

G!RL **BE HEARD**

EDUCATION GUIDE



HISTORY / SOCIAL STUDIES
COMPANION CURRICULUM TO

i am a girl

DIRECTED BY REBECCA BARRY



INTRODUCTION

Girl Be Heard (girlbeheard.org) and the team behind the documentary film *I Am A Girl* (iamagirl.com.au) have partnered to raise awareness about human rights issues affecting girls around the world.

Through a series of lesson plans designed for high school students from grades 9-12, **Girl Be Heard Education Guides for *I Am A Girl*** are a practical and ready-to-use source for teachers to address pressing global and personal issues affecting girls around the world. This collection of lesson plans was designed with the Common Core curriculum in mind, so that teachers can easily use them to complement textbook and classroom work, help prepare students to succeed on standardized tests, excel in college, and contribute thoughtfully as advocates for their communities, locally and globally.

I AM A GIRL

I Am a Girl (Director Rebecca Barry, 2013) is a documentary film that paints a realistic picture of what it means to be a girl in the twenty-first century.

The reality is that girls make up 1/7th of the world's population, yet still face alarming rates of discrimination and violence. Seven out of ten girls have or will experience physical and or sexual abuse in her lifetime¹.

In spite of these obstacles, girls have found extraordinary ways to persevere. In the documentary, we hear their stories of strength, hope, courage, and a refusal to be held back. The journey takes the audience through an array of diverse cultures and societies around the globe: Afghanistan, Cameroon, Cambodia, the United States, Australia, and Papua New Guinea.

While each of these girls has had a unique "growing up" experience dependent on her specific familial and societal expectations, what these girls share is the dream of rising above their circumstances.



AZIZA (AFGHANISTAN)

Aziza highly values her education – something she wishes for all Afghan girls. She wants to study law at a university and dreams of becoming the first female president of her country.



BREANI (USA)

Breani describes her neighborhood as a "black hole" where she sees many of her peers give up on their dreams entirely. With the help of her family, Breani aspires to overcome obstacles she faces growing up in one of the toughest projects in Brooklyn to become the 'Princess of Pop-Rap.'



HABIBA (CAMEROON)

Habiba is marrying for love, but ponders all that she is giving up for her new life. What will it be like leaving behind her friends and family?



KATIE (AUSTRALIA)

Intelligent and from a strong middle-class family, Katie has everything she wants and needs, yet suffers from depression. How will she cope with the stress of her final exams and her first forays into love?



KIMSEY (CAMBODIA)

Kimsey was sex trafficked at age 12. Given the extreme poverty of her family, she became its sole provider with the little money she received during her exploitation in the sex trade. All she wants is for her child to be educated, so that she has opportunities for a better life.



MANU (PAPUA NEW GUINEA)

In the final stages of her pregnancy, nineteen-year-old Manu must face the consequences of her decision to have her baby despite the reservations of her family. Manu dreams of having a healthy baby.

¹ "United Nations Secretary-General's Campaign to UNiTE To End Violence Against Women." UN News Center. UN, n.d. Web. 09 Feb. 2015.



G!RL BE HEARD

OUR PHILOSOPHY: IF A GIRL CAN CHANGE HER OWN LIFE,
SHE CAN CHANGE THE LIVES OF GIRLS EVERYWHERE.

Girl Be Heard (girlbeheard.org) is a non-profit theatre company that brings global issues affecting girls center stage by empowering young women (ages 12-21) to tell their stories.

7 out of 10 girls have or will experience physical or sexual violence in her lifetime.² 34% of girls in our country will become pregnant before the age of 20.³ And for far too many girls in the United States and around the world, the threat of being trafficked is all too real.

Given the challenges that girls face, it's important to educate the next generation of leaders about human rights issues affecting girls. Our program has three main components – after school programs, weekly workshops, and performances – that empower young women to become socially conscious leaders.

Girl Be Heard productions are inspired, written, and performed by girls ages 12 to 21 on the issues they care about most. Through writing and performance, our girls raise awareness about issues affecting young women in their communities and worldwide – from bullying to sex trafficking.

Girl Be Heard shows have inspired and continue to inspire audiences at the White House, United Nations, State Department, TED conferences, off Broadway and on national tours. Girl Be Heard also brings our shows, workshops, and education curriculum to public schools, universities, community centers, detention centers, and conferences to raise awareness about social justice issues affecting women and girls.

² “United Nations Secretary-General’s Campaign to UNITE To End Violence Against Women.” UN News Center. UN, n.d. Web. 09 Feb. 2015.

³ “Teen Sexuality and Pregnancy.” Teen Sexuality and Pregnancy. University of Nevada, 05 Nov. 2004. Web. 04 Mar. 2015.



ABOUT THIS PROJECT

The United Nations adopted Resolution 66/170 to declare October 11 International Day of the Girl, exemplifying that global leaders are finally ready to take action, prioritize, and focus attention on girls. There is no better time to engage youth in exploring these critical human rights issues that are impacting the almost one billion young and adolescent girls worldwide.⁴

We live in a world where:

- Up to 7 in 10 women around the world experience physical and/or sexual violence at some point in their lifetime⁵
- 62 million girls of primary school age are not in school⁶
- 100 million girls are missing due to female prenatal sex selection⁷
- Three quarters of the world's HIV sufferers under age twenty-five are women⁸

I Am A Girl explores patterns of inequality and canvasses the attitudes of the featured girls' mothers, fathers, and communities. Through the film, we learn about the plight of girls from various socio-economic backgrounds in countries around the world and the profound and disturbing discrimination that pervades today. In spite of obstacles these girls face, they tell a story of strength, hope, courage and a strong will to survive.

Students need only reflect on the massive gender imbalance of leadership positions to realize how far we have to go before

female voices are heard as clearly and as loudly as those of males. Out of 195 countries, only 22 are led by women⁹ and, of Fortune 500 Chief Executive Officers, only 23 are women – that's 4.6%.¹⁰ The fact that the Equal Rights Amendment, which grants women equal rights in the United States Constitution, has never been passed, exemplifies the need to open up dialogue about these issues with the next generation of leaders.

From childhood, we see girls around the world afforded fewer opportunities than their male peers. It remains more difficult for girls to complete education in many countries as they are seen to be less important than boys in ensuring the family's prosperity. Their role and value is often seen principally as child-bearer, mother and wife.

Girl Be Heard has created these **Girl Be Heard Education Guides for *I Am A Girl*** on History/Social Studies, English Language Arts, and Health/Advisory to help teachers open up classroom discussions around these important human rights issues and to get students thinking about a future of gender equality.

The Girl Be Heard Education Guide for History/Social Studies is attached herein. The English Language Arts and Health/Advisory guides can be found on the *I Am A Girl* website: <http://www.iamagirl.com.au/education/>

4 "Girl, Child, Human Rights, Childhood, Abuse, Violence, Health, Education, Child Marriage,." UN News Center. UN, n.d. Web. 20 Jan. 2015.

5 "United Nations Secretary-General's Campaign to UNiTE To End Violence Against Women." UN News Center. UN, n.d. Web. 09 Feb. 2015.

6 UNESCO Institute for Statistics, comp. Children Out of School Measuring Exclusion from Primary Education. N.d. UNESCO report. P.O. Box 6128, Succursale Centre-Ville, Montreal, Quebec.

7 United Nations, comp. Unite To End Violence Against Women. N.d. United Nations Secretary General Campaign. Daily News Building, 220 East 42nd Street, New York, NY.

8 "Women's Health." WHO.int. World Health Organization, Sept. 2013. Web. 09 Feb. 2015.

9 "Female World Leaders Currently in Power." Female World Leaders Currently in Power. N.p., 22 Jan. 2015. Web. 19 Feb. 2015.

10 "Women CEOs of S&P 500." Knowledge Center. Catalyst Inc., 13 Jan. 2015. Web. 20 Feb. 2015.

ABOUT THIS GUIDE

In this guide, teachers can find a total of twelve lesson plans for History and Social Studies classes.
This guide covers the following topics:

U.S. HISTORY:

migration movements, black history

WORLD HISTORY:

feminism, colonialism, indigenous populations,
dictatorships, geography of lesser-known countries

CIVICS, CITIZENSHIP, GOVERNMENT:

mental health care/social services,
reproductive rights

ECONOMICS:

macroeconomic systems, microfinance, war politics,
black markets

For each of the girls' stories featured in the *I Am A Girl* documentary film, teachers will find two corresponding lesson plans in this guide: one lesson plan corresponding to World History (U.S. History in the case of Breani) and one lesson plan corresponding to Civics, Citizenship, and Government, or Economics.

