

Global Violence Against Women and Girls

From the Director of **WAITING FOR SUPERMAN** and Academy Award® Winner **AN INCONVENIENT TRUTH**

# HE NAMED ME MALALA

ONE CHILD, ONE TEACHER, ONE BOOK AND ONE PEN  
CAN CHANGE THE WORLD.



FOX SEARCHLIGHT PICTURES in association with IMAGE NATION ABU DHABI and PARTICIPANT MEDIA with NATIONAL GEOGRAPHIC CHANNEL present a PARKES-MACDONALD and A LITTLE ROOM PRODUCTION  
A FILM BY DAVIS GUGGENHEIM "HE NAMED ME MALALA" PRODUCED BY IMA MALALA DIRECTED BY JASON CARPENTER EDITED BY THOMAS NEWMAN PRODUCTION DESIGNER ERICH ROLAND EXECUTIVE PRODUCERS GREG FINTON, ACE, BRIAN JOHNSON, BRAD FULLER  
PRODUCED BY MUHAMMAD AL MUBARAK MICHAEL GARRIN JEFF SKOLL SHANNON DILL WRITTEN BY WALTER PARKES LAURIE MACDONALD DAVIS GUGGENHEIM  
PG-13 PARENTS STRONGLY CAUTIONED SOME MATERIAL MAY BE INAPPROPRIATE FOR CHILDREN UNDER 13  
IMAGE NATION PARTICIPANT media NATIONAL GEOGRAPHIC CHANNEL SEARCHLIGHT PICTURES

JOURNEYS IN FILM  
educating for global understanding





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## About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students across the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

### Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. Working in partnership with the Rossier School of Education at the University of Southern California, *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* curriculum guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core standards.

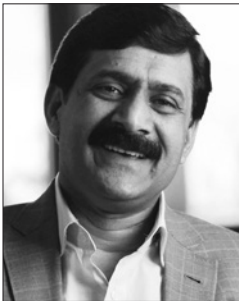


# A Letter From Malala and Ziauddin Yousafzai



We hope you enjoy watching  
*He Named Me Malala*.

We are so happy to be able to share our story with you, and hope it will spark many conversations around the themes presented in the film through this discussion guide.



Many people tell us that our story is unique, but we do not see it that way. This is not the story of one girl but of more than 60 million girls around the world who do not go to school, prevented by poverty, violence, or social norms that do not value girls' education.

While the film tells the story of our family and the difficult journey we have made from our home in Pakistan to our current home in the UK — we hope it sparks a much wider discussion and action to ensure every girl gets a quality secondary education.

You may wonder why we focus on girls' secondary education, and it is this: Adolescent girls are the most likely to drop out of school or miss out on school altogether. They are often under great pressure to leave school to marry or take care of others. Many societies simply do not value girls' education, so they do not invest in girls' schools, and girls are not encouraged to continue their studies. Girls are particularly vulnerable in situations of conflict, which is why we work closely to support refugee girls and girls threatened by violence.

We believe that access to twelve years of free, safe, quality education for every girl benefits all society, not only girls. When girls are educated, they transform their own lives, and those of their families. Basic education enables them to survive but quality secondary education provides girls the wings to fly.

We hope that watching *He Named Me Malala* and using this curriculum will encourage you to raise your voice for girls' education. We all have a role to play — whether we are parents, teachers, or students.

Please stand #withMalala and show your support for the right to education. Every voice counts. On pp. 12–13 we will show how you can get more involved, and suggest ways to encourage others to do so as well. You will also find more information on the Malala Fund website: [www.malala.org](http://www.malala.org).

With love and gratitude,

Malala & Ziauddin

## Introducing *He Named Me Malala*

When 11-year-old blogger Malala Yousafzai began detailing her experiences in the Swat Valley of Pakistan for the BBC, she had no idea what momentous changes were coming in her life. Her father, Ziauddin, a school founder and dedicated teacher, was outspoken in his belief that girls, including his beloved daughter, had a right to an education. As they continued to speak out against restrictions imposed by extremists, Ziauddin received constant death threats, so many that he began to sleep in different places. But it was Malala who was almost killed, shot in the head by a gunman on her way home from school. Her survival and recovery have been little short of miraculous.

