

EPISODE 8:
**Women: The Fight to Lead
and the Struggle to Live**

CHAPTER 1:
**Violence Against Women
and Girls in Brazil**

Originally Aired:
3/15/2020



TERM TO KNOW—*Femicide*

Intentional violence or murder of women and girls, usually by men.

This episode reports 63,000 attacks against women and girls in Brazil in 2019. While specific statistics are difficult to uncover, the United Nations' most recent data identifies 87,000 women as victims of femicide in 2017.



FOR DISCUSSION

Marielle Franco, an outspoken feminist and Brazilian legislator, was murdered in 2018. She serves as an inspiration for young women in her favela (poor neighborhood) of Maré and throughout Brazil. The BBC journalist Megha Mohan shared a statistic that 70% of women in Maré experienced violence and “more so when they spoke out.” Ask students to discuss or reflect in writing the following prompts:

- According to this report, why do you think women and girls who identify as feminists are in greater danger of violence?
- Why do the men who perpetrate the violence see the women as a threat?



INVESTIGATIVE QUESTIONS

1. Students can go online and investigate global incidents of femicide with The World Bank's interactive [map](#). What regions have the highest rates of violence?
Source: “Intentional homicides, female (per 100,000 females)” *The World Bank Data*, data.worldbank.org/indicator/VC.IHR.PSRC.FE.P5?view=map. Accessed 11 November 2020.
2. Using the data students collect from the map, they can explore how femicide takes different forms with the United Nation's [Facts and Figures: Ending Violence Against Women](#).
Source: “Facts and Figures: Ending Violence Against Women, *UN Women*,” www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures. Accessed 11 November 2020.

Sources: “Booklet 5: Gender related killings of women and girls—Global Study on Homicide, 2019,” *United Nations Office on Drugs and Crime*, www.unodc.org/unodc/en/data-and-analysis/global-study-on-homicide.html. Accessed 11 November 2020.

“Understanding and addressing violence against women,” *World Health Organization*, apps.who.int/iris/bitstream/handle/10665/77421/WHO_RHR_12.38_eng.pdf;jsessionid=6EE6071BB0636AF5980B626050E3BF26?sequence=1. Accessed 11 November 2020.

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CHAPTER 2:
Evaluating Social Media

Originally Aired:
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TERM TO KNOW—*Social Media*

Websites and other online applications where users can create content and share it. Social media is largely driven by users, as opposed to mainstream media like newspapers and network television which is reported by journalists.



FOR DISCUSSION

In this segment, BBC cybersecurity reporter, Joe Tidy, refers to the benefits of social media such as providing community, raising money for important causes, and motivating people to donate blood. Students can discuss or reflect in writing other benefits social media provides. (Students can consider learning, employment opportunities, creative outlets, and connecting widespread families.)



WRITING PROMPT

Imagine if the COVID-19 pandemic took place before the development of social media. Ask students to discuss or write about reimagining the pandemic without social media. (Students can consider information about the virus, and also the connection social media provided when many countries were in lockdown and following social distancing.)

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CHAPTER 3:
**From Refugee to
Presidential Candidate:
Fadumo Dayib**

Originally Aired:
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Note: Before watching this segment, encourage students to write down Fadumo's powerful words when she talks about visualizing her future as a young girl.



TERM TO KNOW—Growth Mindset

An approach to learning and life when you believe your mind can grow through challenges and you can change your circumstances. A growth mindset stands in contrast to a fixed mindset, when you believe you are born with a fixed amount of intelligence and that cannot be changed. A fixed mindset is, "I can't." A growth mindset is, "I can't... yet!"



FOR DISCUSSION

In her interview, Fadumo Dayib shared her biography, which she believes contributed to her successful life. Prompt students to discuss or reflect in writing what they identified as the key parts of Dayib's 'backstory.'



ACTION ITEM

At the end of this segment, Dayib talks to her younger self. Do what Dayib does but in reverse:

- Take some time to visualize what your life might look like in 30 years and what you hope to do.
 - Write a letter to your future self, hypothesize about a potential challenge you are likely to face, and offer yourself advice on how to persevere and reach your goals. Save the letter and refer to it when you are experiencing doubt.
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CHAPTER 4:
**How Many Political
Leaders are Women?**

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TERM TO KNOW—*Gender Quota*

An effort to increase female representation in government, a gender quota reserves a particular percentage of seats for women to ensure a larger minority of 20%, 30%, or 40%. Some countries temporarily impose gender quotas until equitable representation occurs naturally in selection of candidates for office.



FOR DISCUSSION

In this segment, we learned that 25% of world politicians are women. Ask students to discuss the following questions:

- What do you think of this fact?
- What would equal representation look like? How could this be achieved?
- Do you think gender quotas are a good idea?



INVESTIGATIVE QUESTION

Students can research gender representation in the U.S. government, their state government, and their municipal or local governments. Ask them to compare women's participation at each level of government over the course of the last 50 years.