Gender-Based Violence: Challenging Impunity
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Gender-Based Violence: Challenging Impunity

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Welcome to Community Classroom!

The *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* resource you have before you combines short film modules from the PBS documentary series with standards-aligned lesson plans. It will give you everything you need to help older teens and young adults better understand why we believe the oppression of women and girls worldwide is the greatest moral challenge of our time.

Through the stories of women acting as agents of change—from Vietnam to Somalia, India to Kenya—students will discover the work being done (and still left to be done) to reduce maternal mortality, gender-based violence, and sex trafficking. They will learn how economic empowerment and education can break the cycle of poverty. These lesson plans also encourage young men to see how helping women and girls helps an entire community, and to take on an active role in making this happen.

We hope you will join the thousands of teachers who have already tapped the growing Women and Girls Lead resource collection offered by ITVS’s Community Classroom program. We hope this will help male and female students alike develop into engaged citizens, and we look forward to hearing stories of successes in your classrooms.

Best of luck and thank you.

Sincerely yours,

Nicholas Kristof  
Sheryl WuDunn
About the Filmmakers

**Maro Chermayeff**  
**Executive Producer and Director**

Maro Chermayeff is an award-winning filmmaker, producer, director, author and former television executive at A&E/AETN. She is Founder and Chair of the MFA program in Social Documentary at the School of Visual Arts in New York City and partner in the production company Show of Force. Some of her extensive credits include: 6x series *Circus* (PBS, 2010), *Marina Abramovic: The Artist is Present* (HBO, 2012), *Mann v. Ford* (HBO, 2011), *Parasomnia* (France 2, 2010), the Emmy Award-winning 10x series *Carrier* (PBS/Nat Geo International, 2008), the 6x series *Frontier House* (PBS, 2002), *American Masters: Julliard* (PBS, 2003), *The Kindness of Strangers* (HBO, 1999), *Role Reversal* (A&E 2002), *Trauma, Life in the ER* (TLC, 2001), and over 15 specials for Charlie Rose. Represented by CAA, Chermayeff is a principal of Show of Force, the production entity for the Half the Sky Movement. She is an Executive Producer of Half the Sky Movement’s Facebook Game and 3x Mobile Games with Games for Change.

**Mikaela Beardsley**  
**Executive Producer and NGO Videos Director**

Working in close collaboration with the authors, Mikaela Beardsley originated the *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* project after producing the Emmy-nominated *Reporter*, a film with Nicholas D. Kristof. She has worked in film and television production since 1993, and has made films with Alex Gibney, Martin Scorsese and Wim Wenders. Beardsley began her television career at WGBH in Boston, and holds a B.A. in comparative literature from Princeton University.

**Jamie Gordon**  
**Executive Producer**

Jamie Gordon co-founded Fugitive Films in 2005. Her company produced *Coach* starring Hugh Dancy and the comedy *Wedding Daze* starring Jason Biggs. Among other projects, she is developing *Grizladio*, a TV project about girls’ empowerment. Previously, Gordon was the Head of Development for GreeneStreet Films, working on *In the Bedroom*, and worked as a story editor for producer Wendy Finerman where she worked on *Forrest Gump*. Gordon has produced independent features including *swimfan*, *Pinero*, *Chicago Cab* and *Certain Guys*. She graduated with a B.A. in history from Princeton University.

**Jeff Dupre**  
**Executive Producer**

Jeff Dupre has been producing and directing documentary films for over 15 years. Together with Show of Force partner Maro Chermayeff, Dupre is director, creator and executive producer of *Circus*, a six-part documentary series that premiered on PBS. He conceived and is producer and co-director of *Marina Abramovic: The Artist is Present*. He is a producer of *Carrier* and Michael Kantor’s *Broadway: The American Musical*. Dupre’s directorial debut, *Out of the Past*, won the Audience Award for Best Documentary at the 1998 Sundance Film Festival, among other awards.
Allison Milewski

