



16 Days of Activism against Gender Violence

TEFL Lesson Plans

for General School Teachers & Students

presented by:

Gender and Development Committee of Peace Corps Romania

This collection of TEFL lesson plans have been put together specifically for the 2009 16 Days of Activism Against Gender-based Violence campaign, which takes place between November 25th through December 10th. Topics included in these lesson plans vary from human rights to gender stereotypes, but each one contains some information pertaining to gender-based violence.

This toolkit contains six lessons geared toward younger, less advanced learners. There is an additional toolkit that contains lessons for advanced students. While the plans can certainly be taught as an entire unit (as numbered 1-6 or 1-7), they can just as easily stand alone as individual lessons. Each lesson's content, which for some lessons includes additional materials located at the end of the lesson plan, can be easily changed and adapted to fit the level of any students being taught. It is our hope that English teachers find these lessons useful not only for teaching and practicing English, but also for enlightening students to some very significant issues related to gender-based violence.

Lesson Plans

- 1) Gender Stereotypes
- 2) Human Rights
- 3) Human Rights Stories
- 4) Human Rights & Gender Violence
- 5) Domestic Violence
- 6) Domestic Violence II



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<p>Rationale for lesson: To introduce students to the idea of gender stereotypes and promote a less rigid view of gender.</p>	<p>This lesson is designed for one 50 minute class period.</p>
<p>Title of lesson or book used:</p> <p>Gender Stereotypes</p>	<p>Materials:</p> <p>markers, gender neutral paper silhouettes, short descriptions about famous people</p>
<p>Resources:</p> <p>http://www.unfpa.org/16days/forms_violence.htm http://www.cwgl.rutgers.edu/16days/home.html -16 Days Against Gender Violence websites http://www.media-awareness.ca/english/resources/educational/lessons/secondary/gender_portrayal/gender_stereotypes.cfm</p>	
<p>Objectives:</p> <p>Students Will be Able To:</p> <ol style="list-style-type: none"> 1) Define stereotype. 2) Recognize gender stereotypes, some of their sources, and how they can be reinforced. 	
<p>Introduction/Motivation:</p> <p>Have students write one or two sentences describing the "perfect" woman or man.</p>	

Procedure/Activity:

- 1) Define stereotype.
- 2) Elicit common examples of stereotypes from class and record.
- 3) In small groups ask students to write the words "act like a man" and draw a box around it.
- 4) Groups should then discuss what it means to "act like a man" in today's society and jot these ideas down on the paper on the outside of the box (students can be prompted by asking questions like what it means to "act like a man" on a date, in sports, in school, etc.).
 - * Instead of writing down what it means to "act like a man" students can cut out magazine/newspaper images that they feel demonstrate the concept and then explain why they chose the images they did.
- 5) The groups should now discuss what it means to "act like a woman" and record their answers in the same way.
- 6) Each group shares their answers with the whole class as the teacher records them.
- 7) Teacher explains that boys and girls are expected to adopt many of these attitudes in order to be seen as "real" men or women in society. Women and men and girls and boys are not born this way; these ideas and behaviors are learned.
 - * It might be appropriate here for the teacher to explain the difference between sex and gender -that gender is a social construction (like the teacher demonstrates in this LP) and that sex is our biology (sex primary and secondary organs, hormones, etc.). This might make it easier for the students to see how their own gender is shaped, and how they can be free to express it in whatever way they want.
- 8) Ask students the following questions and record answers:
 - o Where do we learn these gender roles?
 - o What people teach us these stereotypes? Entertainment? Sports? Media? (When the students respond "TV" or "movies," ask for specific examples to list.)
 - o What other people influence our learning of gender roles?
 - o Where else in society do we find these messages? (Ask for specific examples if general comments are made like "TV" or "magazines.")
 - o What happens to boys and girls when they don't fit the box?
 - o How do these things keep people from acting in ways that are not in the box?
- 9) Now ask students
 - How many boys in the class have not...(Pick a characteristic from the examples they generated for "act like a man" and see how many have not fulfilled that stereotype. Try to help them see that violating that stereotype does not delegitimize their "masculinity.")
 - Do the same for girls.
- 10) The teacher explains that we're all real people and we can experience the full range of emotions, including happiness and sadness, love and anger.
- 11) Stereotypes are destructive because they limit us and put us in boxes.