Teachers can access the **six video vignettes** corresponding to the six girls' stories (12 minutes each) and **full documentary** (88 minutes total), under the EDUCATION tab at:

<http://www.iamagirl.com.au>.

It is also possible to bring the film to your local cinema through the Gathr platform:

<http://www.iamagirl.com.au/screenings-us/>.

Each lesson plan is designed for a 40-45 minute classroom session and provides a guideline for timing, including a video vignette, at least one interactive activity, and a guided reflection. Suggested questions are provided for the guided reflection process, but teachers are encouraged to follow the natural conversation that develops among their students, which will be different for each classroom. Each lesson also provides suggestions for follow-up prompts that correspond to the material discussed in class and maintain a creative approach to addressing information. Teachers may find that the suggested follow up prompt is more than their students can do as a homework assignment and should feel free to make adjustments or use the prompts to inspire larger projects for their students.

Teachers should note that this guide is not designed as a complete unit, but rather as individual lesson plans that teachers can use in any order or to any degree that is helpful to them. The lessons will be most useful if teachers are able to incorporate their own research and adjust the activities and prompts to fit the unique dynamics of their classrooms.

Teachers should also note that these lesson plans do not address all the topics covered in the film, such as sex trafficking, reproductive health, women's rights, colonialism, indigenous populations/rights, dictatorial regimes, mental health/social services, etc. These lesson plans are designed to be interactive, student driven, and a tool to spark conversation. They may not entirely replace other lesson plans but should be seen as a supplement to get students talking about the topics. It is up to the individual teacher to adapt these lessons to the reality of their classroom, to provide supplementary information and services, and to remind students of the available school psychological services in case these lessons trigger a strong emotional response.

EVALUATION

Embedded within the *I Am A Girl* education website is a suite of evaluation tools.

Teachers are encouraged to:

- a. Get their students to complete the Audience Survey form as a way of starting to reflect on and think about the film. That form can be accessed by clicking on the “Seen *the Film?*” button on the I Am A Girl website <http://iamagirl.com.au> or using the following link <https://surveymonkey.com/s/iamagirlaudiencesurvey>
- b. Teachers are encouraged to complete the Teacher Survey to provide feedback on the curriculum materials and the film. The survey can be found using the following link https://surveymonkey.com/s/iamagirl_teacherfeedback

Girl Be Heard is committed to creating a safe space for youth to engage in thoughtful dialogue around pressing issues facing girls, locally and globally. Ours is a “listening” model. We encourage teachers to empower and encourage the unique voices of each student to be heard in the classroom.

LESSON 1:

Aziza



SUBJECT: CIVICS, CITIZENSHIP, GOVERNMENT
THEME: WAR POLITICS

LESSON PLAN

OBJECTIVE: To develop an understanding of perceptions of Afghanistan in the United States.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark
POPULATION: High School Students (grades 9-12)
TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- Post-it notes (enough for each student to have a small stack)
- A video projector or other device to watch the film

OUTCOMES:

- Students will self assess their knowledge and biases about Afghanistan.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will research and write a paper about Aziza's life in Afghanistan.

WHAT WOULD YOUR LIFE BE LIKE IF...? (10 MINUTES)

The teacher will give post-it notes to the students and will ask them to write down as many words as possible connected to their idea of Afghanistan. Students will post their words on one wall and will have a look at what other students wrote.

The group will be divided into smaller groups of four or five students each. Each group will be then asked to respond to the words on the wall using a still image built with their bodies.

Watch the clip of Aziza's story from I AM A GIRL (15 Minutes).

REFLECTION: GUIDING QUESTIONS (5 MINUTES)

- What idea of Afghanistan did you see represented on the wall?
- How does the video present a different idea/image of what it means to live in Afghanistan?
- What have you heard about Afghanistan from mainstream media?
- What connections can you make between Aziza's life and yours?

WHAT WOULD YOUR LIFE BE LIKE IF? (5 MINUTES)

Students will be asked to get back into their former groups and come up with a new still image that represents how they now view Afghanistan after watching Aziza's clip.

REFLECTION: GUIDING QUESTIONS (10 MINUTES)

- How is the second round of still images different from the first one?
- What words could have been added/changed if we had done a second round of word brainstorming regarding our idea of Afghanistan?
- What does this teach us about preconceptions and prejudice?
- What strategies could you use to avoid prejudice?
- How do you think war might be affecting Aziza's situation?
- What ways do you think war might affect girls and women differently than it might affect boys and men?

SUGGESTED FOLLOW UP PROMPT

Students will be asked to write a fictional paper based on research starting with the sentence "My country is at war...". Students are encouraged to picture how their lives would be if they were in a situation similar to Aziza's. They can choose what the core idea of their paper will be, but they will need to use external factual sources to build the paper.

ADDITIONAL RESOURCES FOR TEACHERS

Women, War and Peace: This is a five-part PBS documentary series by Abigail Disney, renowned documentary film-maker. The series challenges the conventional wisdom that war and peace are men's domain.

Watch the full series here: <http://www.pbs.org/wnet/women-war-and-peace/>

#PeaceIsLoud: Teachers can encourage students to search #PeaceIsLoud on social media to see how social justice movements manifest online.

Afghanistan Timeline: This BBC article has a timeline of conflict from the 1832 British invasion, to 1996 when the Taliban took control, through U.S. influence and military impact.

<http://www.bbc.com/news/world-south-asia-12024253>

Taliban and Girls' Education: The following article from The Guardian explains the Taliban's stance on girls' education.

<http://www.theguardian.com/commentisfree/2012/nov/04/pakistan-extremists-girls-education>

Malala Yousafzai's Nobel Prize Speech: Malala Yousafzai, a Pakistani activist for girls' access to education worldwide, is the youngest Nobel Peace Laureate. <http://www.youtube.com/watch?v=MOqIotJrFVM>

Leymah Gbowee's TED Talk "Unlock the Intelligence, Passion, Greatness of Girls": Leymah Gbowee is a peace activist from Liberia and a Nobel Peace Laureate for her work leading the women's movement in Liberia that helped end the 2003 civil war in her country. In this TED talk, she talks about education and schooling as the key to unlocking the potential of girls who have not been afforded such opportunities.

http://www.ted.com/talks/leymah_gbowee_unlock_the_intelligence_passion_greatness_of_girls

LESSON 2:

Ayiza



SUBJECT: WORLD HISTORY
THEME: FEMINISM

LESSON PLAN

OBJECTIVE: To create a working definition of feminism and to understand how it has evolved and how it affects contemporary life.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark

POPULATION: High School students (grades 9-12)

TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A video projector or other device to watch the film

OUTCOMES:

- Students will reflect on what feminism is and will come up with a definition.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will research and write about all the things that we owe to feminists.

WHAT DOES FEMINISM MEAN? (15 MINUTES)

1. Students will split up into pairs, and each member of the pair will be given 30 seconds to explain to the other what they think feminism is.
2. Next, each pair will have 30 extra seconds to agree on a definition based on their individual explanations.
3. Then, every pair will be paired with another couple, so they will be set up in groups of four. Each pair will share with the other couple their agreed definition of feminism. The group will have to agree on one definition of feminism.
4. Each group of four will be paired with another group of four, and will repeat the process: each group will share their agreed definition of feminism and the group will have to agree on one definition.
5. The teacher will ask each group of eight to present their definition of feminism to the class. The teacher will then facilitate a discussion that will lead the class to agree on one definition of the term.

Watch the clip of Aziza's story from *I AM A GIRL* (15 Minutes).

REFLECTION: GUIDING QUESTIONS (15 MINUTES)

- How does Aziza's story reflect some aspects of feminism?
- In what ways could you say that she is a feminist?
- What things would you like to add to or edit in your agreed definition of feminism after knowing Aziza's story?
- Could there be more than one definition of feminism? How?
- What does the word ally mean to you?
- Who are the allies in Aziza's story?

SUGGESTED FOLLOW UP PROMPT

Students will be asked to research feminist activists and write about how feminists before them helped make their world better. The suggested title of the piece will be *"What I Owe to the Feminists Who Preceded Me."*

ADDITIONAL RESOURCES FOR TEACHERS

He for She: After being appointed a United Nations Goodwill Ambassador in July of 2014, actress and advocate Emma Watson gave this speech and started the movement He for She, urging men to join feminist discourse and be allies to women.

“[F]ighting for women’s rights has too often become synonymous with man-hating...this has to stop.

[F]eminism by definition is: “The belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes.”

Watch the speech here: <https://www.youtube.com/watch?v=j-xqeTvD3as>

Feminism Timeline: How Stuff Works has a timeline of the top five feminist movements from women’s suffrage onward.

