



**a path  
appears**

**LESSON  
PLAN**

# Forced Child Labor in Haiti



# Table of Contents

Introduction .....	1
Using this Lesson Plan .....	2
About the Filmmakers .....	3
About the Film Series .....	4

## LESSON PLAN:

# FORCED CHILD LABOR IN HAITI

Overview .....	5
Lesson Procedures .....	6–9
Assignments & Extensions .....	10
Additional Resources .....	11
Standards .....	12
Credits .....	13



# Introduction



This lesson plan and accompanying short film modules from the PBS documentary series *A Path Appears* will give you everything you need to help teens and young adults better understand the barriers to opportunity not only in developing countries, but in the United States as well, and how to effectively make a difference.

With segments focusing on sex trafficking, child labor, gender-based violence, teen pregnancy, poverty and early childhood intervention, and the role of men and boys, *A Path Appears* will expose students to important issues affecting us both at home and abroad. In each story, we focus on successful local and global initiatives, and the inspiring agents of change who are the catalysts for opportunity. Students will learn from these stories how they can contribute and affect the lives of those who are most in need.

Thank you for joining the thousands of teachers who have already utilized these resources to guide students as they develop into engaged citizens. We look forward to hearing stories of successes in your classrooms.

Sincerely yours,

A handwritten signature in black ink, reading "Nicholas Kristof".

Nicholas Kristof

A handwritten signature in black ink, reading "Sheryl WuDunn".

Sheryl WuDunn

# Using This Lesson Plan

## About This Collection

This set of resources is offered to invite educators to inspire and empower young people in high school and college classrooms and youth development organizations to take part in the growing movement to end the oppression of women and girls. Sparked by the book by Nicholas Kristof and Sheryl WuDunn, and the PBS series *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, the series is now evolving with *A Path Appears* to take a closer look at issues affecting women and girls not only abroad, but in developed countries like the United States. These resources call on young people to become change agents not only globally, but in their own communities as well. The lessons incorporate project-based learning, civic-service learning, and media literacy in an effort to connect viewers and learners to organizations and movements for social change.

This lesson plan is part of a curriculum collection complemented by short film modules adapted from the PBS film series *A Path Appears*, Discussion Guides, as well as the book *A Path Appears: Transforming Lives, Creating Opportunity*. Together, all of these materials can be used to deliver lessons in a 1-2 week stand-alone unit or as lead-ins and/or supplemental explorations to complement other curricula. These lessons are aligned to Common Core Standards in English Language Arts and key national standards for Social Studies and Arts Education, but are also designed for use in college and youth development organizations.

This curriculum collection is a project of ITVS's Women and Girls Lead campaign. For more curricular resources, visit [itvs.org/educators/collections](http://itvs.org/educators/collections).

## Note to Educators

This lesson and film module from *A Path Appears* focuses on forced child labor, including references to emotional and physical abuse and sexual abuse — sensitive yet pertinent topics that may not be suitable for all audiences. Teachers are strongly encouraged to review all of the readings, materials, and links and preview the film module to be sure the topic and lesson are appropriate for their curriculum and students. At the teacher's discretion a trigger warning or other preparation/discussion with the class may be advisable, as well as identifying students who might be personally or adversely affected by this material. Teachers should also consult with school counselors, social workers, and/or administrators to be informed of policies and procedures for addressing a disclosure of violence or abuse, and be prepared to provide students with support or the option of not participating in the lesson where appropriate. Additional resources for the film and book *A Path Appears: Transforming Lives, Creating Opportunity* are included in the accompanying Discussion Guide for this project, including organizations and hotlines to which to refer those who need help or support.

## About the Curriculum Writer



**DAVID  
MADULI**

David Maduli is an independent educational consultant who has contributed many curriculum guides and conducted various workshops for PBS and ITVS programs. He has a master's in teaching and curriculum from Harvard Graduate School of Education and has extensive experience as a veteran Bay Area public school language arts and social studies teacher. He is currently a Community Poetics Fellow in the Mills College creative writing program and part-time faculty in the Teacher Education Department at USF.