- 12) We should be who we are without worrying about fitting in the gender stereotypes.
- 13) To demonstrate the concept that all people (boys and girls and women and men) experience a variety of emotions and have a variety of interests that are really irrelevant to gender, students will read anonymous descriptions about famous people and make identity collages (drawing pictures with markers or crayons or using magazines to represent aspects of each person) on gender neutral silhouettes.
- 14) Students present their collage to the class (I like playing chess. I enjoy spending time with my family and friends. I was the president of my high school class. etc.).
- 15) Rest of class tries to determine gender of person.
- 16) Teacher asks students the reasons they picked the gender they did and questions their assumptions if possible (e.g. Can't girls like playing chess and be the president of their class?).

Closure:

- 1) For homework students write three ways in which they don't fit in the gender stereotype boxes.

Evaluation/Assessment:

Reflection:

Beyonce

I am a singer and have been singing since I was very young. First, I sang in a group, but now I am a solo singer. In addition to singing, I enjoy acting, dancing, traveling, and working out. I have a mother and father and one younger sister. I help others by creating and supporting charitable organizations.

Justin Timberlake

I am a singer. As a child, I participated in many talent shows. First, I sang in a group, but now I am a solo singer. My parents are divorced and I have two stepbrothers. I enjoy hanging out with friends, working out, dancing, acting, and watching movies. I also design and sell clothes.

Ellen Johnson Sirleaf

I am a president. I studied economics and public policy at a very prestigious university. In my lifetime, I have worked as a bank executive and as an economist. At one point in my life I was sentenced to ten years in prison for speaking out against my country's military regime, but after only a short time in prison I was allowed to leave my country as an exile. Eventually I returned and became president. I was married, but then got a divorce. I have four sons. I enjoy swimming.

President Obama

I am a president. I studied political science and law at prestigious universities. In my lifetime, I have had several occupations, which include community organizer, lawyer, teacher, and senator. I am married with two daughters.

Dickinson

I am considered a great poet. I wrote over 1800 poems, but less than 12 were published in my lifetime. I never got married or had children. As I became older, I spent more and more time at home until I would not want to even come out of my home.

Brad Pitt

I am a movie star. Recently I have started to dedicate myself to charity and social causes. I have three kids but am currently unmarried. When I was at university I studied journalism. I

liked to swim and play tennis and golf when I was younger.

Shakira

My name is Arabic and means "thankful." I am a singer and dancer and can speak English, Italian, Spanish, and Portuguese. As a kid, I enjoyed writing poetry and currently enjoy studying history. In 1995, I founded a charity that helps poor children. I like to give live concerts and performances.

David Beckham

My grandfather was Jewish, and I consider myself "half-Jewish" because Judaism has influenced me very much. I am a famous football player. I am married and have three sons. I do charity work for UNICEF.

Lady Gaga

I could play the piano by ear since I was four, and studied music at a prestigious school in New York City. I have written songs for Fergie, Akon, the Pussycat Dolls, and Britney Spears. Since then I have become a well-known pop music star. I like fashion and I am known for wearing creative outfits while performing.

President Basescu

I am a president. I am married with two daughters. I worked for a shipping company before I became involved in politics. I served as a legislator, a minister, a mayor, and now I am President.

Chivu Cristian

I am married with a daughter. I currently am a football player. I have opened up many youth football schools because my father was a youth football coach. As a child, I used to play football in the apartment with my sister.

Mia Hamm

I am a football player. As a kid, I played with my five brothers and sisters. I have scored the most international goals of any player in history. I am married with twin daughters. I was

named FIFA World Player of the Year the first two times it was awarded. I founded an organization that helps transplant patients and families.

Mother Theresa

I am celebrated as a charitable person who helped the sick, poor, and dying. I lived to be 87 years old. I was awarded a Noble Peace Prize. I moved to Ireland to learn English before moving to India. My father was an Albanian politician, but I was never involved in politics. I never married or had kids.

Gandhi

I was married and had four children. I was a lawyer who later became an advocate for peace and independence of occupied nations. I have served as an inspiration to generations of civil rights advocates all over the world. I once walked 400 kilometers to the sea to make salt in order to protest British oppression.



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Rationale for lesson: To inform students about human rights and the Universal Declaration of Human Rights. To provide students with the opportunity to realize that gender based violence is a human rights violation.