View the timeline here: <http://people.howstuffworks.com/5-feminist-movements.htm#page=1>

Famous Feminists: *Marie Claire* magazine has a list of the 20 most famous feminists from around the globe. While the descriptions only scrape the surface of what these women have done, this is an important list of names to direct students to further research. <http://www.marieclaire.com/world-reports/greatest-feminists-all-time#slide-1>

Historical Use of the Word Feminism: “What’s in a Name?” On Writing the History of Feminism, by Claire Goldberg Moses

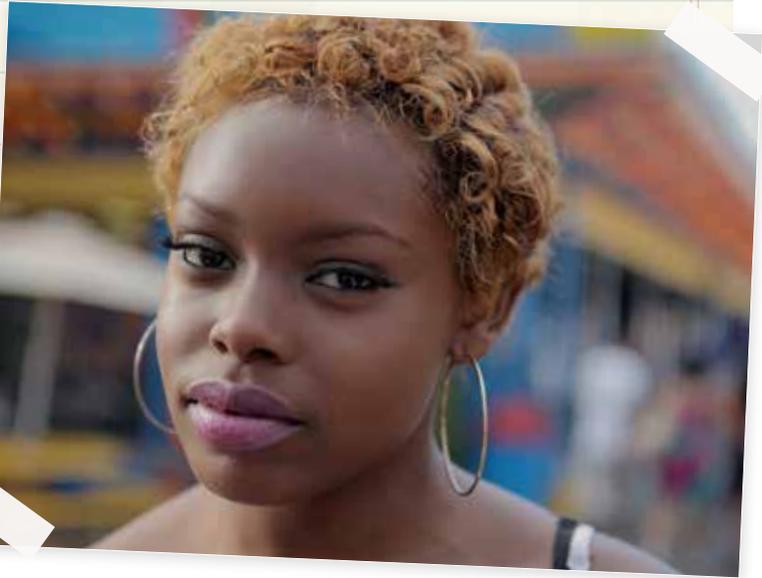
“ABSTRACT: The article discusses the meaning and use of the term feminism in the historiography of women’s collective action. The author emphasizes that feminism has held different meanings depending on location and historical time, and suggests that those periods in which its meaning was monitored and limited were less productive and inclusive. According to the author, a definition of feminism which only addresses sexism does not acknowledge the historical role of feminism in opposing poverty, racism, hunger, and imperialism. Other topics include depictions of feminism and political in the media and the attitudes of young 21st-century women towards feminism.

The article is available for purchase on several online sites.

Additional Resource: *This Bridge Called My Back: Writings by Radical Women of Color* is a collection of essays, poems, tales, testimonials that may provide a broader understanding of feminism for teachers. *This Bridge Called My Back* is available for purchase online and in stores.

LESSON 3:

Breanni



SUBJECT: CIVICS, CITIZENSHIP, GOVERNMENT/ECONOMICS
THEME: ECONOMIC APPROACHES TO GOVERNANCE

LESSON PLAN

OBJECTIVE: To create a working definition of feminism and to understand how it has evolved and how it affects contemporary life.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark
POPULATION: High School students (grades 9-12)
TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A video projector or other device to watch the film

OUTCOMES:

- Students will creatively play in groups with the ideas of capitalism, communism, and socialism.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will write a rap.

“MY COUNTRY IS...” (10 MINUTES)

The teacher will have three envelopes, each containing the name and definition of a type of economic system: capitalism, socialism, and communism. The class will be divided into three groups, and each group will get one of the envelopes. In five minutes each group will do further research about the economic system they have been assigned. Then, each group will present to the class five positive and five negative outcomes of that system.

Watch the clip of Breani's story from I AM A GIRL (15 Minutes).

REFLECTION: GUIDING QUESTIONS (20 MINUTES)

- What is the economic system Breani lives in? How do you recognize it?
- What are the positive outcomes of that system?
- What about the negative outcomes?
- What comes to mind when you think about poverty in the U.S.? Who do you think is most affected by it?
- What other issues, aside from economics, affect Breani's life?
- Who gets privilege in the U.S.'s economic system?
- What are examples of that privilege?

SUGGESTED FOLLOW UP PROMPT

Students will be prompted to write a rap about the differences between capitalism, socialism, and communism based on what they learned in class.

ADDITIONAL RESOURCES FOR TEACHERS

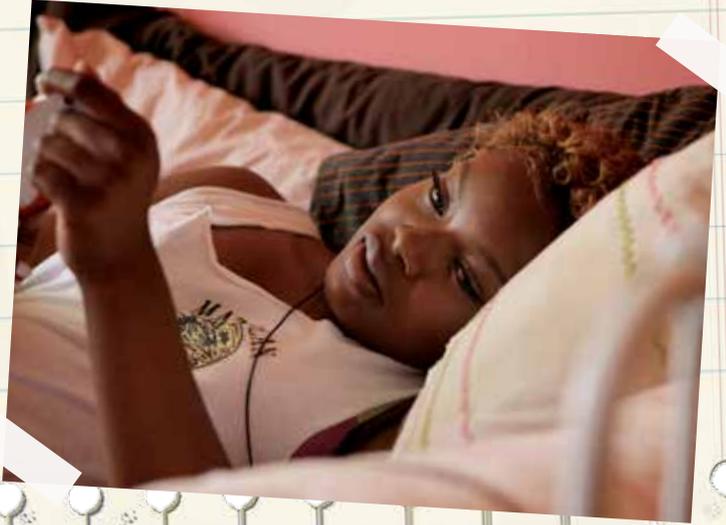
Definitions: The following University of Idaho resource has concise definitions of capitalism, socialism, and communism.
http://www.webpages.uidaho.edu/engl_258/lecture%20notes/capitalism%20etc%20defined.htm

Division of Wealth in the U.S.: The following news story explores how and why there has been a 40% increase in homeless children in the U.S. due to the recession and why there is such a division of wealth in our country today. The article, "Billionaires' Row and Welfare Lines" by Charles M. Blow, can be found here:
http://www.nytimes.com/2013/10/26/opinion/blow-billionaires-row-and-welfare-lines.html?_r=0

2014 Poverty Guidelines: This resource lays out the federal measure of poverty for 2015.
<http://aspe.hhs.gov/poverty/15poverty.cfm>

LESSON 4:

Breanni



SUBJECT: U.S. HISTORY
THEME: IMMIGRATION & MIGRATION MOVEMENTS

LESSON PLAN

To develop an understanding and explore how migrations configured the U.S. and how that affects us today.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark
POPULATION: High School students (grades 9-12)
TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A room with a lot of floor space
- A video projector or other device to watch the film

OUTCOMES:

- Students will creatively respond to several prompts regarding their family origins.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will write a rap.

HUMAN BAROMETER (10 MINUTES)

Students will need to do some research in the days preceding this class period to be able to participate in this activity. To prepare students, teachers can ask them to find out where their grandparents are from, great grandparents, etc. for as far back as they can remember. Teachers should approach this in the most sensitive way possible, to include students in foster care or with difficult access to such information.

The teacher will prompt the students to imagine the floor of the classroom as a big world map, the U.S. being in one part of the room, Europe being in another, etc. Teachers may want to use masking tape to indicate how the world map would look on the floor in order to help students visualize.

Then the teacher will ask the students to position themselves on the map, in response to the following questions (the teacher will allow some time between each prompt to allow the students to move, and to allow them to observe their peers' moves on the map):

- Going back on your family tree, where were your oldest ancestors from?
- Where were your great grandparents from?
- Where were your grandparents from?
- Where were your parents from?
- Where are you from?
- Where do you live?

Watch the clip of Habiba's story from *I AM A GIRL* (15 Minutes).

REFLECTION: GUIDING QUESTIONS (20 MINUTES)

- How do you connect the video we just watched with the exercise we did at the beginning of the session?
- How does immigration/migration affect a community or a country?
- What are the positive and negative effects of immigration/migration?
- What issues cause people to immigrate/emigrate/migrate?
- In mapping your family history, did you already know where your ancestors were from? Is immigration/emigration/migration a part of your family history?

SUGGESTED FOLLOW-UP PROMPT

Students will be asked to write a rap about their origins and how that heritage has an effect on their current lives.

LESSON 5:

Habiba



SUBJECT: ECONOMICS

THEME: ECONOMIC EMPOWERMENT OF WOMEN THROUGH MICROFINANCE

LESSON PLAN

To develop an understanding of what microfinance is and how it affects the development of female collectives and women's independence.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark

POPULATION: High School students (grades 9-12)

TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A video projector or other device to watch the film

OUTCOMES:

- Students will experience what it means to do a task when they depend on someone else to complete it, and what it feels like to have all the resources needed to complete the task on their own.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will graphically express their understanding of how microfinance works.