Instead of being cowed by this horrific attack, Malala began to use the international attention she attracted to advocate for the cause of girls' education worldwide. Through her speeches, her autobiography *I Am Malala*, the work of her fund, and her travels to places where girls' education is in crisis, she has continued to focus on the effort to give all girls safe schools, qualified teachers, and the materials they need to learn.

The film *He Named Me Malala* both celebrates her dedication to this cause and gives the viewer insight into her motivation. It begins with an animated portrayal of the teenage folk hero for whom Malala was named, Malalai of Maiwand, whose fearlessness and love of country turned the tide of battle for Afghan fighters. From those opening scenes, live action and animation tell the story of Malala's life before and after the attack. We see her at various times of her life: severely wounded in the hospital, teasing her brothers in her new home in England, giving a speech to the United Nations, teaching a class in Kenya, and more.

Her efforts are ongoing and they are realized through her organization, the Malala Fund, which “empowers girls through quality secondary education to achieve their potential and inspire positive change in their communities.”<sup>1</sup> More about the Malala Fund can be found at [www.malala.org/](http://www.malala.org/).

**DIRECTOR:** Davis Guggenheim

**SUBJECTS:** Malala Yousafzai, Ziauddin Yousafzai, Toor Pekai Yousafzai, Khushal Khan Yousafzai, Atal Khan Yousafzai

**PRODUCERS:** Walter F. Parkes, Laurie MacDonald, Davis Guggenheim

**EXECUTIVE PRODUCERS:** Mohamed Al Mubarak, Michael Garin, Jeff Skoll, Shannon Dill

**ANIMATION PRODUCER:** Irene Kotlarz

**ANIMATION DESIGNED BY:** Jason Carpenter

**MUSIC:** Thomas Newman

**RUNNING LENGTH:** 87 minutes

**INSPIRED BY THE BOOK** *I Am Malala*



# Global Violence Against Women and Girls

## Enduring Understandings

- Violence against women is not unique to any one race, religion, culture, or creed.
- Many people, men as well as women, are working to end violence against women.

## Essential Questions

- How widespread is the global trend of violence against women and girls?
- What efforts are being made to stem the violence against women and girls?

## Notes to the Teacher

In the film *He Named Me Malala*, Malala Yousafzai tells an audience, “I tell my story not because it is unique, but because it is not. It is the story of many girls. I am Malala.... I am those sixty-six million girls who are deprived of education. I am not a lone voice, I am many. And our voices have grown louder and louder.” In her home in the Swat Valley, the Taliban tried to end education for Muslim girls. Some believe the Taliban’s goal was to deny the next generation of women the skills needed to function in a contemporary society. Such a goal is sometimes erroneously attributed to Islamic beliefs as a whole. However, a 2001 U.S. State Department report suggested differently:

Islam has a tradition of protecting the rights of women and children. In fact, Islam has specific provisions which define the rights of women in areas such as marriage, divorce, and property rights. The Taliban’s version of Islam is not supported by the world’s Muslims.<sup>5</sup>

In some areas under Taliban rule, girls over the age of eight were prohibited from attending school. As you have seen in the film, schools were bombed and women remained illiterate. As the Taliban clamped down on knowledge, ignorance prevailed and women continued to be marginalized within their communities.

Malala and other girls like her have been denied the fundamental right of education. But their oppressors went further, sometimes denying women access to medical care. Inadequate access to medical care contributed to more suf-



fering and higher infant mortality rates. Additionally, Muslim women have been locked away at home, able to leave only if they are accompanied by a male relative and wearing a thick cloth burqa, covering them from head to toe. In some areas, the Taliban required the windows of houses to be painted over, in order to prevent the outside world from seeing in. This has been linked to reports of higher rates of depression and suicide for many Muslim women.

Thanks to voices like Malala's, women around the world have increasingly asserted their fundamental rights as equal human beings. Raising their voices in protest has come with a cost for many of these women. Many have faced unspeakable violence in return for standing up for their rights.

In this lesson, students will be assigned two readings that will introduce them to violence against women and girls on a global scale. You could show a video of Michelle Obama speaking about the same subject; several versions can be found on YouTube by searching "Michelle Obama" and "bring back our girls." The students then are assigned in pairs to research individuals and groups that are working to end violence against women. They will complete a brief guided research sheet, which will form the basis for an in-class discussion and follow-up essay.