# About the Filmmakers



## MARO CHERMAYEFF

**Executive Producer and Director,  
Show of Force**

Maro Chermayeff is an award-winning filmmaker, producer, director, author and former television executive at A&E/AETN. She is Founder and Chair of the MFA program in Social Documentary at the School of Visual Arts in New York City and partner in the production company Show of Force. Some of her extensive credits include: *Kehinde Wiley: An Economy of Grace* (PBS, 2014), the landmark four-hour PBS documentary series *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (PBS, 2012), 6-hour series *Circus* (PBS, 2010), the Emmy-award winning *Marina Abramovic: The Artist is Present* (HBO, 2012) *Mann v. Ford* (HBO, 2011), *Parasomnia* (France 2, 2010), the Emmy Award-winning 10-hour series *Carrier* (PBS/Nat Geo International, 2008), the 6-hour series *Frontier House* (PBS, 2002), *American Masters: Juilliard* (PBS, 2003), *The Kindness of Strangers* (HBO, 1999), *Role Reversal* (A&E 2002), *Trauma, Life in the ER* (TLC, 2001) the *Vanity Fair* web series *Eminent Domains* (2014), and over 15 specials for Charlie Rose. Represented by WME, Chermayeff is a principal of Show of Force, the production entity for the Half the Sky Movement. She is an Executive Producer of Half the Sky Movement's Facebook Game and 3 Mobile Games with Games for Change.



## JAMIE GORDON

**Executive Producer**

Jamie Gordon co-founded Fugitive Films in 2005 after running the Development Department of GreeneStreet Films in New York City for six years as well as working on multiple award-winning Hollywood feature films. Most recently, Gordon executive produced *Half the Sky: Turning Oppression into Opportunity For Women Worldwide*. Her company produced *Coach* starring Hugh Dancy and the comedy *Wedding Daze* starring Jason Biggs and Isla Fisher. Among other projects, she is developing a film based on the National Book Award finalist *River Town* by Peter Hessler and a film adaptation of Brooke Berman's off-Broadway hit "Smashing." Previously, Gordon was the Head of Development for GreeneStreet Films, working on *In the Bedroom*, and co-producing *Swimfan* and *Pinero*. She worked as a story editor for producer Wendy Finerman where she worked on *Forrest Gump*. She graduated with a B.A. in history from Princeton University.



## MIRA CHANG

**Co-Executive Producer**

Mira Chang is a producer, director and director of photography of nonfiction content for domestic and international television and several feature length documentaries. Her work can be seen regularly on ABC, National Geographic, A&E and Discovery. Her projects include *Sold* and *Jesus Camp*, nominated for a 2007 Oscar for Best Documentary. Recent projects include A&E's *Runaway Squad* and *Garó Unleashed* for the Sundance Channel. Chang was also series-producer of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*.



## JEFF DUPRE

**Executive Producer,  
Show of Force**

Jeff Dupre has been producing and directing documentary films for over 15 years. Together with Show of Force partner Maro Chermayeff, Dupre is director, creator and executive producer of *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (PBS, 2012), *Circus*, a six-part documentary series that also premiered on PBS. He conceived and is producer and co-director of *Marina Abramovic The Artist is Present*. He is a producer of *Carrier* and Michael Kantor's *Broadway: The American Musical*. Dupre's directorial debut, *Out of the Past*, won the Audience Award for Best Documentary at the 1998 Sundance Film Festival, among other awards.



## JOSHUA BENNETT

**Series Producer**

With over 10 years experience producing film and television, Joshua Bennett has produced shoots in over 35 countries and on all seven continents, including the PBS series *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* (2012). He has also produced programming for PBS, HBO, MTV, Discovery, A&E and The Sundance Channel, as well as music videos commercials, independent shorts, experimental works, corporate, new media and viral media campaigns. Bennett teaches documentary producing at New York City's School of Visual Arts' master's program for social documentary film.



# About the Film Series



From the creative team that brought you the groundbreaking *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, *A Path Appears* investigates young women in America forced into a life of prostitution and the innovative programs that have evolved to achieve remarkable results in empowering their lives. Sex trafficking and prostitution. Domestic slavery. Teen pregnancy. The devastation of poverty. These troubling situations are happening not just halfway across the world, but also in our own backyards — in Chicago and Nashville and Boston.

