**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. (3) The final reflection is on turnitin.com.***

**Women’s Economic Empowerment**

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 11, ch 12, Ch 14** 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 11**\_\_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.

“If we empower women we empower society. There is a direct correlation. We are not just changing a life; we are changing a community” (Roshanah Zafar, founder of the Kashf foundation).

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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, complete the sheet **“Living on $2 a Day”** on your own. Please follow all three steps as directed on the worksheet. You can use a calculator. (about 15 minutes)
4. Once all group members have completed their sheets, share your choices as a group. Discuss these questions: What was your biggest challenge when makling the budget? What was your biggest expense? Were there “essentials” you could not afford? Were you able to pay for your child’s school fees? Would you want your child to stay home to work instead of going to school? How young is too young for a child to work? What would happen if someone got sick? How would it make you feel if you could not provide for your family?
5. Share this fact as a group: More than HALF of the world’s population live below the poverty line which is $2 (American dollars) a day. How does this fact affect your understanding of the choices some families may make in regards to their finances? (total group discussion 15 minutes)
6. Individually read the handout **“Poverty and Gender.”** (10 minutes)
7. As a group, discuss the “Discussion Questions” on the “Poverty and Gender” worksheet.

After sharing, discuss any facts shocked you, or share any of your comments about this pre-screening activity here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. **Viewing the Film Clips (1-2 class periods)**
2. Before I put on the film clip, please read the handout “Kenya Past and Present” individually or as a group.
3. Watch the 10:41 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, so pay attention.
4. During class we view all the other group’s 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.
5. **Post Screening Activities**
6. Gather as a group and discuss these questions: (10 minutes)
7. Ingrid Munro says that “In order for people to get out of poverty, you need to deal with every aspect of their life.” What does she mean by this? Do you agree or disagree?
8. When we read about problems in communities, our minds tend go immediately to aid or relief funds. How willing would people be to fund a business for someone? What might be the benefits and pitfalls of social entrepreneurship as a means of aid rather than traditional relief aid?
9. What role has the issue of women’s economic empowerment had in your own life? Are their different economic expectations in your family for men and women? Do you put certain expectations on yourself that might be a result of cultural or gender stereotypes and expectations?
10. On your own, read “Expert Fact Sheet-(page 1) , specifically the sections marked “Benefits of Women’s Empowerment” and “ What is Needed?” and complete the sheet “the Ripple Effect Worksheet” after reading. (20 Minutes)
11. Share your worksheet responses with the whole group. Discuss the ways in which women’s empowerment affects all members of the community, including men and boys. Also discuss how helping to finance just one woman could potentially change a community. Finally, discuss why this kind of aid does not occur more often; instead, people tend to prefer the “relief aid.” (10 minutes)
12. Complete the post screening lesson with a final “do now” below. Share any thoughts you have about all parts of this lesson so far.

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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.

**2-3 pages total** **(A Group Grade)**

1. 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).**

**Poverty and Gender (Group Focus-Women’s Economic Empowerment)**

**Background :** Women play a vital role in the economic prosperity of their families, communities, and countries, yet in every part of the world, women work longer hours than men, are paid less for their work, are at a higher risk of unemployment, and are far more likely to live in poverty. Fast Facts: • Approximately 70 percent of the world’s poor are women and girls. • Women earn less than 10 percent of the world’s wages, but do more than two-thirds of the world’s work. • In the United States, a woman earns approximately $0.79 for every $1.00 that a man earns in a similar job. • In one out of three households around the world, women are the sole breadwinners. • Economically empowered women tend to have fewer children. • Each additional year in school raises a woman’s earnings by about 15 percent. • Women reinvest 90 percent of their income into their families while men invest only 30 to 40 percent. In Brazil, when income is in the hands of the mother, the survival of a child increases by about 20 percent. • Women in sub-Saharan Africa own less than 2 percent of the land, but produce more than 90 percent of the food. • Studies show that when women have secure rights to their land, their family’s nutrition and health improve, they are less likely to be victims of domestic violence, and their children are more likely to receive an education and stay in school longer. • In developing countries, women and girls are most often responsible for household and community water management and travel great distances in search of water, which limits their time for other activities, including doing income-generating work. • South African women collectively walk the equivalent of a trip to the moon (384,400 kilometers or 238,855 miles) and back 16 times a day to supply their households with water.

**Prompt: According to the film and the book, what traditional expectations or stereotypes of men and women, both global and American, help reinforce the economic inequality between men and women?**

Your reflection should discuss the cultural expectations on a global level AND any American traditions/stereotypes/cultural practices that affects women’s economic power in the United States. Consider these questions: How well does American culture encourage women’s physical, emotional, maternal, mental, governmental, and financial empowerment? How are empowered women in the Unites States regarded? Are powerful women treated in the same way as powerful men? What might be the financial effects of American culture on boys and girls?

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