FULFILLING A TASK (10 MINUTES)

The teacher will determine one task that the students have to fulfill in the next few minutes. (An example of this may be to draw an equilateral triangle on a piece of paper.) To do so, the students will have to follow the teacher's instructions, which will be far more complicated than needed, adding a lot of unnecessary steps to the process. (For example, the teacher may ask the students to rip out a piece of paper from their notebook and exchange it with two different people, then stand up and place their hand on the center of the paper, draw a line the length of their index finger, etc.) Also, some resources needed to complete the task will be held by the teacher (such as pens or rulers to draw the triangle), so when the students need them they will have to ask the teacher first.

Once the task has been done, the teacher will prompt the students again, by simply telling them the final result that is expected from them, allowing total freedom about how to reach the goal, and giving free access to the needed resources.

Watch the clip of Habiba's story from I AM A GIRL (15 Minutes).

REFLECTION: GUIDING QUESTIONS (20 MINUTES)

The teacher should introduce the basics of microfinance (the teacher can use the additional resources at the end of this lesson to help prepare) and explain how in some countries, like Cameroon, this model is becoming a tool for female economic and social empowerment.

- How do you think Habiba's life could be different if she had access to microfinance?
- What would be the process for her to develop a microfinance project?
- Why do you think it would be beneficial for someone like Habiba to be empowered economically?
- What can you take from this that may apply to your life? How do you see yourself being empowered economically?

SUGGESTED FOLLOW UP PROMPT

Students will be asked to research how microfinance works, come up with an example, and draw a flow chart of the microfinance process.

ADDITIONAL RESOURCES FOR TEACHERS

Microfinance: Kiva, a global microfinance non-profit, has an excellent explanation of how microfinance works including a helpful video.

"Microfinance is a general term to describe financial services to low-income individuals or to those who do not have access to typical banking services. Microfinance is also the idea that low-income individuals are capable of lifting themselves out of poverty if given access to financial services."

Find more information here: <http://www.kiva.org/about/microfinance>

LESSON 6:

Habiba



SUBJECT: WORLD HISTORY
THEME: COLONIALISM: CAMEROON/AFRICA

LESSON PLAN

OBJECTIVE: To explore the effects of colonialism.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark

POPULATION: High School students (grades 9-12)

TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A video projector or other device to watch the film

OUTCOMES:

- Students will experience what it means to build a society and a country, and the accompanying fight for resources.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will write an essay connected to the topic.

BUILDING THE WORLD (15 MINUTES)

Students should be instructed to find some individual space in the classroom where they have a bit of room to move around. The teacher will give students a series of prompts, encouraging them to use their imagination and physically play out the prompts as much as possible.

The exercise should be done individually but still acknowledge the presence of the rest of the students in the classroom (and in some cases establishing relationships with them). Students will have to follow prompts the teacher will give:

- Imagine that you just arrived in a new land where no one lives yet and you want to settle down there. What do you do? Imagine your plan of action. (The teacher will prompt some of the students to describe what they are imagining.)
- Now you have built your house. Do you want to protect it from outsiders? How? Why?
- You have finally found water. How can you use it to your advantage? How do you make sure you have access to it? Should anyone have access to it, or would you keep it only for yourself? (The teacher should now prompt a discussion about resources and private/public ownership.)
- Imagine how your gender might affect your circumstances.
- Your neighbor has a pan and you have vegetables, what do you do? Why?
- Now that you have relationships with your neighbors, is there anything you could do together? Is there anything your neighbor has that you don't have but need? How do you get it?
- There is a plague that makes everyone's fields barren. There is only a tiny portion of unclaimed land that can still be harvested. What do you do?
- What things are missing in your community? How do you get organized to build/create them?
- With some of your neighbors, you are now establishing family relationships. How does that affect the community? How do alliances work?
- Thanks to some of those alliances, you are becoming very wealthy. Is the protection of your house enough now? What do you do? Why?
- A neighbor has something that you want. What do you do? What are the consequences of your choice?

Watch the clip of Habiba's story from *I AM A GIRL* (15 Minutes).

REFLECTION: GUIDING QUESTIONS (15 MINUTES)

Teachers can use the map of un-colonized Africa for the following discussion:

<http://bigthink.com/strange-maps/africa-uncolonized>

- Look at the map of Africa and see if there is anything that seems curious to you regarding its countries' borders.
- What do you know about how the borders of the African continent were created? What consequences do you think that could have had?
- What do you know about colonization in Africa? What countries had a bigger presence in the continent during colonization?
- How can you connect what you saw in the video with what you know about colonialism?
- Colonialism affects those who are colonizing as well as those who are colonized. What effect has colonialism had on European and western countries? What can be done to rectify modern day inequalities?
- What have you learned about Africa? What's true? What's false?

SUGGESTED FOLLOW UP PROMPT

Students will be asked to research and write an essay titled “Africa is Not a Country.”

ADDITIONAL RESOURCES FOR TEACHERS

Colonization of Africa: The New York Public Library held an exhibition in 2001 that traced the colonization of Africa through the stages of the European scramble for power in Africa, African resistance, indirect rule by Europe, and assimilation.

Between the 1870s and 1900, Africa faced European imperialist aggression, diplomatic pressures, military invasions, and eventual conquest and colonization. At the same time, African societies put up various forms of resistance against the attempt to colonize their countries and impose foreign domination. The European imperialist push into Africa was motivated by three main factors: economic, political, and social.

Read more here: <http://exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html>

Map of Africa Quiz: Students can test their knowledge of geography of the African continent using the following online quiz. <http://lizardpoint.com/geography/africa-quiz.php>

LESSON 7:

Katie



SUBJECT: CIVICS, CITIZENSHIP, GOVERNMENT
THEME: MENTAL HEALTH AND SOCIAL SERVICES

LESSON PLAN

OBJECTIVE: To consider the role of government in relation to the population's mental health.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark
POPULATION: High School students (grades 9-12)
TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A video projector or other device to watch the film

OUTCOMES:

- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will discuss the government's allocation of resources for mental health services in schools.
- Students will discuss the importance of providing mental health resources.

DESIGNING YOUR SCHOOL (15 MINUTES)

Students will be divided into groups of three to five people. Each group will be given a chart with the image of a school, and a list of priced services the school can provide. Each group will be given a total amount of stars as a budget they can spend on services to be offered by the school. Each group will have to decide what services they want to offer in their school, taking into account their limited budget to “buy” those services.

Note: * = cost of one star

Staff

Counselor	**
Psychologist	****
Teacher	***
Security	*
Nurse	**

Supplies

Medical supplies	**
Sports supplies	***
Arts supplies	***
Food	***
Counseling resources	*

Furniture for

Classroom	***
Auditorium	****
Cafeteria	**
Nurse's Office	**

Groups will be given a different number of stars (one group might have 15 stars, another 18, another 21, another 35, another 60, etc.).

After completing their budget, each group will present their choices, explaining their decisions. A brief discussion can be established regarding the nature of the services listed, and their importance to mental health and wellbeing.

Watch the clip of Katie's story from *I AM A GIRL* (15 Minutes).

REFLECTION: GUIDING QUESTIONS (15 MINUTES)

- How do you think Katie's story connects to the exercise we did before?
- How important do you think mental health services were in her case?
- What other support did she have?
- After watching her story, is there anything you would change from your decisions in the first exercise? Why?
- What kind of responsibility does the government of your city have in protecting the mental health of its citizens? What kind of services do they provide?

SUGGESTED FOLLOW UP PROMPT

As a class effort, research the different public resources and services available in your city regarding mental health, and build a resource guide in a creative format of your choice.

ADDITIONAL RESOURCES FOR TEACHERS

TeenMentalHealth.org has excellent resources for teens and their adult mentors that can help us understand mental health related concerns and break down stigma.

Mental illnesses are disorders of brain function. They have many causes and result from complex interactions between a person's genes and their environment. Having a mental illness is not a choice or moral failing. Mental illnesses occur at similar rates around the world, in every culture and in all socioeconomic groups.

The statistics are staggering. 1 in 5 young people suffer from a mental illness. That's 20 percent of our population but yet only about 4 percent of the total health care budget is spent on our mental health.

Read more here: <http://teenmentalhealth.org/>

LESSON 8:

Katie



SUBJECT: WORLD HISTORY
THEME: COLONIZATION AND INDIGENOUS POPULATIONS

LESSON PLAN

OBJECTIVE: To explore the effects of colonization on indigenous populations.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark

POPULATION: High School students (grades 9-12)

TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A video projector or other device to watch the film

OUTCOMES:

- Students will experience an emotional journey that will help them understand how colonization works and how it affects the population being colonized.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will research alternative stories from indigenous women, write a note acknowledging the systemic violence, and reflect on strategies to promote equality.

