**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Group leader\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Other group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***\*The group leader must ensure that (1) all members of the group participate in all activities and (2) all steps/questions in this packet are completed by the group in the time allotted. Five additional points will be added to the group leader’s grade.***

**Gender-Based Violence: Challenging Impunity**

You and your group members will be given *homework* as well as *classwork* to help your understand your chosen topic. Some of this work will be i**ndividualized** and some will be shared as a **group.** You are responsible for keeping all your work together and turning it in, with the assigned rubric, at the culmination of this unit on \_\_\_\_ **Monday, May 23rd**

**Part I. Homework-Individual Responsibility during the Week**

As homework, you and each of your group members are personally responsible for reading the chapters **Ch 4, Ch5, Ch 13\_\_** in the book *Half the Sky*. Reading this material is important for helping you to better understand the context of your assigned topic and film clip, which will be completed in class, yet, more importantly, the reading will help you write a better reflection paper at the end if this unit. You should begin reading this material on \_\_\_\_\_ **May 11th**  \_ and finish it by \_\_ **May 16th**

**Part II. Classwork –Individual and group work completed in class**

1. “**Do Now.”**

Briefly respond to the quotation below. First, state whether you agree or disagree. Then offer your comments/thoughts about it.

“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).

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1. **Prescreening Activities (1 whole class period)**
2. As a whole class, we will view the 5:48 minute clip of the trailer for the *Half the Sky* series.
3. Following the trailer, each group member should read the sheet **“Gender-based Violence Glossary.”** Each group member should make a tally mark next to each type ofviolence that he/she has either experienced, witnessed, or knew someone who experienced or witnessed it. (5 minutes)
4. As a group, note which types of violence seemed most common to the group and discuss. This is sensitive subject matter, so please be respectful in your discussion. (10 minutes)
5. Each group member should read the sheet **“Power and Control.”** Each group member should make a tally mark next to each type of control he/she has either experienced, witnessed, or knew someone who experienced or witnessed it. (5 minutes)
6. As a group, note which types of violence seemed most common to the group and discuss. This is sensitive subject matter, so please be respectful in your discussion. (10 minutes)
7. Have someone in the group look up the work “Impunity” and define it here: \_\_\_\_\_\_\_

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1. Discuss as a group any crimes in the U.S. that have impunity (ex-downloaded music) . (10 minutes).
2. **Viewing the Film Clips (1-2 class periods)**
3. Before I put on the film clip, please read the handout “Sierra Leone in Context” individually or as a group.
4. Watch the 10:44 film clip as a class and take notes on the “Film Module Screening Guide” on your own. These notes will be collected at the end of the unit along with all the other materials here, so pay attention and take notes.
5. During class we view all the other groups’ clips in addition to your own. You are not responsible for taking notes on these clips, but you can if you find them interesting or if you think you may want to refer to them in your final reflection paper.
6. **Post Screening Activities**
7. Gather as a group and discuss these questions: (15 minutes)
8. What role does gender play in Fulamatu’s story? Would her story be different if she were male?
9. Do you agree with Amie Kandeh’s statement that “the root cause of violence against women is about power and control”?
10. How does Fulamatu’s culture and community contribute to the impunity of rape?
11. 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?
12. What impact do you think race and economic status have on violence against women and girls in the United States?
13. Read the sheet “Gwen’s Story” on your own and answer the questions. (20 minutes).
14. Share your answers with your other group members. Then together, read through “Student Handout D: Representative Gwen More and the Violence Against Women Act.” Discuss the facts together. (10)
15. Complete the post screening lesson with a final “do now” below. Share any thoughts you have about all parts of this lesson so far. (5 minutes)

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**Part III. The Essay-Individual/Group Reflection: Monday, May 23rd**

1. You and your group write join forces to write reflective essay about your thoughts on this topic. One copy of your group’s reflective paper should be on turnitin.com.
   1. **pages total** **(A Group Grade)**
2. After completing the essay, turn in a printed copy on the last day of the course accompanied by the rubric and all the above unit materials you completed

**(an individual grade).**

**Men and boys, women and girls-the impact of gender-based violence.   
(Group Focus-Gender-Based Violence)**

**Background:** 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. Some fast facts (there are so many ☹)

* One out of every five American women has been the victim of an attempted or completed rape in her lifetime.
* *Approximately 1,270,000 women are raped each year. Another 6,646,000 are victims of other sexual crime, including sexual coercion, unwanted sexual contact, or unwanted sexual experiences.*
* 15% of sexual assault and rape victims are under age 12; 29% are age 12-17; 44% are under age 18; 80% are under age 30; ages 12-34 are the highest risk years.
* Girls ages 16-19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault.
* Most female victims are raped before the age of 25, and almost half of female victims are under the age of 18.
* 63.84% of women who reported being raped, physically assaulted, and/or stalked since age 18 were victimized by a current or former husband, cohabiting partner, boyfriend, or a date.
* 1 in 5 girls and 1 in 20 boys is a victim of child sexual abuse in the U.S.
* During any single year in the U,S. 16% of children aged 14-17 have been sexually victimized.
* Children aged 7-13 are most at risk for child sexual abuse.

**Prompt: Explore the root causes of violence against women and girls by examining how a culture’s gender roles or gender expectations can encourage gender-based violence. You should look at this through both a global and American lens. Consider how the negative consequences of violence against women affect the lives of boys and men as well as girls and women. How can we begin to change both the global and American culture? Do you think we live in a “rape culture” as so many American sociologists argue? (You should look up that term “rape culture” to understand what is meant by it). Do we use violence against women as a form of entertainment in this country?**

**Research Requirement:** 2 research facts that focus on global violence and 2 research facts that explore American violence. (you may use resources provided in class).