This lesson is designed for one 50 minute class period.

Title of lesson or book used:

Human Rights

Materials:

plain language version of the Universal Declaration of Human Rights, a set of ten pictures reflecting rights or a written example of a right violation and a matching set of ten cards with an explanation of the corresponding right written in English, paper, pencils

Resources:

<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

<http://jalt.org/pansig/PGL2/HTML/Eastley.htm>

http://www.unfpa.org/16days/forms_violence.htm

<http://www.cwgl.rutgers.edu/16days/home.html>

-16 Days Against Gender Violence websites

Objectives:

Students Will Be Able To:

- 1) Use the specific language that is used when speaking about human rights.
- 2) Recognize the purpose of the 16 Days of Activism Against Gender Violence.

Better understand the human rights that many women are denied throughout the world.

Introduction/Motivation:

- 1) Kids list all the things they think they have the right to have/do.

Procedure/Activity:

- 1) In pairs, students are asked to create a list of the needs all humans have.
- 2) Each pair reads their list and as a class list is compiled on the board.
- 3) Students are asked to explain the difference between a human need and want.
- 4) If needed, teacher defines rights.
- 5) Teacher explains that the needs we all have are really rights we are entitled to and though people are entitled to these rights many people are denied them (a few current events can be used as examples).
- 6) Teacher asks if anyone knows about the Universal Declaration of Human Rights created in 1948. It is briefly explained that the declaration was created after the rights of many people were denied during WWII and that it is meant to be a standard for all people to accept and follow.
- 7) Teacher asks class to name all the rights that they have in their lives.
- 8) It is explained that when we have a right we say that "we enjoy the right" and if we don't have a right "we are denied the right."
- 9) Students are given either a picture (reflecting a right) or card with a right written out on it.
- 10) Students with pictures are asked to imagine what right it might represent and students with the written cards are asked to check the meaning of any vocabulary they might not understand.
- 11) Students are asked to move around the room and find the matching picture or written description by asking "What right do you have?" or "Do you have the right to...?"
- 12) Once they have found their partner, each pair is asked to write a list of all the things they can do if they enjoy that right and list all the things they can't do if they are denied that right (e.g. Without the right to education a person might not be qualified to get a specific job. With rest and leisure a person can have good health.)
- 13) Pairs share lists with class.

Closure:

- 1) Students are given a plain language version of the declaration and are told that the rights they have matched are part of the declaration.
- 2) Teacher tells or reminds students that November 25th to December 10th is an international campaign against gender violence.
- 3) Ask students to look at the list of human rights and to think of the rights discussed in class and discuss which rights women are denied, especially when they are victims of violence.

Evaluation/Assessment:

Reflection:

*Instead of or in addition to the picture matching activity, students could role-play scenarios when a right is being enjoyed or denied

Situation	Right
A young boy is unable to go to school because he must work for his family.	The right to marriage.
A young girl is forced into prostitution.	The right to own property.
A woman is arrested for wearing a religious necklace.	The right to freedom of opinion.
A divorced woman cannot marry again.	The right to freedom from slavery.
A woman is beaten by her husband.	The right to freedom from torture.
A married woman is unable to own a house.	The right to rest and leisure.
The post office reads your mail.	The right to asylum.
A newspaper reporter is told what to write.	The right to education.
A boy is forced to work ten hours a day, seven days a week.	The right to privacy.
A refugee escapes to a second country and is jailed.	The right to freedom of religion.



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Rationale for lesson: To Give Students a personal connection to the struggle for rights.	This lesson is designed for one or two 50 minute class periods.
Title of lesson or book used: Right Hands	
Materials: paper, markers, pencils, Personal story cards w/ pictures	
Resources: www.witness.org www.unicef.org www.un.org	
Objectives: Students Will Be Able To: 1) Connect with another child's struggle for human rights. 2) Understand other lifestyles. Read and draw connections from a story in English.	
Introduction/Motivation: 1) Would you like to work instead of going to school right now? When you were 7?	
Procedure/Activity: 1) Students will do the warm-up activity. (5 minutes) 2) Students are each handed a copy of a child's personal story. These stories will focus on human rights. 3) Students are asked to read their stories. If this is a lower level class maybe give all students the same story. (10 minutes) 4) The class will share the main points of their story with the class. The teacher should write these separately on the board. (If it's a lower level class, have a question worksheet made for student to answer) 5) Once the students have shared their thoughts, [The teacher can dictate which students to ask for easier and more difficult information through direct questioning], students will choose which story they identify/liked the most. The children in the stories had very different lives than most children. What should a child's life be like? Assign as a homework assignment or do together in class if time.	