Allison Milewski is an educator and curriculum designer with over ten years’ experience in arts and media education. She has developed art integration programs, professional development workshops, and arts and media curricula for organizations such as ITVS, Tribeca Film Institute, the Brooklyn Historical Society, and Urban Arts Partnership and managed arts-based enrichment programs for over 20 New York City public schools. Allison’s professional experience also includes over 15 years of program management and administration with domestic and international NGOs such as PCI-Media Impact, the Center for Reproductive Rights, Goods for Good, and the Union Square Awards for Grassroots Activism. Allison is the Founder of PhotoForward, which she launched in 2004 to empower young artists to tell their own stories through photography, visual arts, and creative writing and engage with their communities as citizen artists.
About the Documentary

In 2006, Pulitzer Prize winning-journalists Nicholas Kristof and Sheryl WuDunn published a ground-breaking book about the oppression of women and girls worldwide. That book was *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*— an instant bestseller that immediately catalyzed an already burgeoning movement to eradicate gender inequality. The landmark PBS documentary series aims to amplify the central message of the book—that women are not the problem, but the solution—and to bolster the broad and growing movement for change. With the story of the book and its impact as a launch pad, the film zeroes in on the lives of women and girls in some of the countries around the world where gender inequality is at its most extreme, and explores the very real ways in which their oppression can be turned to opportunity.

Featuring six celebrated American actresses and the commentary of the world’s leading advocates for gender equality, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* is a passionate call-to-arms—urging us to not only bear witness to the plight of the world’s women, but to help to decisively transform their oppression into opportunity.

**Episode One**

In Episode One we follow Nicholas Kristof and three American actresses to developing countries where gender-discrimination is at it’s most extreme. We explore the shocking extent of gender-based violence in Sierra Leone with Eva Mendes, the global crisis of sex trafficking as experienced by women and girls in Cambodia with Meg Ryan, and the need for and power of educating girls in Vietnam with Gabrielle Union, where she visits an innovative education program that is transforming, not only the lives of the country’s poorest and most vulnerable girls, but also the futures of their families and their communities. Featuring commentary from Sheryl WuDunn and interviews with some of the world’s leading advocates for gender equality—including Hillary Clinton, Michelle Bachelet, and Gloria Steinem—*Half the Sky: Turning Oppression into Opportunity for Women Worldwide: Episode One* offers a nuanced and moving account of this century’s most pressing problems, and an uplifting, actionable blueprint for change.

**Episode Two**

Episode Two continues our journey to the hot-spots of gender oppression around the world, and highlights the courageous work of some of the extraordinary women and men who are taking a stand in the face of incredible odds. This episode focuses out attention on the role of women in their families and their communities—examining the fundamental obstacles that hinder their potential, and charting the ripple effect that results when that potential is harnessed.

Veteran journalist and *Half the Sky* co-author Nicholas Kristof is once again accompanied by a three celebrated of American actresses who offer fresh and personal perspective on the issues in each country. Kristof travels to Somaliland with Diana Lane to examine maternal mortality and female genital mutilation; to India with America Ferrera to explore intergenerational prostitution; and, with Olivia Wilde, to Kenya, where the transformative power of women’s economic empowerment is changing women’s lives and is laying the groundwork for the next generation. In the process, the program considers the central role of women in the health and stability of their families and communities, and establishes their critical role in the global efforts to eradicate poverty and achieve peace. Featuring on-camera commentary from Sheryl WuDunn and some of the world’s most respected and outspoken advocates for gender equality—including Melanne Verveer, Zainab Salbi, and Desmond Tutu—*Half the Sky: Turning Oppression into Opportunity for Women Worldwide: Episode Two* underscores the fundamental obstacles to women’s progress and prosperity, and celebrates their boundless capacity to better our world.
“It is really hard to find legal remedies to rape when you have cultural attitudes like this where rape is unfortunate but forgivable but being raped is just an unpardonable sin.”

Nicholas Kristof, *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*

**OVERVIEW**

**Audience**
High School (grades 11-12), Community College, 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.
**OVERVIEW**

**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*, please download the free Gender-Based Violence Discussion Guide from the ITVS Women and Girls Lead website ([womenandgirlslead.org](http://womenandgirlslead.org)), visit the project’s official website ([halftheskymovement.org](http://halftheskymovement.org)), and read *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* by Nicholas Kristof and Sheryl WuDunn.