FOLLOW MY RULES (20 MINUTES)

The teacher will open the session by telling students that this session will determine half of their grade (which is obviously not true, but it raises the stakes of the exercise).

Students will be divided into groups (of 4-5 people each). Each group will have to come up with a creative expression in response to the prompt: “This is who we are.” It can be a song, a musical piece, a poem, a dance, a monologue, a scene, etc. They will have 10 minutes to come up with something.

Each group will share their piece with the rest of the class. Then the teacher will hand each group a set of rules that they will have to follow to adapt their pieces (they will have 5 minutes to do this). The teacher will remind the students that half of their grade is at stake.

The rules could be the same or different for each group, and could include (these are just suggestions the teacher can adapt as needed):

- The theme has to be related to school.
- Only one student can perform/talk at a time.
- The duration of the piece has to be 20 minutes.
- All students must be wearing something red.
- Each group should feature more boys than girls.
- The youngest student in the group must stay silent.
- They have to use three onomatopoeias in the piece.
- One student should be lying on the floor.
- ...etc.

After 5 minutes, the teacher will stop the process and ask if anyone has the piece ready to present and will remind them that their ability to adjust to the given rules will determine half of their grade. If any of the groups is ready, 5 minutes will be allocated for presentations.

REFLECTION: GUIDING QUESTIONS (10 MINUTES)

At this time, the teacher can tell the students that half of their grade is not actually at stake.

- How was the process? What made it difficult?
- How did your group manage this process? (Did everyone get along? Did you get frustrated with one another?)
- Were you able to fulfill the task?
- How do you connect this with colonization?
- Why do you think it was important to raise the stakes of this activity (by saying half of each student’s grade was on the line)?
- What are some of the things at stake for an indigenous population being colonized?
- In what ways were Native Americans forced to adapt their ways of life when European settlers colonized?
- What role does the U.S. play in colonization? What are the different ways people can be colonized (i.e., territory, economics, colonized mind, etc.)?

Before moving on to the video, the teacher can ask students keep the previous conversation in mind while viewing the film, asking themselves how Katie’s situation might be different if she came from Australia’s large indigenous community. Would her access to services look different? Would her freedom of expression feel different? What do student’s know about rates of depression among indigenous communities in the US and/or Australia?

Watch the clip of Katie’s story from *I AM A GIRL* (15 Minutes).

SUGGESTED FOLLOW UP PROMPT

Students will be asked to do research about the continued impact of colonization on Native American women in the U.S. and write a note acknowledging the systemic violence, maltreatment, and neglect inflicted on Native Peoples by colonization and genocidal policies. The note should not be an apology but an acknowledgement. The purpose is not to relieve guilt but instead to focus on making amends by taking responsibility as American citizens for the damage spearheaded by colonization and perpetuated today.

Follow Up Discussion Question: What other forms of colonization has the U.S. engaged in? What more can be done to rectify the imbalance of power and resources caused by colonization in those cases? Students can get extra credit by researching and suggesting meaningful policy changes and initiatives that would move our country forward towards equality.

ADDITIONAL RESOURCES FOR TEACHERS

Rape on the Reservation. Documentary Film on the Effects of Colonization and Forced Migration:

http://www.youtube.com/watch?v=cp_hOgEcTGE

Forced sterilization of Native American women from 1973-1976:

<http://www.nlm.nih.gov/nativevoices/timeline/543.html>

The 2009 U.S. Government Apology: Unlike Australia, who made a public apology for the devastation brought on by colonization, the U.S. apology was not made public. However, many human rights advocates believe an apology to be offensive, since it cannot begin to remedy the genocide and cultural devastation brought upon Native America throughout our nation's history. Teachers can prompt a discussion with students around this.

An article about the U.S. apology can be found here:

<http://indiancountrytodaymedianetwork.com/2011/12/03/tree-fell-forest-us-apologized-native-americans-and-no-one-heard-sound>

The apology to Aboriginal families by Australian Prime Minister Kevin Rudd can be found here:

<https://www.youtube.com/watch?v=aKWfFp24rA>

LESSON 9:

Kimsey



SUBJECT: ECONOMICS
THEME: BLACK MARKETS

LESSON PLAN

OBJECTIVE: To study how black markets have and continue to sexually exploit girls for profit: what sex trafficking is, how it works, and what effects it has on societies.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark

POPULATION: High School students (grades 9-12)

TIME ALLOCATED: 40-45 minutes

MATERIALS NEEDED:

- A room with a lot of floor space
- A video projector or other device to watch the film

OUTCOMES:

- Students will experience how it feels when there's an outsider taking profits from and destabilizing the group.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will write an essay on how sex trafficking is a black market, and who is the most vulnerable population in that market.

BUILDING LETTERS... WITH AN OUTSIDER! (10 MINUTES)

The teacher will choose one person to be “the outsider” and will prompt the rest of the students to work as a group to build certain shapes or letters with their bodies, as if there was a camera on the ceiling. Students will not be allowed to talk during the exercise, so they will need to get organized without using words or written notes.

The teacher will have a bag of candy and will give one candy to each student in the group every time they successfully build a shape. The objective for the individuals in the group is collecting as much candy as possible. For each prompt, the outsider will be told privately by the teacher to disturb the process in varied ways.

Group	Outsider
Form an X, (don't specify if it's a capital letter or not).	When they are almost done, offer two candies to the student positioned as the axis of the X, and take him/her out of the shape.
Form an M.	Include yourself in the shape, trying to disturb the process, and then offer two candies to three students and take them out of the shape.
Form an R.	Keep disturbing the process, creating confusion.
Form a dollar sign.	Offer three candies to the student in the middle of the shape and take her/him out.

REFLECTION: GUIDING QUESTIONS (10 MINUTES)

- What was happening here?
- Why do some people keep leaving the common goal?
- What was the goal of the outsider, and how did it affect the group?

The teacher will make a brief introduction of what a black market is and how black markets work.

Watch the clip of Kimsey's story from I AM A GIRL (15 Minutes).

REFLECTION: GUIDING QUESTIONS (15 MINUTES)

- How can you connect the video and Kimsey's life to the first exercise we did?
- In what ways do you think sex trafficking can be considered a black market?
- How does sex trafficking affect women and society in general?

SUGGESTED FOLLOW UP PROMPT

Write down a reflection piece about sex trafficking and the victims of black markets.

ADDITIONAL RESOURCES FOR TEACHERS

About Black Markets: Investopedia provides a definition and insight into black markets.

The black market's many drawbacks include the risk of fraud, the possibility of violence, being saddled with counterfeit goods or adulterated products (which is especially dangerous in the case of medications), and the fact that the buyer has no recourse.

<http://www.investopedia.com/terms/b/blackmarket.asp>

Manna Freedom. An Overview on Black Markets:

<http://www.mannafreedom.com/blog/humantrafficking/the-black-market-and-human-trafficking-organizations/>

The Coalition Against Trafficking in Women (CATW): CATW is an international non-governmental organization working to end sexual exploitation and sex trafficking of women and children worldwide. The site contains many great resources for teachers or students including information on sex trafficking, best practices for ending the demand of sexual exploitation, and more.

Visit the website: <http://www.catwinternational.org>

LESSON 10:

Kimsey



SUBJECT: WORLD HISTORY
THEME: DICTATORSHIPS

LESSON PLAN

OBJECTIVE: To understand and consider how dictatorial regimes might affect societies.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark

POPULATION: High School students (grades 9-12)

TIME ALLOCATED: 40-45 minutes

OUTCOMES:

- Students will creatively experience how it feels to be controlled, told what to do, have resources taken away, etc.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will write an essay on women in Cambodia and the effects of Pol Pot's regime.

MATERIALS NEEDED:

- Raw spaghetti
- Mini marshmallows
- A video projector or other device to watch the film

BUILDING A SPAGHETTI TOWER (15 MINUTES)

This exercise is based on an idea from the British Association for the Advancement of Science.

The class will be divided into groups of three. Every group will be given some materials (a few pieces of spaghetti and a few marshmallows) and a task to build a spaghetti and marshmallow tower as high as possible.

Students will be asked to complete an emotional check-in chart as a group every time the teacher asks them to do so.

The teacher will act as a dictator, and will follow a process of control and oppression of the students in the process of building their towers. The teacher will:

- With no reason, take several pieces of spaghetti from one of the teams.
- Go and undo whatever the groups have already achieved.
- Take at least half the marshmallows from each team.
- Give each team a glass of water, and take two pieces of spaghetti from them in exchange.

After each of these actions, the teacher will ask the teams to write down a brief emotional check-in with prompting questions such as:

- How do you feel?
- Why?
- What would you like to do?