Closure:

1) If the students are not finished with the "child's life activity" by the end of class, they are asked to finish it for homework.

Evaluation/Assessment:

Information assessment based on participation in class. Students may be formally assessed based on story understand or grammar exercises used along with the story.

Reflection:

REAL LIFE STORIES

1) MAYA: TO BE BORN A GIRL

My name is Maya. I was born 14 years ago in a poor peasant family. There were already many children, so when I was born no one was happy.

When I was still very little, I learned to help my mother and elder sisters with the domestic chores. I swept floors, washed clothes, and carried water and fire-wood. Some of my friends played outside, but I could not join them.

I was very happy when I was allowed to go to school. I made new friends there. I learned to read and write. But when I reached the fourth grade, my parents stopped my education. My father said there was no money to pay the fees. also, I was needed at home to help my mother and the others.

If I were a boy, my parents would have let me complete school. My elder brother finished school and now works in an office in the capital. Two of my younger brothers go to school. Maybe they, too, will finish.

I know I shall have to spend long hours working either at home or in the field. And then I'll be married. I have seen my mother working from early dawn to late at night. My live will not be much different.

If I were given the choice of being born again, I would prefer to be a boy

DAME: FAR FROM HOME

Hello!

My name is Dame, and I am 14 years old. I am from Nigeria, but when I was 10 I was sent to live in a home with a family outside of Washington, D.C. USA. I thought that I was going to America to go to school. It is called the "land of the free," and I was excited to go. Instead of going to school, I was forced to work in the house and take care of six children. The kids were not very much younger than me. I had to cook and clean. I was also physically abused. I wanted to go to America and be free, but instead I became a prisoner.

I was very lucky because someone called the police and told them I was a prisoner in that house. I finally escaped, and today I am happy. I am going to school, and I like to study math and history. I also like to play basketball with my friends at school.

2) AMERIGO: A STREET CHILD

My name is Amerigo. I am 13 years old and I live on the street, alone. My mother, who is separated from my father, doesn't want me. She told me to go away, otherwise she would kill me. Now she lives with another man. My father lives very far away. I want to go to him, but he won't take me either. I begged him to send me some money so I could buy a bus ticket. I am still waiting. He hasn't answered.

The streets are now my home. Sometimes I find work. I used to collect trash and sell it to a vendor. I stopped doing that after I had a serious infection and a doctor told me to stay away from the trash dump. Once I worked for an ice cream shop owner and sold ice cream on the beach. But I got no money in return. The owner of the shop gave me something to eat, and let me sleep in his hut at night. The work was difficult and painful. The ice cream box is quite heavy when it is full. I had to walk for hours, offering my ice cream to whoever wanted to buy. There were days when I could not even sell one ice cream.

In a way, I am lucky because I am alive. My friends who work sorting rubbish in dumps often suffer from serious diseases. One of them was recently killed after he fell into a hole that opened up in the pile of trash. Many of us work for 10 to 12 hours, and get so little in return that we can't even buy food.

Shoe-shining is very popular among the street kids. A few of my friends also work in factories and workshops. A boy I know lost one of his eyes after a piece of hot glass flew into his eye at the glass factory where he worked. The owner refused to pay for medical help and fired him.

For me, like all other children on the street, it is very hard. I am always hungry, and I don't know where I will sleep the next night. I would like to live in my own home and sleep there in peace. The nights are very cold in the winter. You can die of cold in the street.

3) SEAN: OUT IN THE COLD, ALONE

My name is Sean. I now live in an abandoned park just outside the city centre, but only a few months ago I was living with my parents in a comfortable house.

My father was the reason I left home. When I was 12, he started showing the sort of interest in me that fathers are not supposed to show. He began by crawling into my bed, and then it got worse. He started sexually abusing me. I lived with it till I was 16, and then I got to the point where I didn't want to stay at home any more.

I knew I had to leave. When I moved out onto the street, I found shelter in a park. I had hoped the outside world would be better. Unfortunately, it was as bad as the other one.