**Objectives:**

**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:**

- Film module: Gender-Based Violence in Sierra Leone (10:44)
- LCD projector or DVD player
- Teacher handouts:
  - 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: [www.amaps.com/mapstoprprint/WORLDDOWNLOAD.htm](http://www.amaps.com/mapstoprprint/WORLDDOWNLOAD.htm)
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LESSON PLAN PROCEDURES

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: www.amaps.com/mapstoprint/WORLDDOWNLOAD.htm)

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 1: 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 as follows:

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• 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.
  -
LESSON PLAN PROCEDURES

Prescreening Activity (cont.)

- 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.*)


- 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?
LESSON PLAN PROCEDURES

Prescreening Activity (cont.)

• 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.
LESSON PLAN PROCEDURES

Viewing the Module

**Class time:** 10-15 minutes

**Note:** We recommend that if time permits you begin this section by watching the film series trailer (5:48): [itvs.org/films/half-the-sky](http://itvs.org/films/half-the-sky)

**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.

**Time:** 45-50 minutes
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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.

Post-Screening Activity

Part 1: 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 ten thousand 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?
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Post-Screening Activity:

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:
  - World-wide, gender-based violence kills and disables as many women between the ages of 15 and 44 as cancer, traffic accidents, malaria, and war combined.
  - 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?
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Post-Screening Activity:

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

1. What would our Rainbow 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 Rainbow 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?

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.

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: www.manupcampaign.org

  White Ribbon Campaign: www.whiteribbon.ca

- 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: www.saynotoviolence.org
  - Say NO – UNiTE to End Violence against Women’s "Organizer’s toolkit": saynotoviolence.org/about-say-no/organizers-toolkit
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: www.educationworld.com/a_lesson/lesson/lesson304b.shtml.

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: www.manupcampaign.org
  - White Ribbon Campaign: www.whiteribbon.ca

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: www.guardian.co.uk/media/2012/jul/28/gutted-photographers-who-didnt-help
  - The Bystanders Photo-Essay: www.guardian.co.uk/media/interactive/2012/jul/28/bystanders-photographers-who-didnt-help
- 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.

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: animoto.com
  - Capzles: www.capzles.com
  - Prezi: prezi.com

Infographic tools from the Educational Technology and Mobile Learning website: www.educatorstechnology.com/2012/05/eight-free-tools-for-teachers-to-make.html

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 here: www.studentsrebuild.org/congo and in Somalia www.studentsrebuild.org/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 here: studentsrebuild.org/connect-field

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**


**FILMS**

*Half The Sky: Turning Oppression Into Opportunity For Women Worldwide*: Filmed in 10 countries, the documentary 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 claims 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: [www.halftheskymovement.org](http://www.halftheskymovement.org)

**WEBSITES**

This is the official website for the *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* film, book, and movement.

[www.halftheskymovement.org](http://www.halftheskymovement.org)

ITVS’s *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.

[womenandgirlslead.org](http://womenandgirlslead.org)

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

[www.rescue.org](http://www.rescue.org)

*CARE International* is 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.

[www.careinternational.org](http://www.careinternational.org)

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.

[www.cedpa.org](http://www.cedpa.org)

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.

[www.endviolence.un.org](http://www.endviolence.un.org)

Girls Educational and Mentoring Services (GEMS) is 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.

[www.gems-girls.org](http://www.gems-girls.org)

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

[www.futureswithoutviolence.org](http://www.futureswithoutviolence.org)

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

[www.rainn.org](http://www.rainn.org)

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

[www.manupcampaign.org](http://www.manupcampaign.org)

*Striving To Reduce Youth Violence Everywhere* (STRYVE) is “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.”

[www.safeyouth.gov](http://www.safeyouth.gov)

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

[www.nnedv.org](http://www.nnedv.org)
Websites

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

Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights for all.
www.amnesty.org

Médecins Sans Frontières is “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.”
www.msf.org

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

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

Additional Resources
HALF THE SKY
Gender-Based Violence: Challenging Impunity

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Writing Standards 6–12

3. (9-10, 11-12) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. (9-10, 11-12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

6. (9-10, 11-12) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Speaking and Listening Standards

1. (9-10, 11-12) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade 9–12] topics, text, and issues, building on others’ ideas and expressing their own clearly and persuasively.

