COURSE: Family Consumer Sciences	DURATION: 2 weeks	TEACHER:	Keeping Women Safe: Global Health Issues

GLOBAL ISSUE OVERVIEW

The top five global health concerns for women, according to WebMD, are heart disease, breast cancer, osteoporosis, depression, and autoimmune diseases. However, among those making the top ten in other resources are HIV, sexually transmitted diseases, mental health issues, non-communicable diseases, being young or aging, and violence against women. Violence against women seems to be prevalent in all ages, races, and countries and appears to have no real boundaries – it goes to the core of an individual's well-being. Human-trafficking is a serious issue even in independent and "first-world" countries. For those under the curse of violence in any form, blinding and debilitating conditions seem to overtake their ability to overcome the circumstances in which they find themselves.

(http://www.who.int/life-course/news/2015-intl-womens-day/en/)

Global Competencies Addressed:

- Investigate the World: Initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues.

- Recognize Perspectives: Recognize, articulate, and apply an understanding of different perspectives.

- Communicate Ideas: Select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.

- Take Action: Translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

STANDARDS ADDRESSED		
Career/Technical Knowledge and Skills	**Academic Knowledge and Skills**	**21ˢᵗ Century Skills**
College & Career Readiness Anchor Standards for Speaking and Listening: **Comprehension and Collaboration** 1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. CRP – 1. Communicate clearly, effectively, and with reason. 2. Demonstrate creativity and innovation. 3. Employ valid and reliable research strategies. 4. Utilize critical thinking to make sense of problems and persevere in solving them.	CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**Learning & Innovation Skills:** • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration **Life & Career Skills:** • Flexibility and Adaptability • Initiative and Self-Direction • Productivity and Accountability • Leadership and Responsibility

PROJECT DEFINITION & GOALS/OBJECTIVES

Students will research women's violence in different countries/regions. As a result of their research findings, students will proceed with the following projects:

Project Goals/Objectives:

- Utilizing a digital media source, students will design a presentation for a group (class, community group, etc.), advocating for change to deter violence against women.
- Collect data from a variety of resources and compile in a graph/diagram depicting the primary causes, sources, and conditions that may enable women's violence.
- Create a proposed solution for each region/country focus group.
- Engage as many community stakeholders as possible that may have an interest in the topic(s) on women's violence (locally, regionally, globally).

SCENARIO OR PROBLEM: What scenario or problem will you use to engage students in this project?

Women's violence will be broken into the following categories: human-trafficking, violence against women, ending child marriages, and physical mutilation/cutting. Students will select a group (or groups) in which to research the problem, collect data, and prepare a presentation to advocate for change that includes a plan to assist victims of violence. Students will work with outside group(s) to promote problem solving for the category of choice.

Essential Questions	Grade Level Adaptations
1. How does women's violence affect the world around me: locally, regionally, and globally? 2. Why should I as a citizen become involved in problem solving for this issue? 3. What issues cause women to be susceptible to the culture of violence? 4. If I were in a violent situation, how should I handle it in a healthy way? 5. What advocacy groups would have a viable interest in this category of women's violence? 6. What are steps that can be taken to assist others to prepare a plan for problem solving in this area?	Younger students – Restrict the categories being researched to the most developmentally appropriate ones; have students create a poster to raise awareness of the issue. Advanced students – Have students develop/deliver a presentation to a local service organization.

ASSESSMENT: How will you determine what students have learned? (Check all that apply.)				
FORMATIVE		**SUMMATIVE**		
Quizzes/Tests		Multiple Choice/Short Answer Test		
Notes/Graphic Representations	X	Essay Test		
Rough Draft	X	Written Product with Rubric		
Practice Presentation	X	Oral Presentation with Rubric		X
Preliminary Plans/Goals/Checklists of Progress		Other Product or Performance with Rubric		
Journal/Learning Log Adapted from Tammy Worcester Tang		Self-Evaluation or Reflection		X
Other:		Evaluation by Authentic Audience		X
		Other:		

MATERIALS, RESOURCES, or CONSTRAINTS: What materials and resources will be needed? Are there any perceived challenges?