REFLECTION: GUIDING QUESTIONS (15 MINUTES)

- How did you feel?
- How can you relate what you just experienced to dictatorships?
- Why do you think the teacher was acting as a dictator?

The teacher will then briefly introduce the dictatorship of Pol Pot in Cambodia with specific emphasis on how the regime treated women.

Watch the clip of Kimsey's story from I AM A GIRL (15 Minutes).

SUGGESTED FOLLOW UP PROMPT

Research the life of women in Cambodia, and write about the connection between the current situation of women in Cambodia and the long-term effects of Pol Pot's regime.

Teachers are encouraged to use Cambodia's recent history and current situation to help the students make connections between dictatorships and military regimes and the long-term effects women face, including sexual abuse and sexual exploitation.

ADDITIONAL RESOURCES FOR TEACHERS

The Pol Pot Regime: This BBC link provides a timeline of the Khmer Rouge Regime and its aftermath: <http://www.cnn.com/2014/08/06/world/asia/cambodia-khmer-rouge-timeline/index.html>

Khmer Rouge Gender-Based Violence: The following website is dedicated to revealing the gender-based violence (GBV) inflicted upon women during the Khmer Rouge Regime.

The aim of the project is to ensure the engagement of female survivors in the transitional justice process addressing gross human rights violations and mass crimes committed under the Khmer Rouge between April 1975 and January 1979. Women, in particular GBV survivors, are encouraged to fully exercise their rights to truth, justice and reparations, which are inherent in transitional justice.

Read more here: <http://gbvkr.org/>

Not Just a Problem “Over There”: Sex trafficking is certainly not only a reality in foreign countries, nor is it always brutal dictatorships that lead to the social and economic circumstances that were such a prevalent part of Kimsey’s exploitation in the sex trade. There are many stories of sex trafficking right in our own cities in the United States. One of Girl Be Heard’s company members bravely tells her own story in order to advocate for the abolition of sexual exploitation and more protection to survivors. You can find Melanie’s story in the addendum.

The Coalition Against Trafficking in Women (CATW): CATW is an international non-governmental organization working to end sexual exploitation and sex trafficking of women and children worldwide. The site contains many great resources for teachers or students including information on sex trafficking, best practices for ending the demand of sexual exploitation, and more.

Visit the website: <http://www.catwinternational.org>

LESSON 11:

Manu



SUBJECT: CIVICS, CITIZENSHIP, GOVERNMENT
THEME: WOMEN'S REPRODUCTIVE RIGHTS

LESSON PLAN

OBJECTIVE: To develop an understanding of what reproductive rights are and how they affect women around the world.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark

POPULATION: High School students (grades 9-12)

TIME ALLOCATED: 40-45 minutes

OUTCOMES:

- Students will creatively work as a team on the stages of health care that are involved from pregnancy to childbirth.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will individually write a piece on women's reproductive rights.

MATERIALS NEEDED:

- A video projector or other device to watch the film
- A roll of wide paper (wide enough to look like a carpet extended on the floor)

CARPET OF HEALTH CARE STAGES IN PREGNANCY (15 MINUTES)

The teacher will use a roll of wide paper, wide enough to look like a carpet extended on the floor. The teacher will write the word PREGNANCY on one end of the paper, and BIRTH on the other. The teacher will ask the students to collaboratively, draw/write the different stages of the process, looking at it from the health care and social services point of view.

Once the "chart" is completed, the teacher will ask the students to find a partner and discuss how the stages of reproductive care may differ for women in other countries or throughout the U.S.

Watch the clip of Manu's story from I AM A GIRL (15 Minutes).

REFLECTION: GUIDING QUESTIONS (15 MINUTES)

- What was Manu's process during her pregnancy and childbirth?
- How do you think her process was different than it would have been if she lived in the U.S.?
- How does the U.S. system respond to a woman's needs during a similar process?
- What things do you think are important for a woman going through pregnancy?
- How do you think the system could be improved?

SUGGESTED FOLLOW UP PROMPT

As an individual task, students will be asked to write a Declaration of Women's Reproductive Rights.

ADDITIONAL RESOURCES FOR TEACHERS

World Health Organization Factsheet: The World Health Organization's factsheets on reproductive health provide global statistics and information on sexually transmitted infections, women's health, family planning, female genital mutilation, contraception/emergency contraception, maternal mortality, and adolescent pregnancy.

Maternal deaths are the second biggest killer of women of reproductive age. Every year, approximately 287,000 women die due to complications in pregnancy and childbirth. 99% of them are in developing countries.

Read more here: <http://www.who.int/mediacentre/factsheets/fs334/en/>

Reproductive Rights Definitions: The following website has definitions of reproductive health from World Health Organization and the United Nations <http://www.definitions.net/definition/reproductive+rights>.

United Nations Declaration on Human Rights: In order to help students with the task of creating their own declaration of reproductive rights, teachers may want to encourage students to read the U.N. Declaration of Human Rights (UNDHR). While the UNDHR makes no direct mention of reproductive rights, it makes several references to family, including in article 12, which states:

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Read the full declaration here: <http://www.un.org/en/documents/udhr/index.shtml/>

LESSON 12:

Manu



SUBJECT: WORLD HISTORY
THEME: LESSER-KNOWN COUNTRIES

LESSON PLAN

To understand where our perceptions of the world come from, which countries are not talked about, and possible reasons why.

LESSON PLAN BY: Blanca Vivancos/Emilie Clark
POPULATION: High School students (grades 9-12)
TIME ALLOCATED: 40-45 minutes

OUTCOMES:

- Students will self assess their knowledge of some lesser-known countries.
- Students will watch a video connected to the topic.
- Students will be exposed to a reflection process through guiding questions.
- Students will research artistic expressions in one of those lesser-known countries and prepare a presentation about it.

MATERIALS NEEDED:

- A copy or projection of Peters Projection Map: <http://www.petersmap.com>
- A video projector or other device to watch the film

WORLD MAP (15 MINUTES)

The teacher will introduce the Peters Projection Map, and will hand a blank copy to every student. Then, the teacher will ask the students to position the following countries on the corresponding continent on the map (the teacher can choose to add some countries to the list, or substitute some others):

- Mexico
- France
- UK
- South Africa
- Argentina
- Japan
- Armenia
- Brunei
- Bhutan
- Botswana
- Union of Comoros
- Eritrea
- Lesotho
- Republic of Moldova
- Papua New Guinea
- Togo
- Turkmenistan
- Western Sahara

Then, the teacher will show where the countries actually are on the map, and will reflect with the students about how accurate they were in their individual responses.

REFLECTION: GUIDING QUESTIONS (15 MINUTES)

- How was the experience?
- Why do you think it was difficult for you to position some of these countries on the map?
- What do we actually know about these countries?
- Why do you think our knowledge of these countries is so limited?

Watch the clip of Manu's story from I AM A GIRL (15 Minutes).

SUGGESTED FOLLOW UP PROMPT

Each student will be assigned one of those countries, and will be asked to research the artistic scene in the given country. Each student will then have to prepare a presentation titled “*The Art of the Silenced: The Artistic Scene in X*” (X being the given country).

ADDITIONAL RESOURCES FOR TEACHERS

Peters Projection Map: The following website offers an explanation of Peter’s Projection Map:

The Peters Map of the World (1974) shows the earth’s geographic relationships better than the standard Mercator map (c. 1569), which is what we all likely grew up with. In this map, land masses and nations are shown in true proportion.

Read more here: <http://www.public.asu.edu/~aarios/resourcebank/maps/page9.html>



Gathr a screening of **I AM A GIRL** at your local cinema

<http://iamagirl.com.au/screenings-us/>

For DVD enquiries please visit **Women Make Movies**

<http://wmm.com/filmcatalog/pages/c864.shtml>



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Jenny Navasky, Counselor, Humanities Preparatory Academy
Taina Bien-Aime, Executive Director, Coalition Against Trafficking in Women

Breani's music is available on iTunes.

A Girl Be Heard and I AM A GIRL Collaboration

**G!RL
BE HEARD**

i am a girl

@GirlBeHeard2014

G!RL **BE HEARD**

ADDENDUM



REAL GIRLS REAL STORIES

Empower girls everywhere to speak out for change by supporting Girl Be Heard, a non-profit theater group that brings global issues affecting girls center stage. Learn more at girlbeheard.org



G!RL BE HEARD

G!RL BE HEARD

MISSION:

Girl Be Heard is a non-profit **theatre company** that brings **global issues** affecting girls center stage **empowering** young women to tell their stories.



OUR PHILOSOPHY

If a girl can change her own life, she can change the lives of girls everywhere.



WHY DO WE DO THIS WORK?