The first nights spent in the park were so frightening. I met two female prostitutes. They were really nice to me and told me where to go if I wanted to work. Soon, I became one of them, except that I was a boy who was just 16.

The park where I live now is really bad. There are people who are mentally sick, who attack you and hit you. There are also addicts who would do anything to get money to buy drugs or booze.

There are so many kids my age who are drug addicts; for many of them, getting and selling drugs is both pastime and profession. People get AIDS and other serious diseases. It is not a place I would wish on anyone. It is also very hard, because you have to put up with the police. Some of them try to take advantage of you. I have to put up with them more than others because I am younger and look innocent.

Do I regret leaving home? Yes and no. I regret not going to school, and not having a place to live. I also miss my mother. But I don't regret leaving my father.

4) PATRICIO: A VICTIM OF WAR

My name is Patricio Nthupuela. When I was born, my country was at war. One day an armed group of people entered our village, bombed our houses and burned them. Both my parents were killed. Many other people were killed, too. A few years later, more violence rocked our village. Armed people kidnapped my sister and several of my cousins. Luckily, I was able to escape the attack. Many people left our village, crossed the borders, and went into neighboring countries. They now live in refugee camps.

I had always wanted to study. A few years ago, after realizing that I could not study in my village because of the war, I decided to move to a town 100 miles away. As I was traveling, a land-mine, blew up our car. In the explosion I lost both my arms.

It was very hard for me to be without both arms. But I wasn't going to give up. I soon learned to write by holding a pencil in my mouth. In spite of my disability, I was admitted to school, and later, I passed fourth and fifth grades. Now I am in the sixth grade. At school, my friends are very helpful, always ready to do whatever they can. I can put my clothes on, but I can't fasten the buttons.

I would like to have artificial arms. I have ever traveled to the capital to find them. So far, I have not been lucky. Luck is not on your side when you are crippled and have nobody in the world.



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<p>Rationale for lesson: To make more advanced students develop critical thinking skills as well as more complex English skills.</p>	<p>This lesson is designed for one 50 minute class period.</p>
<p>Title of lesson or book used: Human Rights and Gender Violence Statements and Opinions</p>	
<p>Resources: http://www.unfpa.org/16days/forms_violence.htm http://www.cwgl.rutgers.edu/16days/home.html www.witness.org; www.unicef.org; www.un.org</p>	
<p>Objectives: Students Will Be Able To: Use their English language knowledge to defend an opinion. Discuss and describe the conditions and human rights abuses that some men and women face daily.</p>	
<p>Introduction/Motivation: DISCRIMINATION -- How many English words can be formed from the letters?</p>	
<p>Procedure/Activity:</p> <ol style="list-style-type: none"> 1) Students complete the warm-up activity. 2) Students will be given a hand-out with several statements about human rights and gender violence. 3) On the board, the teacher will write some example phrases students can use to express their opinions such as the following: <ul style="list-style-type: none"> • I think, I feel, I believe (that), In my opinion • I don't think that..., I don't feel that that..., I have a different opinion, I don't prefer 4) Once students have developed an opinion of their own they will share them with the classes (perhaps by writing them on the board etc.). Students will then decide whether they agree or disagree. For more advanced students a short discussion can take place following each opinion. 5) Students must defend their opinion. It is the teacher's responsibility to question and sustain a discussion atmosphere. If the students are not advanced enough to have a discussion, use the worksheet provided to practice English grammar and learn information regarding gender rights. 	

Closure:

1) The teacher can, if there is time, share actual statistics concerning gender violence and human rights abuses today.

Evaluation/Assessment:**Reflection:**

Controversial Statements

Girls are smarter than boys.

- International education figures, published by the Organisation for Economic Co-operation and Development, show a consistent picture, across cultures and continents, of women achieving better results than men. However, this is a very general statement, and it cannot be said that girls are simply smarter than boys in every aspect.

Women are too emotional and weak to be presidents or heads of state.

- In the 20th Century, there were only 24 women in position as heads of state/government.
- Today, there are 26 women currently serving as heads of state. There are more serving right now than there were in the entire 20th Century.

Violence against women isn't a big problem. It is usually an isolated incident.

- At least 1 of every 3 women around the world has been beaten, coerced into sex, or otherwise abused in her lifetime--usually by someone she knows.