Resources:

- UN, Ending Violence Against Women:
  http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures

- World Health Organization, Department of Reproductive Health and Research, London School of Hygiene and Tropical Medicine, South African Medical Research Council (2013). *Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence,* p. 2. For individual country information, see *The World's Women 2015, Trends and Statistics, Chapter 6, Violence against Women,* United Nations Department of Economic and Social Affairs, 2015.

- European Union Agency for Fundamental Rights (2014). *Violence against women: An EU-wide survey,* p. 71.

- United Nations Office on Drugs and Crime (2014). *Global Study on Homicide 2013,* p. 14.

- UN Women (2013). *Safe Cities Global Initiative Brief.*

- UNICEF (2014). *Ending Child Marriage: Progress and Prospects,* pp. 2, 4.

- UNICEF (2014). *Hidden in Plain Sight: A Statistical Analysis of Violence against Children,* p. 167.

- UNICEF (2016). *Female Genital Mutilation/Cutting: A global concern.*

- UNODC (2014). *Global Report on Trafficking in Persons,* pp. 5, 11.

- See European Union Agency for Fundamental Rights (2014). *Violence against women: An EU-wide survey,* p. 104.

- Education for All Global Monitoring Report (EFA GMR), UNESCO, United Nations Girls' Education Initiative (UNGEI) (2015). School-related gender-based violence is preventing the achievement of quality education for all, Policy Paper 17; and (ii)

UNGEI (2014). End school-related gender-based violence (SRGBVB) infographic.

- United Nations Economic and Social Affairs (2015). *The World's Women 2015, Trends and Statistics,* p. 159.
  See more at: http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures#sthash.uyLVRYZB.dpuf

- Amnesty International, Information on Violence Against Women:
  http://www.amnestyusa.org/our-work/issues/women-s-rights/violence-against-women/violence-against-women-information

- Student-Project-Plan-Reviewing—Individual Reflection Questions from Project Management Toolkit for Teachers found at
  http://pmief.org/learning-resources/learning-resources-library/project-management-toolkit-for-teachers?tab=Toolkit%20Materials

- We Need to Teach Feminism to End Global Violence (article on how students can help end violence against women):
  http://blogs.edweek.org/edweek/global_learning/2016/09/we_need_to_teach_feminism_to_end_global_violence.html

- Five Steps for Connecting Your Students to a Global Audience (article on digital media and storytelling):
  http://blogs.edweek.org/edweek/global_learning/2016/09/five_steps_for_connecting_students_to_a_global_audience.html

SUPPORT, MODIFICATIONS, AND EXTENSIONS: What is needed to provide support for students who have difficulty learning the content, modify for students with special learning needs, or to provide enrichment for advanced students?

Students will be working in teams/groups or with partners selected by the teacher. Modifications will be determined on an as-needed basis depending on the individual student's needs. Extended time may be allotted for those that need it. Study skills options and reading assistance may be offered for those with reading disabilities.

CALENDAR OF MAJOR LEARNING ACTIVITIES—What are the learning activities or tasks for each day? Are there any project milestones? When will formal assessment activities occur?

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Introduce scenario. Select groups. Look for a minimum of 5 articles/resources to utilize for research. Must be teacher approved *before* completing research.	Students will begin compiling data to be used in presentation.	Students continue to compile data to be used in diagram/graph in presentation.	Students continue to compile data to be used in diagram/graph in presentation.	Students continue to compile data to be used in diagram/graph in presentation.

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Students will begin developing a media presentation that includes	Students will develop a problem-solving plan to include in their	Students will develop a problem-solving plan to include in their	Invite groups for (Day 1) presentations and	Invite groups for (Day 2) presentations and

data graph/diagram and advocacy information.	presentation. Teacher will present questions to give guidance on problem-solving plan to be included.	presentation. Teacher will present questions to give guidance on problem-solving plan to be included.	present plans. (Day 1 or Day 2 may depend on size of class.)	present plans. Write self-reflection on the project using the Individual Reflection Questions.

STUDENT REFLECTION ACTIVITIES—How will students reflect on their work? Add reflection questions and/or activities here.

Student-Project-Plan-Reviewing – Individual Reflection Questions from **Project Management Toolkit for Teachers** found at http://pmief.org/learning-resources/learning-resources-library/project-management-toolkit-for-teachers?tab=Toolkit%20Materials

Adapted from: Southern Regional Education Board, Unit Planning Template, 592 10th St. N.W., Atlanta, GA 30318-5776