- Out of 195 countries, only 17 are led by women.¹
- Of Fortune 500 CEOs, 23 are women – that's 4.6%.²
- Women hold 18% of our elected Congressional office. Women of color hold only 5%.
- In the United States, women still earn 77¢ for every \$1 a man earns. In certain cases, African American women earn 64¢ and Latinas 55¢.

RAVE REVIEWS

"Fearless, political theatre."

– **Huffington Post**

"Can't miss production."

– **Ebony Magazine**

"Inspiring to see bright, confident young women holding forth on stage."

– **The New Yorker**

"Join in the truth-telling as told by clear voices of girls before pretense or pressure have quieted them."

– **Gloria Steinem**

EDUCATION SERVICES

- After-School Program
- School Assembly Performances
- International Cross-Cultural Exchange Program
- Teacher Training

 Girl Be Heard

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¹ "Female World Leaders Currently in Power." *Female World Leaders Currently in Power*. N.p., 22 Jan. 2015. Web. 19 Feb. 2015

² "Women CEOs of S&P 500." *Knowledge Center*. Catalyst Inc., 13 Jan. 2015. Web. 20 Feb. 2015.

G!RL BE HEARD

GIRL BE HEARD ORIGINAL SHOWS

9MM AMERICA: *9mm America* explores America's culture of violence. Young women share their experiences living with the threat of gun violence in their neighborhoods, from East New York to the South Bronx.

DISPLACED: Inspired by stories of girls living in refugee camps, *displaced* is based on personal stories of women and girls who've experienced displacement and homelessness in NYC and abroad.

GIRL BE HEARD: CONGO: Theatre-inspired activism devised with youth leaders working in the Democratic Republic of Congo to raise awareness about the rape epidemic in Congo.

GIRLPOWER: SURVIVAL OF THE FITTEST: A groundbreaking call to action, raising awareness around issues such as bullying, body image, self-esteem, race, and LGBTQ identity. Audiences experience a perspective of what it means to be a girl in today's society.

TRAFFICKED: The story of 15 sex trafficked girls across the globe. The show puts a name and face to the countless girls enslaved into the 38 billion dollar a year sex industry.

AMERICA'S DIRTY SECRET: HUNGER, HOMELESSNESS, POVERTY, AND THE STREETS: Rumbling stomachs are not just happening in foreign lands; children across the United States are going hungry. There has been a 40% increase in homeless children in the US, the largest increase since the Great Depression. The recession has made vulnerable our most vulnerable population: our children.



G!RL BE HEARD

**Bring Girl Be Heard
to your school!**



To book a show, workshop, teacher training or bring our full curriculum and after school program to your school, please visit our "Menu of Services" at girlbeheard.org.

Performances

Girl Be Heard shows educate, empower and engage audiences in schools, universities, community settings and corporate events. These award-winning performances – seen at the White House, TED conferences and the United Nations – are written and performed by girls (ages 12-21) about issues they care about most, from bullying to body image.

Workshops

Interactive sessions may include arts-based advocacy, leadership, gender-related issues, bullying, and global issues affecting girls. Topic specific workshops often cover current issues facing a local community and are devised in partnership with school principals, guidance counselor and parents. Workshops may incorporate show excerpts. Girl Be Heard residencies can also be set up in schools, in addition to Teacher Trainings.

Cross-Cultural Exchange

Girl Be Heard hosts groups from around the country and the world. Customized, girl-powered visits include sight seeing, learning about social issues that impact our city, and special performances that shed light on NYC's social fabric as told by our girls. Previous exchanges have included visits to the Lower East Side Tenement Museum, culinary tours of immigrant NY, picnicking in Central Park and boating around the City.

80 East 11th Street Suite 301A New York, NY 10003 girlbeheard.org

Family Owned and Operated

By Betsy Perez, Age 23



At age nine, I was too much body for my age. I don't know if it was the platanos or the queso frito, but this girl was busting out of everything. And then I got my period. I swear I thought my mother was going to rush me to the emergency room but all she said was, "Mira muchacha, relax girl. You're a woman now." My mother and I hadn't had "the talk." The one about becoming a woman. About how to safeguard "my popolita." Not let anyone touch that part of me. It was so confusing. Especially since everyone was touching my popolita but me.

At five, I opened up shop without even realizing. It was a family owned business, I guess. Cousins and a very involved Uncle Freddy took pride in my shop. Polished me up every week...it happened so often and for so many years that it became normal. I thought this was how I was supposed to act, how I was supposed to show love. I thought that everyone's first sexual experiences are supposed to be like this. Los primos se priman is what we call it in Latino culture. It's a saying we have for incest. I don't know how true that is for you, but it was for me.

Every weekend, my family would get together religiously for dominoes, bingo and cards. Uncle Freddy would catch me in the cuts. Those dark spaces in the house where no one sees a thing. He would ever so subtly trace the straps of my tank top, rub me down quickly. Our "quickies" he called it.

Then he started to ask my mother every weekend to let me come over to play...allegedly with cousin Lucy, but she was rarely there. He was my mentor. I learned the art of luring and manipulation. I learned to say "It's ok, no one is looking." To reassure Lorena and Cynthia when they got hooked. Uncle Freddy taught us well. We promised we would never tell. We would never tell anyone.

@BetsyPerez2014



Look At Me

by Breani Michele, Age 18

Look at me.
What do you see?
Am I a 10, a 7, or a 3?
Or maybe I'm a 9.5 because there's not enough
meat in my thighs.
Naaa, I'm a 10!
No, I can't be a 10; I'm less because there's not
enough in my chest.
It's all about your breast butt and thighs.
It's my body that counts, boys don't really look
at your lips nose and eyes.
How about I let Facebook decide I have too
much clothes on.
This shirt makes the picture look all wrong
Click, click...

Yeah, now this picture looks nice: a bra and jeans real tight.
And nobody should have nothing to say 'cause Kim Kardashian had a picture like this,
and she was dressed the same way.
If she could do it, I could do it too! Right?
In one picture my back was turned to the camera, and all I had on was tights.
That picture got almost 500 likes.

Boys think I'm so sexy and my body is great.
Girls are always jealous. I think all they do is hate.
I have one best friend, she and I can relate.
We kissed a few times, so I guess we're not straight

Boys love us.
They really love us, always asking us on dates.
I don't get along with girls,
so I think we were brought together by fate.
For me, growing up wasn't easy. I always got teased.
Facebook just has a way of boosting my self-esteem.
Go ahead, judge me. Do what you please.
You just don't understand how much those likes mean to me.

@BreaniMichele2014

Chatty Belly

Allysia Potter, age 20

I sometimes trace the stretch marks on my hips with
dark black ink,
and pretend that they are quotation marks,
and fill in what my belly thinks.

“Man, I'm starving, can you throw something my way?
Feed me, Jesus Christ! I've had nothing all day.
I know you can hear me, and you feel me quite frank.
You'll get yourself nowhere on a big empty tank”.

Hah, oh yeah, my belly cannot lie.

Believe me, I know her. She's never far from my thighs.
You see, I know what my belly thinks, and I can handle
her okay.

The real horror, however,
is what other people say.

“Fat ass, cow, waste of space,
blimp, beached whale, beep-beep, pick up the pace.
Miss piggy, lard ass, thunder thighs, and fat.

I've even had people ask me, “would you like fries with that?”

Men my age are too small, plastic furniture scares me,
I know all the weight limits, and bunk beds are the enemy.

I'm a size 16, and I eat less than you.

I exercise daily, and there's nothing I can't do.

But at the end of the day, no matter what I cook,
most people can't get over
that this is just the way I look.

@AllysiaPotter2014





Halle's Story

Halle Paredes, age 15

If you had told me last year that my life would have turned out the way it has, I would never have believed you. When I was 12 years old, I suffered a concussion while playing hockey for my school.

After going to the doctor, I was confined in my room: no stimulation, no light, and no loud noises for 4 weeks. It was a nightmare with only my thoughts to keep me company.

When I was finally able to go to school, I was different. I was extremely sensitive. I was always feeling tired or sick, and I just didn't feel like

myself. One night in April, I couldn't sleep. I couldn't stop my insecurities from swirling around like a tornado in my head. **I felt so overwhelmed with self-hate and sadness. I took it out on myself.**

It was like I was under a spell of my own conjuring. I wasn't sure what came over me. I looked around to find the sharpest object I could and proceeded to cut my forearms. Once released from that spell, I realized what a big mistake I had made. I promised myself that this was a one-time thing. The next day, I didn't tell anyone. I told myself it wasn't a big deal.