It is okay for a husband to hit his wife because he is the head of the house.

- Violence against women impoverishes individuals, families and communities, reducing the economic development of each nation
- Violence against women in the home, workplace, or elsewhere is considered a human rights violation.

Parents and families can justify child marriages by claiming it will give their daughters a better future.

- In actuality, child marriage is a violation of human rights, compromising the girls' development and often resulting in early pregnancy and social isolation, with little education and poor job training reinforcing the gendered nature of poverty.

Fill-in the blanks using either is, are, or of.

Violence against women and girls _____ the most pervasive violation of human rights in the world today.

Discrimination against women and girls _____ an important basic cause of malnutrition.

More than 1 million children, mostly girls, _____ forced into prostitution every year.

Some 160 million children are moderately or severely malnourished. Some 110 million _____ out of school.

Women comprise 70% _____ the world's poor.

Some 61% _____ child workers (153 million) are found in Asia; 32% in Africa and 7% in Latin America.

At least 500,000 children a year _____ left motherless by death in childbirth.



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****DISCLAIMER**** Due to the sensitive nature of the information included in this lesson, it is highly recommended that the teacher consults other teachers and possibly the school director before teaching it. This lesson should be used with discretion, as its topic of domestic violence may evoke strong reactions and discomfort, especially if a class member has experienced domestic violence personally or knows someone who has. This lesson should not be taught if the teacher is not planning on providing students with information concerning local resources for victims of domestic violence.

<p>Rationale for lesson: To discuss the problem of domestic violence, to provide information about local resources for victims of domestic violence, and to promote non-violence.</p>	<p>This lesson is designed for one or two 50 minute class periods.</p>
<p>Title of lesson or book used: Domestic Violence</p>	<p>Materials: Paper, pencils</p>
<p>Resources: http://www.cal.org/caela/esl_resources/Health/healthindex.html#Do http://www.unfpa.org/16days/forms_violence.htm http://www.cwgl.rutgers.edu/16days/home.html -16 Days Against Gender Violence websites Information about a local domestic violence shelter(s) and the local police</p>	
<p>Objectives: Students Will Be Able To: 1) Describe a picture story about domestic violence using present or past tense. 2) Know the local resources provided for domestic violence victims. Describe alternative, non-violent actions they can do with their hands.</p>	
<p>Introduction/Motivation: 1) Using present continuous, students guess what you or other students are doing as you perform various actions (i.e. talking on the phone, cleaning, doing homework, etc.)</p>	

Procedure/Activity:

- 1) Do warm-up.
- 2) Teach or do a short review of present simple and present continuous (can be done in past tense as well).
- 3) Divide students into pairs and give each pair a copy of the picture story.
- 4) Using present simple or present continuous the students must describe each picture in writing or through discussion (depending on the level of the students).
- 5) If needed, the following prompts or similar ones can be given to students for each picture:

*First frame: Who are the people in the picture? How are they feeling? What are they thinking?

*Second frame: Who is in the picture now? What is new in the picture? How is the family feeling?

*Third frame: Who is in the picture? What is he doing?

*Fourth frame: Who is in the picture? What is the man doing? Why do you think he is hitting the woman? What is the woman doing? (Note: the alcohol is a prop in the story to illustrate a possible progression of events; however, you may want to clarify to students that domestic violence occurs without substance abuse as a precursor.)

* Fifth frame: Now what do you see? What are the mother and children doing? Why is the mother crying? Why are the children crying?

*Sixth frame: What is the man doing? What do you think he is saying? What is the woman thinking?

* Seventh frame: What is happening in this picture?

*Eighth frame: How is the woman? (upset, confused). She is thinking about many things. What is she thinking about? (calling police, effect on kids, alcohol problem, man says he loves her and won't do it again, etc.)