4. (9-10) Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

4. (11-12) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. (9-10, 11-12) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

1. (9-10, 11-12) Write arguments focused on discipline-specific content.

4. (9-10, 11-12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7. (9-10, 11-12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9. (9-10, 11-12) Draw evidence from informational texts to support analysis, reflection, and research.

National Curriculum Standards for Social Studies

1. CULTURE
Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well as the lives and societies of others.

4. INDIVIDUAL DEVELOPMENT AND IDENTITY
Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual’s personal identity, development, and actions.

5. INDIVIDUALS, GROUPS, AND INSTITUTIONS
Institutions such as families and civic, educational, governmental, and religious organizations exert a major influence on people’s lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.

10. CIVIC IDEALS AND PRACTICES
An understanding of civic ideals and practices is critical to full participation in society and an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

National Standards for Arts Education Grades 9-12

VA1: Understanding and applying media, techniques, and processes

VA5: Reflecting upon and assessing the characteristics and merits of their work and the work of others
Gender-Based Violence Glossary

Defining Violence Against Women and Girls

The Declaration of the Elimination of Violence Against Women, adopted by the United Nations General Assembly in 1993, defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life.” This includes:

**Domestic violence**
A pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. This can be physical, sexual, emotional, economic, or psychological actions or threats. It also includes any behaviors that intimidate, isolate, frighten, threaten, blame, hurt, or wound.

**Economic violence**
Making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding an individual’s access to money, or forbidding an individual’s attendance at school or employment.

**Emotional abuse and psychological abuse**
Undermining an individual’s sense of self-worth or self-esteem is abusive. This may include constant criticism, name-calling, damaging a woman’s relationship with her children, causing fear by intimidation, and threatening physical harm.

**Female genital mutilation/cutting**
Female genital mutilation (also known as female circumcision or genital cutting) is the removal of part or all of the external female genitalia, and in its most severe form, a woman or girl has all of her genitalia removed and then the wound is stitched together, leaving a small opening for urination, intercourse, and menstruation. This practice has a direct effect on women and girls’ reproductive and maternal health and can have grave consequences during childbirth. Female genital mutilation is mostly carried out on young girls between infancy and age 15 and is motivated by a mix of cultural, religious, and social factors within families and communities.

**Honor killing**
Acts of vengeance, usually death, committed against female family members who are believed to have brought dishonor on the family. A woman can be targeted for a variety of reasons, including refusing to enter into an arranged marriage, being the victim of a sexual assault, seeking a divorce (even from an abusive husband), or allegedly committing adultery.

**Human trafficking**
A crime against humanity that involves an act of recruiting, transporting, transferring, harboring, or receiving a person through the use of force, coercion, or other means, for the purpose of exploiting them.

**Physical abuse**
Hitting, slapping, shoving, grabbing, pinching, biting, hair pulling, etc. are types of physical abuse. This type of abuse also includes denying medical care or forcing alcohol and/or drug use on the victim.

**Sexual abuse and rape**
Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes attacks on sexual parts of the body, marital rape, forcing sex after physical violence has occurred, or treating another person in a sexually demeaning manner.

**Sexual harassment and intimidation**
Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
Gender-Based Violence Glossary

Power and Control

This chart uses a wheel to show the relationship of physical abuse to other forms of abuse. Each part shows a way to control or gain power.
Sierra Leone in Context

The Republic of Sierra Leone is located on the Atlantic coast of West Africa and is a country rich with natural resources, including gold, titanium, and diamonds. Despite its natural wealth, approximately 70 percent of Sierra Leone's population lives in poverty and the country is struggling to recover from a recent, brutal civil war that cost tens of thousands of lives and has left a legacy of violence against women and girls.

From Colonization to the Founding of Freetown
From 1495 until the middle of the 20th century, Sierra Leone endured over 450 years of colonization and oppression, primarily under British rule, and became a major departure point for thousands of West Africans who were enslaved during the height of the transatlantic slave trade.