Over the course of a week, I broke my promise and cut myself several more times. Far off in my mind I knew it was a problem, but I didn't want to face it. I decided I should tell a friend. I hoped she might tell an adult because I wasn't strong enough to. The only thing she told me to do was to stop. My habit worsened. I graduated from using household objects to using razors, which scared me. I couldn't stop. I was cutting more and more: six to seven times a day. No matter where I was, I couldn't stop thinking about the next time I could cut myself. As I continued cutting, suicidal thoughts began to appear. As much as I had wanted to keep my cutting a secret, I needed to tell someone before it got worse. **I needed to be my own hero.**

I had to tell my guidance counselor. I had attempted to tell her several times before but was too scared. This time I would do it. It took all of my courage and strength. If I didn't tell her now, I never would.

This was the beginning of my recovery. I was sent to the hospital and learned – for the first time – that I am not alone. I learned that one out of twelve teenagers are just like me, struggling with self-harm. **I wish I could say relapse is not in my story.** I was in and out of hospitals before I joined Girl Be Heard. Girl Be Heard has changed my life forever. Today, I can use my story at Girl Be Heard to help others to stop self-harm. I've made lifelong friends and learned my true potential as an artist, songwriter, singer and most importantly, as a person. I will be forever thankful for Girl Be Heard.

I'm becoming stronger every day. Many people ask me what I think about my scars. The faded white lines are a reminder of where I've been, but also how I've progressed to the person I am today. They are battle scars: beautiful, in a way.

@HalleParedes2014



Melanie's Story (Interviewed by Mollyhall Seely)
Age 18, Girl Be Heard Member and Summer Intern

The most important thing to know about Melanie Thompson is not that she's a victim of sex trafficking. This is a fact about her, but only one of many that fit together into the mosaic that reads *Melanie*. There are other facts, bigger ones, brighter: Melanie Thompson is a writer, a feminist, an activist, a determined student. She wants to get a Master's Degree of Social Work from Hunter College and then work with juveniles in New York City.

"I always wanted to be a lawyer," she says, waving her fork in the air over the pancakes she's eating. "At first I wanted to be a lawyer for delinquents, but then everyone was like, 'no, they don't make money.' So I thought: okay, I'll be a corporate lawyer." She makes a face, wrinkling her nose just a little and rolling her eyes. She puts her fork down. "But corporate law, to me, was *so boring*. Like, you don't wanna [*sic*] defend Microsoft all day in court. So I was like, you know what? Social work is a perfect fit. I can be in the court, I can work with juveniles delinquents, and I can still have *this*."

"This" is Girl Be Heard's small office on 11th and Broadway. Bookshelves line the back walls. At the table next to us, women with computers quietly discuss what article to use for the theater company's next World Learning session, where members of the organization discuss women's issues on both the global and personal scales. That Girl Be Heard takes feminism and self so seriously are part of the reason why Melanie loves the company so much: "Girl Be Heard is a girl's...a *feminist* theater," she explains, self-correcting mid-sentence. "We write and perform our own work...It can be about personal issues or global issues, it's just both sides of life."

As an activist and community-oriented young woman, the combination of local and global foci seemed like the perfect fit to Melanie last summer when she first became involved with Girl Be Heard.

Their meeting could not have come at a better time, nor in a more fitting place: after giving her testimony at the Supreme Court in an effort to garner support for the Women's Protection Act, Melanie watched a group of Girl Be Heard members perform spoken word pieces on sex trafficking. Afterwards, the director approached her and encouraged her to audition. Melanie did, and won a spot in the company a week later.

"The funny thing is, I thought Girl Be Heard was like a support group," she confesses, laughing quietly. "I didn't know it was a theater. I thought it was like--a whole bunch of girls that, like, wrote poetry together. And then when I came I was exposed to all these different aspects and I was like, yeah, I can really roll with this." She grins, her face

lighting up. She seems relaxed as she talks, comfortable and confident. I am asking Melanie about her story, and she is telling it the way Girl Be Heard has taught her: with the understanding that it is important, that it has weight.

Even the painful parts of her story are told with a bald honesty that speaks simultaneously of optimism and disillusionment: terrible things happen--they have happened to Melanie--but great things happen, too.

She taps a lime-green fingernail against the table as she says, "Every time I tried to articulate something before Girl Be Heard it was never successful. It never went in my favor. Before I came here I kind of," here she shrugs, an acknowledgment of her own history, "gave up. I was like, you know what, I can't talk to anybody, no one's gonna listen to me. I kept getting raped, and I just thought, okay, it's bound to happen. That's just . . . what it is. I felt like God was targeting me. And when I came here, the first day I did my audition, they were like, you *do* have a voice. We *are* listening to everything you're saying."

It's a powerful thing, to be listened to. To be *heard*.

"They were doing things with my story," Melanie tells me, her voice rising. She leans in, lime green nails going flat against the table. She looks almost ready to push up and off, to run back to the Supreme Court right *now*. "I go to Albany *every year*. And I *met* Governor Cuomo... I can go onstage and tell my story and I feel *good* about it, because I know that there's another person out there that was the same way I was." She settles. Her voice takes on an edge. "That *is* the same way I was. And still has that doubt of 'nobody's listening.' And I can stand on that stage and say, 'Listen, *I was you*. Two years ago. And now I'm . . . this person.'"

"This person" could not be farther from the one that Melanie calls out to every time she gets up on stage. Melanie has spent every year of high school at a different school. She struggled, early on, her grades low. She was in and out of juvenile detention centers. She was angry, all the time. She felt unstable and alone. She didn't know how to make friendships outside of the life that she was trying so hard to leave behind.

"My personality's changed," she admits freely. "I have a more mature mind. I wouldn't have had that if I weren't able to tell my story, to get it out. I had all this anger inside me, which Girl Be Heard definitely helped me with."

It helps that Girl Be Heard maintains a strict policy on the grade point averages of their company members. If you want to perform and go on tour, you've got to have the grades. The work she does with Girl Be Heard is important enough to Melanie to do the work. It's important enough to commute an hour and a half both ways from Westchester to Manhattan. It's important enough for her to make plans to continue with the

organization even after she's too old to be a performer. Even if she can't stay on with Girl Be Heard, Melanie plans to get involved with other clubs and theaters doing similar work.

"I've had all these different experiences, promoting women's rights and, you know, worrying about or telling the stories of someone who can't, being like, 'I know what it's like to be in that kind of place.' ... I hope to be a part of clubs that do this even outside of Girl Be Heard. "

Melanie isn't worried about Girl Be Heard leaving the picture, though. Even if she can't stay on after she turns 21, she knows she and Girl Be Heard are connected forever. "Aside from all of the work, this is a *family*," she declares. Her voice is strong and doubtless. "Once you're a Girl Be Heard member, you're always a Girl Be Heard member...the friendships are very solid. That's what I love about these girls."

The relationships she's made within the theater company aren't just those of colleagues; they're friendships that will carry her. Everyone here has a story, and everyone else wants to hear it. The girls spend time together outside of rehearsals and workshops. They're a team.

"The first time that they found out [about my experience with sex trafficking], they were so welcoming. They just cried. I'm like, 'why are y'all crying? I'm not crying.' But it was such a . . ."

Melanie trails off. She taps her lime green nails again and looks down at her unfinished pancakes. When she glances back up, she's smiling, showing her teeth. Melanie Thompson may be writer and a performer, but now she just shrugs, letting her silence speak for her. She doesn't know what the word is for that kind of friendship. For that kind of break from the deaf ears she had become used to.

When she finds her voice again, she recalls how when she was young, her father signed her up to model. Melanie hated it, but she was good. Bold and confident, Melanie recounts with a laugh how she used to tell the kids who felt awkward that you just "do it like this!" as she struck poses.

Melanie doesn't model anymore. She'd rather write--in the library, on the train, at parties with her friends. But you get the sense that she's still that same girl when she goes on stage, reaching out to all the silent girls she used to be and showing them how to move forward, how to reclaim the story that was taken from them.

You do it like this.

@MelanieThompson2014

Check out the following video links to learn more about Girl Be Heard:

PSA:

<https://www.youtube.com/watch?v=RssOoRG0Of8>

Girl Be Heard Sizzle Reel:

A sampling from Girl Be Heard's most renowned productions:

<https://www.youtube.com/watch?v=39hFuEVMe-A>

Special Performances:

Girl Be Heard performs "My Body," a piece about sexual exploitation in conflict zones, at the Global Summit to End Sexual Violence in Conflict.

<https://www.youtube.com/watch?v=mKkCaJ4tKf8>

Girl Be Heard performs "Bring Back Our Girls" a call to action and global responsibility around the kidnapping of over 200 Nigerian School Girls in May 2014, in the U.S. Mission in Geneva.

<https://www.youtube.com/watch?v=gvU5arDaLuM>

To bring Girl Be Heard workshops, performances and teacher trainings to your school, go to girlbeheard.org or contact girlbeheard@girlbeheard.org.