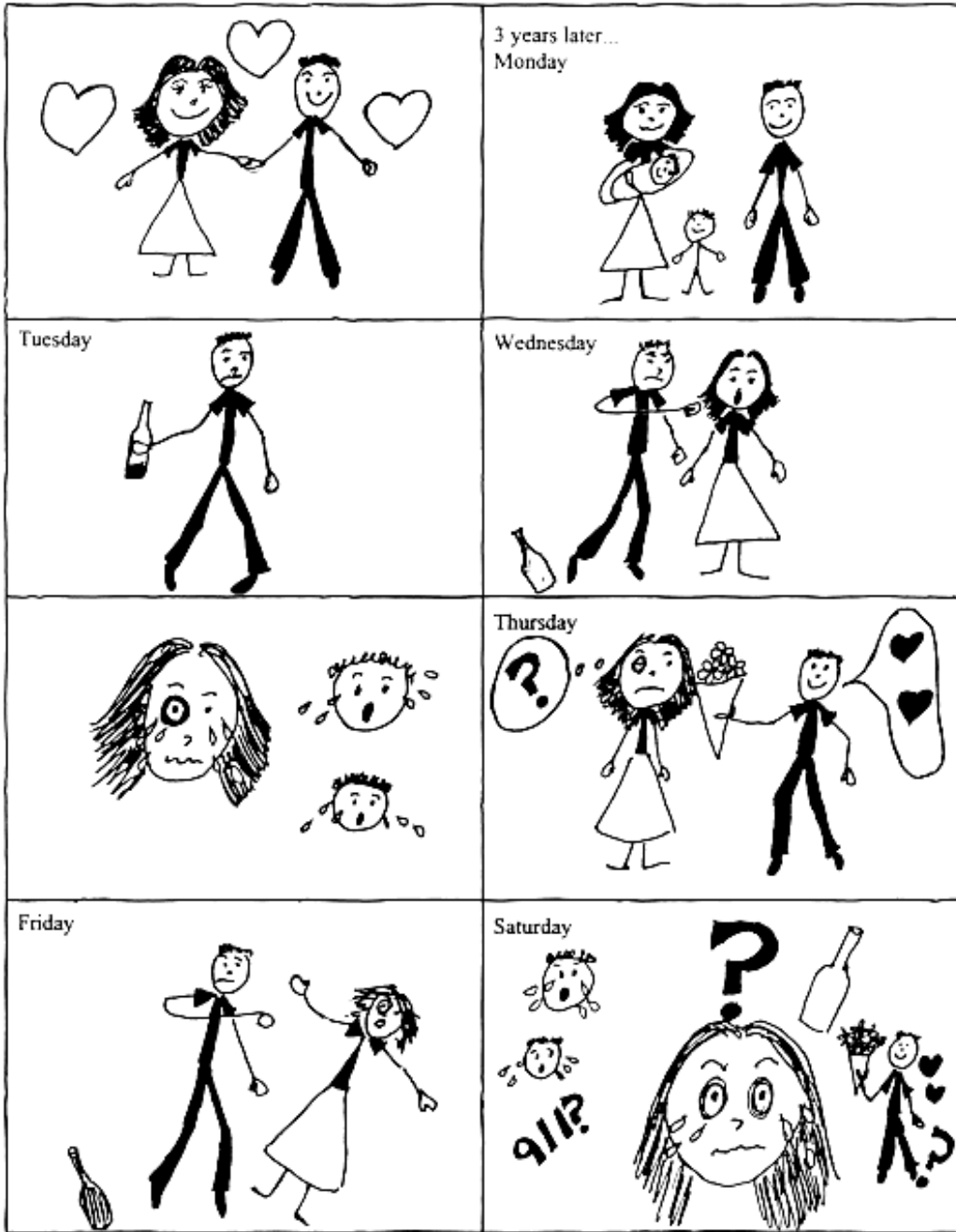
- 6) Share answers as a whole class.
- 7) The teacher can ask some additional discussion questions such as: What do you think the woman will do? Why? (If they answer "stay," maybe it's for reasons of loving husband, wanting to keep the family together, embarrassed that community will find out, etc.) What do you think the woman should do? Why? What can she do if she lives in your community?
- 8) At this point, the opportunity arises for the teacher(s) to discuss the problems a victim of abuse faces and sources of help available in the local community. It is very important to provide students with information concerning what they can do in their community if they are being abused or if someone they know is being abused. For example, information about a local shelter and about calling the police could be given to the students.
- 9) Students trace their hands on paper and cut them out.
- 10) On the hands, students write at least five things they can do with their hands that are not violent.
- 11) Display hands around the classroom/school.

Closure:

1) If time permits, teacher can share information about the 16 Days Against Gender Violence Campaign and how people all over the world are combating violence against women.