As the slave trade continued to grow in Great Britain, the abolition movement in Great Britain was also growing. By the time of the American Revolution, slavery had been outlawed in Great Britain but was still practiced in many of its colonial outposts. In 1791, Thomas Peters, who had served in the Black Pioneers (the African American regiment of the British Army), collaborated with British abolitionists to establish a free settlement in Sierra Leone for over eleven hundred former African American slaves. These settlers had escaped from the American colonies during the Revolutionary War and sought sanctuary with the British Army. They established the settlement of Freetown in Sierra Leone, which is now the country's capital.

Independence and Internal Conflict
During Sierra Leone's long colonial history, its people mounted several unsuccessful revolts against British rule. In 1951, the Sierra Leone People's Party oversaw the drafting of a new constitution for an independent Sierra Leone, which began the process of decolonization. Almost a decade later, constitutional conferences were held in London to bring an end to British rule, and in 1961, the country gained independence from the United Kingdom, with the respected politician and medical doctor Sir Milton Margai as its first prime minister.

Sierra Leone enjoyed several years of relative stability and progress following independence, but after the death of Sir Milton Margai, political rivalries and power struggles began to fracture the newly established government. Over the next three decades these clashes continued and resulted in several coups, the rise of an authoritarian system of one-party rule, and widespread corruption.

Civil War and a Legacy of Violence against Women
Sierra Leone's brutal civil war stretched from 1991 to 2002 and was driven by a complex web of forces, including the legacy of exploitation by colonial forces, rivalries between ethnic groups, and pressure and influence from other countries who had political, military, and economic interests in Sierra Leone and its resources—especially its diamonds.

The Sierra Leone Civil War was known internationally for its horrific atrocities, but until recently, little attention was devoted to abuses directed specifically against women. During the conflict, violence against women was routinely used as a tool of war and women and girls were sexually and physically abused in extraordinarily brutal ways, including rape, torture, amputation, forced pregnancy, trafficking, mutilation, and slavery. Although the war has long since ended, the mistreatment of women continues.

Sierra Leone emerged from this war in 2002 with the help of a large United Nations peacekeeping mission. More than seventeen thousand foreign troops disarmed tens of thousands of rebels and militia fighters, but several years on, the country still faces the challenge of reconstruction. Rape, abduction, and sexual slavery are part of the brutal legacy of the civil war, which left over half the country's population displaced and destitute. Over a decade since conflict ended, many fear that rape is more of a problem in postconflict Sierra Leone than it was during the war.

Truth and Reconciliation: Breaking the Silence
Following the end of the civil war, a Truth and Reconciliation Commission (TRC) was established in Sierra Leone to create an impartial record of the abuses that occurred during the conflict. The commission's investigators soon found that gathering information, specifically about sexual violence, was not easy. In Sierra Leone, as in many other countries, women and girls are afraid to speak publicly about rape and other sexual violence. They are shunned in their own communities when they admit they have been sexually abused. To help break through such barriers, the UN Development Fund for Women (now UN Women) intervened with advice, training, and other support. Based on their findings, the commission urged reforms in Sierra Leone's legal, judicial, and police systems to make it easier for women to report cases of sexual and domestic violence.

Sources:
- www.unfpa.org/women/docs/gbv_sierraleone.pdf
- www.bbc.co.uk/news/world-africa-14094194
- www.rescue.org/video/stop-violence-against-women-irc-sierra-leone
- www.halftheskymovement.org/pages/amie-kande
Take notes while watching the *Gender-Based Violence in Sierra Leone* film module, using the following list of questions as a guide:

- What happened to Fulamatu?

- What actions did she take?

- What consequences did Fulamatu face for speaking out?

- What consequences did the perpetrator face?

- Write down two or three quotes from the film that stand out most for you and/or illustrate the culture of impunity that Fulamatu is facing.
Read Gwen’s story and work with your group to complete the activity below:

Gwen was a single mother who had been struggling financially and personally. She had her first child at a young age but was determined to stay in school and get her education, so she worked part-time and relied on government support to help with her tuition and child care.

One day she was riding in a car with a male friend, on the way to pick up some food. Without warning, her friend turned off the road, parked behind some buildings, and attacked her. He choked her almost to death and raped her. He later claimed that she deserved it because of what she was wearing that day and because she had already had a child but was not married.