Before the lesson, make copies of **HANDOUTS 1** and **3** for

each student. Make as many copies of **HANDOUT 2** as you need in order to distribute one "card" to each student. The activists and groups listed on **HANDOUT 2** have been selected to explore a wide range of issues confronting women.

Consider the maturity of your students in deciding which cards to hand out; many of these issues are sexual in nature and profoundly unsettling, especially if you have students who have been victims of violence or witnessed it in their own families. (If you wish, you can find other "heroes" in the online magazine *SAFE* at [http://issuu.com/safemag/docs/safe\\_issue\\_2](http://issuu.com/safemag/docs/safe_issue_2). It is a publication of Together for Girls; you can find more information at <http://www.togetherfor-girls.org/safe-magazine-new-issue/> about this magazine and the organization publishing it.) You may give the cards out randomly, have students draw cards, or use the cards to organize research teams. Be sure to keep track of students and assignments.

Please note that, because of the sensitive content, this lesson is designed for older, more mature students.



**COMMON CORE STANDARDS ADDRESSED BY THIS LESSON****CCSS.ELA-LITERACY.RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

**CCSS.ELA-LITERACY.RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

**CCSS.ELA-LITERACY.RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as words) in order to address a question or solve a problem

**CCSS.ELA-LITERACY.RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

**CCSS.ELA-LITERACY.WHST.11-12.1**

Write arguments focused on discipline-specific content

**WHST.11-12.1.A**

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

**WHST.11-12.1.B**

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases

**WHST.11-12.1.C**

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims

**CCSS.ELA-LITERACY.WHST.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience

**CCSS.ELA-LITERACY.WHST.11-12.7**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**CCSS.ELA-LITERACY.WHST.11-12.8**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

**CCSS.ELA-LITERACY.WHST.11-12.0**

Draw evidence from informational texts to support analysis, reflection, and research





### Duration of the Lesson

One to three class periods plus time to research

### Assessments

#### **HANDOUT 3: GUIDED RESEARCH**

Participation in discussion

Final reflection essay

## Materials

Photocopies of **HANDOUTS 1** and **3** for each student.

Card from **HANDOUT 2** for each student

Video of speech by Michelle Obama, if desired

Computer access for research projects

## Procedure

1. Ask students: Is denying education an act of violence? (Student opinion will vary. Encourage them to see the connection between overt physical acts of violence, like beating female students and burning schools, and the violence that consists of depriving someone of an innate right, even if this is done by unjust laws.)
2. Tell students that today in this lesson they will read and research about violence against women around the world. Distribute **HANDOUT 1** and tell students to read it carefully, underlining key ideas and writing comments and questions in the margin. (This may be done in class or for homework.) When students have had a chance to read both excerpts, hold a class discussion to be sure that everyone understands the idea expressed in the handout.
3. Distribute the cut-apart cards from **HANDOUT 2**, keeping track of student assignments. If students are going to work in groups, have each group identify itself.
4. Instruct students to complete **HANDOUT 3** independently, being careful to evaluate their sources and use only those they trust. Tell them to be prepared to summarize their findings for the class. Explain that the class period after the research is completed will be dedicated to a class discussion.
5. After students have completed their research, begin the discussion by having students report on their findings by turn. Students should take notes and record facts about each of the issues discussed, actions of the activist individuals or groups, and the impact of those actions so far.

# Lesson

(SOCIAL STUDIES/  
SOCIOLOGY)



6. Expand to a more comprehensive discussion. Some possible discussion questions:
  - a. How effective can social media be in helping to solve these problems?
  - b. How important is education in solving or preventing these problems?
  - c. What is the role of men and boys in helping address these issues?
  - d. What else could be done?
  - e. Is this a problem or issue in our community? If so, to what extent? For example, is dating violence an issue?
  - f. Does our community have shelters or counseling for victims of domestic violence?
  - g. Does bullying or harassment constitute a type of violence against women? What policies does our school have in place to prevent this?
  - h. What can you do to prevent violence against women?
7. Assignment: Write a three- to five-paragraph essay reflecting on the most important things you have learned in this lesson.





## Handout 1 ► P. 1

## What Is Violence Against Women?

**Directions:**

Read the following excerpts carefully, underlining key ideas and writing comments and questions you have in the margins.

