are very striking, but relatively cheap to reproduce as they have a colour cover but black and white inside pages
5	Learner booklet Speak out (MoE, CSTL Swaziland)	They offer facts about rape, what to do if you are raped, ideas on protecting yourself and staying safe and a focus on forming youth clubs (such as GEM/BEM)
6	Posters Speak out (MoE, CSTL Swaziland)	Full colour posters aimed at learners, parents and teachers in support of the booklets as part of the campaign – same messages as in the booklets
7	Flyers – a poster message on one side and What do do if you are raped on the reverse side (MoECSTL Swaziland)	Flyers with a poster message on one side and information on what to do if you are raped on the other side. Same messages as in the booklets.
8	RHIVA My life My future Staying healthy (KZNDoe)	See pages 88-94. This section offers facts about rape and what to do if you are raped. In addition, it includes activities to get learners talking and thinking about these issues, such as: <ul style="list-style-type: none"> • the poster discussion activity on page 89, • the rape case discussion activity on page 93, and • the mix and match activity on page 94

To access the MiET publications contact:

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SCHOOL PLEDGE



I pledge:

- To uphold the Constitution of the Republic of South Africa
- To abide by the laws of the country
- To respect the rights of others irrespective of age, race, sex or sexual orientation
- Not to rape or commit any form of sexual harassment, abuse or violence
- To report any form of wrongdoing to authorities
- To honour the responsibilities that come with these rights and to be a good citizen.