How do you think Gwen’s story turns out?

Work as a group to create two endings for Gwen’s story based on the following scenarios:

1) Imagine that Gwen lives in Fulamatu’s community in Freetown, Liberia:
   - What steps will Gwen take?
   - Who will she turn to for support?
   - What reactions will she get from her friends, family, and community?
   - Will she reach out to her local law enforcement? How do you think they will respond?
   - What do you think will happen to the perpetrator?
   - What impact do you think this event will have on Gwen and her family?

2) Imagine that Gwen lives in a community in the United States:
   - What steps will Gwen take?
   - Who will she turn to for support?
   - What reactions will she get from her friends, family, and community?
   - Will she reach out to her local law enforcement? How do you think they will respond?
   - Will she have access to family support programs or community programs? What kinds of services will they provide? What do you think will happen to the perpetrator?
   - What impact do you think this event will have on Gwen and her family?
“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 her attacker 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 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 that was first passed into law in September 1994. She stressed that the attack happened before the Violence Against Women Act had been passed, and if current laws providing stronger protection and support for victims of gender-based violence had been in place, the outcome for her might have been different.

The Violence Against Women Act (VAWA) was the first major 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.
Purchasing the Full-length Film

New Video, a Cinedigm company, is a leading entertainment distributor and the largest aggregator of independent digital content worldwide. New Video’s Docurama Films is proud to offer *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* as part of its roster of acclaimed, award-winning documentaries. Educators may purchase the full-length film through their website: www.newvideo.com/institutional.

Purchasing the Book

From two of our most fiercely moral voices, a passionate call to arms against our era’s most pervasive human rights violation: the oppression of women and girls in the developing world. With Pulitzer Prize-winners Nicholas D. Kristof and Sheryl WuDunn as our guides, we undertake an odyssey through Africa and Asia to meet the extraordinary women struggling there, among them a Cambodian teenager sold into sex slavery and an Ethiopian woman who suffered devastating injuries in childbirth. Drawing on the breadth of their combined reporting experience, Kristof and WuDunn depict our world with anger, sadness, clarity, and, ultimately, hope.

Through these stories, Kristof and WuDunn help us see that the key to economic progress lies in unleashing women’s potential. They make clear how so many people have helped to do just that, and how we can each do our part.

Throughout much of the world, the greatest unexploited economic resource is the female half of the population. Countries such as China have prospered precisely because they emancipated women and brought them into the formal economy. Unleashing that process globally is not only the right thing to do; it’s also the best strategy for fighting poverty.

Deeply felt, pragmatic, and inspirational, *Half the Sky* is essential reading for every global citizen.

The book may be purchased through amazon.com.
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COMMUNITY CLASSROOM
Community Classroom is an innovative and free resource for educators, offering short-form film modules adapted from ITVS’s award-winning documentaries and standards-based lesson plans for high school and community colleges, NGOs, and youth organizations. To learn more, visit itvs.org/educators

ITVS
Independent Television Service (ITVS) funds, presents, and promotes award-winning independently produced documentaries and dramas on public television and cable, innovative new media projects on the Web, and the Emmy® Award-winning series Independent Lens on PBS. ITVS receives core funding from the Corporation for Public Broadcasting, a private corporation funded by the American people.

ITVS's Women and Girls Lead campaign is a strategic public media initiative to support and sustain a growing international movement to empower women and girls, their communities, and future generations. To learn more, visit womenandgirlslead.org

SHOW OF FORCE
Dedicated to creating feature documentaries and television series events of the highest caliber, Show of Force is known for dynamic, character-driven storytelling that consistently engages, entertains, and inspires. Show of Force is a media production company represented by CAA (Creative Artists Agency), with 20 years of combined experience and excellence between partners Maro Chermayeff and Jeff Dupre. They have produced over 20 hours of television and media content per year with a staff of excellent young producers and are the recipients of numerous awards and accolades for their work on both U.S. and international media broadcasts. Show of Force is the production company overseeing the multiple platforms of the Half the Sky: Turning Oppression into Opportunity for Women Worldwide movement. To learn more, visit showofforce.com

Independent Television Service (ITVS)  email: classroom@itvs.org  web: itvs.org/educators/collections