**Excerpt 1: The United Nations' Definition of Violence Against Women<sup>6</sup>**

Since the late 1990s, the United Nations (U.N.) organization has increasingly recognized violence against women (hereinafter VAW) as a global health concern and violation of human rights. Ongoing U.N. system efforts to address VAW range from large-scale interagency initiatives to smaller grants and programs implemented by non-governmental organizations (NGOs), national governments, and individual U.N. agencies. A number of U.N. system activities address VAW directly; however, many are also implemented in the context of broader issues such as humanitarian aid, peacekeeping, global health, and human rights. Most U.N. entities do not specifically track the cost of programs or activities with anti-VAW components. Therefore, it is unclear how much the U.N. system, including individual U.N. agencies and programs, spends annually on programs to combat violence against women.

The U.N. General Assembly was the first international body to agree on a definition of violence against women. On December 20, 1993, the General Assembly adopted the Declaration on the Elimination of Violence Against Women (DEVAW). The Declaration, which was supported by the U.S. government, describes VAW as “any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.” Though non-binding, DEVAW provides a standard for U.N. agencies and NGOs urging national governments to strengthen their efforts to combat VAW, and for governments encouraging other nations to combat violence against women. Specifically, the Declaration calls on countries to take responsibility for combating VAW, emphasizing that “states should condemn violence against women and should not invoke any custom, tradition or religious consideration to avoid their obligations with respect to its elimination. States should pursue by all appropriate means and without delay a policy of eliminating violence against women.”

Despite the international adoption of DEVAW, governments, organizations, and cultures continue to define VAW in a number of ways, taking into account unique factors and circumstances. How VAW is defined has implications for policymakers because the definition may determine the types of violence that are measured and addressed.

<sup>6</sup> Excerpted from the *United Nations System Efforts to Address Violence Against Women*, by Luisa Blanchfield, July 12, 2011, at [fpc.state.gov/documents/organization/169058.pdf](http://fpc.state.gov/documents/organization/169058.pdf).





## Handout 1 ► P. 2

## What Is Violence Against Women?

**Excerpt #2 – “Remarks by the First Lady”<sup>7</sup>**

....Now, one of the issues that I care deeply about is, as John alluded to, girls’ education. And across the globe, the statistics on this issue are heartbreaking. Right now, 62 million girls worldwide are not in school, including nearly 30 million girls in sub-Saharan Africa. And as we saw in Pakistan, where Malala Yousafzai was shot in the head by Taliban gunmen, and in Nigeria where more than 200 girls were kidnapped from their school dormitory by Boko Haram terrorists, even when girls do attend school, they often do so at great risk.

And as my husband said earlier this week, we know that when girls aren’t educated, that doesn’t just limit their prospects, leaving them more vulnerable to poverty, violence and disease, it limits the prospects of their families and their countries as well.

Now, in recent years, there’s been a lot of talk about how to address this issue, and how we need more schools and teachers, more money for toilets and uniforms, transportation, school fees. And of course, all of these issues are critically important, and I could give a perfectly fine speech today about increasing investments in girls’ education around the world.

But I said I wanted to be honest. And if I do that, we all know that the problem here isn’t only about resources, it’s also about attitudes and beliefs. It’s about whether fathers and mothers think their daughters are as worthy of an education as their sons. It’s about whether societies cling to outdated laws and traditions that oppress and exclude women, or whether they view women as full citizens entitled to fundamental rights.

So the truth is, I don’t think it’s really productive to talk about issues like girls’ education unless we’re willing to have a much bigger, bolder conversation about how women are viewed and treated in the world today. (Applause.) And we need to be having this conversation on every continent and in every country on this planet. And that’s what I want to do today with all of you, because so many of you are already leading the charge for progress in Africa.

Now, as an African American woman, this conversation is deeply personal to me. The roots of my family tree are in Africa. As you know, my husband’s father was born and raised in Kenya (applause) — and members of our extended family still live there. I have had the pleasure of traveling to Africa a number of times over the years, including four trips as First Lady, and I have brought my mother and my daughters along with me whenever I can. So believe me, the blood of Africa runs through my veins, and I care deeply about Africa’s future. (Applause.)

<sup>7</sup> Excerpted from First Lady Michelle Obama’s speech at the Summit of the Mandela Washington Fellowship for Young African Leaders, July 30, 2014, The Omni Shoreham Hotel, Washington, D.C. at <https://www.whitehouse.gov/the-press-office/2014/07/30/remarks-first-lady-summit-mandela-washington-fellowship-young-african-le>.