2) Teacher can also have the kids look up information about the campaign for homework.

Evaluation/Assessment:**Reflection:**





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Gender and Development Committee of Peace Corps Romania

<p>Rationale for lesson: To inform students about gender violence and human rights. To teach the students about advocacy, and how they can make a difference in their everyday lives.</p>	<p>This lesson is designed for one or two 50 minute class periods.</p>
<p>Title of lesson or book used: Advocacy and Review Lesson</p>	<p>Materials: Paper, pencils</p>
<p>Resources: http://www.unfpa.org/16days/forms_violence.htm http://www.cwgl.rutgers.edu/16days/home.html -16 Days Against Gender Violence websites www.un.org www.unicef.org http://www.unicef.org/voy/explore/violence/explore_3558.html --Ioana Barbu, an example of a young Romanian making a difference. http://www.unicef.org/voy/explore/online_art_exhibit/index.html --example of advocacy, student artwork focusing on the rights of children</p>	
<p>Objectives: Students will be able to: 1) Describe gender violence, human rights, and advocacy. 2) Write an informal letter sharing their feelings in English.</p>	
<p>Introduction/Motivation: What do you think the word "bully" means? Let the students take guesses at what it could be. Afterwards, give examples of bullying such as the following: calling people names, hitting, pushing, biting, damaging belongings, stealing, saying bad things on the internet...</p>	

Procedure/Activity:

- 1) Complete introduction or other warm-up.
- 2) Share with students that when they stand up against bullies they are being advocates. Advocat (lawyer) is a little different than advocate in English. Write both on the board and how they are different.
- 3) Here is a good time to share information about the 16 Days Against Gender Violence Campaign and violence in general. (http://www.unfpa.org/16days/forms_violence.htm and <http://www.cwgl.rutgers.edu/16days/home.html>).
- 4) Explain to students the basic format of a letter.
- 5) Share the story of Ioana Barbu from Bucharest with the students. Let the students brainstorm ways they can help!
- 6) Draw an outline of a letter on the board.
- 7) Help them share their feelings about rights and violence in letter format.
- 8) Send the letters to an organization of your choice or to one of organizations provided in this lesson.

Send Letters/Emails to:

- Local/National governments
- <http://www.savethechildren.org/>
- The UN
- World Health Organization
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Local organizations in your area

Closure:

Collect finished letters. Letters that are not finished are assigned as homework.

Evaluation/Assessment:

Students will turn in their letters for a grade, and the letters will also be sent to an organization of the teacher's choice.

Reflection:

HOW:

- Use your own words!
- Be clear about the issue you are writing about
- Be Brief!
- Support your opinion!
- Ask for a reply if that is appropriate.
- Ask questions, but don't be too pushy!
- Include a complete return address.
- Type or use your own handwriting.
- Enclose a stamp-addressed envelope if you request reply.

More Handy Hints:

- Leave at least one month for a reply. Most non-governmental organizations and United Nations Information Centres have only limited resources--this is why your letter must be to the point and specific. It may take some time for them to reply.
- If you want more information ask for it specifically--don't ask for 'everything you have'!
- First paragraph -- explain why you are writing and who you are.
- Second paragraph -- state your case or request information.
- Third paragraph -- close on a positive note.

16 Days of Activism Against Gender Violence

The 16 Days of Activism Against Gender Violence is an international campaign originating from the first Women's Global Leadership Institute sponsored by the Center for Women's Global Leadership in 1991. Participants chose the dates, November 25, International Day Against Violence Against Women and December 10, International Human Rights Day, in order to symbolically link violence against women and human rights and to emphasize that such violence is a violation of human rights. This 16-day period also highlights other significant dates including November 29, International Women Human Rights Defenders Day, December 1, World AIDS Day, and December 6, which marks the Anniversary of the Montreal Massacre. The 16 Days Campaign has been used as an organizing strategy by individuals and groups around the world to call for the elimination of all forms of violence against women by:

- raising awareness about gender-based violence as a human rights issue at the local, national, regional and international levels
- strengthening local work around violence against women
- establishing a clear link between local and international work to end violence against women
- providing a forum in which organizers can develop and share new and effective strategies
- demonstrating the solidarity of women around the world organizing against violence against women
- creating tools to pressure governments to implement promises made to eliminate violence against women