## Handout 1 ► P. 3

## What Is Violence Against Women?

**Excerpt #2 – “Remarks by the First Lady (Continued)”**

Now, the status of women in Africa is also personal to me as a woman. See, what I want you all to understand is that I am who I am today because of the people in my family—particularly the men in my family—who valued me and invested in me from the day I was born. I had a father, a brother, uncles, grandfathers who encouraged me and challenged me, protected me, and told me that I was smart and strong and beautiful. (Applause.)

And as I grew up, the men who raised me set a high bar for the type of men I’d allow into my life (applause)—which is why I went on to marry a man who had the good sense to fall in love with a woman who was his equal (applause)—and to treat me as such; a man who supports and reveres me, and who supports and reveres our daughters, as well. (Applause.)

And throughout my life—understand this—every opportunity I’ve had, every achievement I’m proud of, has stemmed from this solid foundation of love and respect. So given these experiences, it saddens and confuses me to see that too often, women in some parts of Africa are still denied the rights and opportunities they deserve to realize their potential.

Now, let’s be very clear: In many countries in Africa, women have made tremendous strides. More girls are attending school. More women are starting businesses. Maternal mortality has plummeted. And more women are serving in parliaments than ever before. In fact, in some countries, more than 30 percent of legislators are women. In Rwanda, it’s over 50 percent—which, by the way, is more than double the percentage of women in the U.S. Congress. Yes. (Applause.)

Now, these achievements represent remarkable progress. But at the same time, when girls in some places are still being married off as children, sometimes before they even reach puberty; when female genital mutilation still continues in some countries; when human trafficking, rape and domestic abuse are still too common, and perpetrators are often facing no consequences for their crimes—then we still have some serious work to do in Africa and across the globe.





## Handout 2

## Research Assignments

<b>YOUR RESEARCH ASSIGNMENT:</b> Jimmie Briggs, Man Up Campaign (Encourages young men to get involved to prevent all forms of violence against women)	<b>YOUR RESEARCH ASSIGNMENT:</b> Ibrahim Abdullahi, Twitter hashtag #BringBackOurGirls (kidnapping of schoolgirls by Boko Haram in Nigeria)
<b>YOUR RESEARCH ASSIGNMENT:</b> Elba Cabrera and Emelin Velásquez Hernandez, Let Girls Lead (advocacy program for girls' health and education in Guatemala)	<b>YOUR RESEARCH ASSIGNMENT:</b> Panmela Castro (street artist advocating for women in Brazil)
<b>YOUR RESEARCH ASSIGNMENT:</b> Helen Clark, Chair of the United Nations Development Group (women's and girls' rights and women's security in conflict and post-conflict situations)	<b>YOUR RESEARCH ASSIGNMENT:</b> Jaha Dukureh and Fahma Mohamed (fighting against female genital mutilation)
<b>YOUR RESEARCH ASSIGNMENT:</b> Mahfuza Folad, executive director of Justice for All (works with imprisoned women in Afghanistan to help them with their cases)	<b>YOUR RESEARCH ASSIGNMENT:</b> Shannon Galpin, founder of Combat Apathy (art projects, advocacy for women in prison, education for children imprisoned with their mothers)
<b>YOUR RESEARCH ASSIGNMENT:</b> Global Girl Media (gives teenage girls professional media training)	<b>YOUR RESEARCH ASSIGNMENT:</b> HELP USA (provides safe havens and scholarships for survivors of domestic violence in the United States)
<b>YOUR RESEARCH ASSIGNMENT:</b> Anthony Keedi, Engaging Men and Boys Programme of the Abaad-Resource Center for Gender Equality (works with males in Lebanon to raise awareness of gender-based violence)	<b>YOUR RESEARCH ASSIGNMENT:</b> Emma Watson, UN Women's HeForShe campaign





## Handout 3

# Researching Violence Against Women

**Directions:**

After you have your research topic, use multiple sources of information to fill in the table below. Be careful to evaluate whether your sources are reliable, whether there is a hidden agenda, and whether the writers were in a position to know what is true. Fill in the chart below with your findings. Use the back of this page if necessary.

Your Name:	Date:
Where does this individual or group work?	What prompted the individual or group to get involved?
Discuss the nature of the problem being addressed.	
What steps has the individual or group taken to resolve the problem?	
Where did you find this information?	What questions do you still have about this subject?





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