In the second part, the series continues around the globe tracking children in Haiti, living in abject poverty after years of political corruption during times of violent protest and captures the transformation of Kenya's most notorious slum through expanded education for girls. The series uncovers the roots behind the incredible adversity faced every day by millions of women, while also presenting glimpses of hope and change.

With Pulitzer Prize-winning New York Times reporters Nicholas Kristof and Sheryl WuDunn and a number of celebrity activists as guides — including Malin Akerman, Jennifer Garner, Mia Farrow, Ashley Judd, Eva Longoria, and Alfre Woodard, each with painful stories from their own pasts — *A Path Appears* journeys across the country and around the globe to drive home shocking stories of gender inequality and vulnerability.

## Overview

### AUDIENCE

High School (grades 11-12), Community College, University, Youth Development Organization

### TIME

Two to three 50-minute class periods + assignments

### SUBJECT AREAS

Women's Studies, Social Studies, Global Studies, Media Studies, English Language Arts

### PURPOSE OF THE LESSON

The International Labour Organization (ILO) reports that some 21 million people worldwide are victims of forced labor. Modern-day slavery exists as exploitation within countries, as well as a result of voluntary or involuntary movement across borders. Many of the exploited are children.

In this lesson, students will examine the forces that have led to this reality and learn about some of the programs and approaches that communities and campaigns have been using to address the problem. They will also examine the role that education can play to both empower girls and empower communities to provide more support for girls living in poverty. Students will apply this knowledge toward research and study opportunities to explore the topic further.

### OBJECTIVES

Students will

- interpret the term *restavek* and its cultural, social, and economic significance in Haiti;
- investigate the systems, forces, and conditions that perpetuate forced child labor in the United States and abroad;
- analyze economic, social, and political factors that indicate the stability of a nation and point to the living conditions and life chances of children and families;
- research and present their findings to the class.

### RESOURCES

- Film module:  
**Forced Child Labor in Haiti**
- LCD projector or DVD player
- Whiteboard/blackboard and dry-erase markers/chalk
- Pens/pencils and writing paper
- Computers with internet access
- Kraft paper

## Prescreening Activity

### TIME

40 minutes

### YOU WILL NEED

Pens/pencils, writing paper,  
**Discussion Guide**

### GOAL

Students will gain an understanding of the type of child slavery that exists in Haiti and how it is connected to U.S. and global child labor conditions. They will study background information about the country and conditions, and learn about an organization that is working to address these issues, which they will encounter more of in the film module.

#### PART 1: INTRODUCTION

- Write or project the term *restavek* on the board or screen.
- Start a web or chart, instructing students to copy on drawing paper. Write “Creole language, meaning *to stay with*,” “child,” and “Haiti” emanating from the term “restavek.”
- Give students a few minutes to brainstorm and think of what or who the term could be referring to and what it could mean in context. Have them write three to five ideas on their web.
- Invite students to “shout out” ideas. Write down several on the chart. As it starts to wind down, add “slave” to the brainstorm. Then read aloud and project the following text from the Restavek Freedom Foundation. Preface or support the reading of this text with definitions or synonyms for potentially challenging terms (e.g., domestic, menial, incessant):
  - Restavek is a form of modern-day slavery that persists in Haiti, affecting one in every 15 children. Typically born into poor rural families, restavek children are often given to relatives or strangers. In their new homes, they become domestic slaves, performing menial tasks for no pay. In the Creole language, “restavek” means “to stay with.” Yet for the children who are called restavek, that definition is incomplete. For them, it means: To stay with ... humiliation and abuse. To stay with ... alone, in a family that offers no love. To stay with ... an incessant and gnawing hunger. To stay with ... the feeling that no matter what, their voices, their lives, will never count. The reasons that the restavek practice persists in Haiti are complex—ranging from harsh economic conditions to the cultural attitudes toward children.
- Direct students to add some more points from the text to their webs. Elicit responses from the class about their understanding of the term, and discuss their thoughts and ideas.

#### PART 2: HAITI IN CONTEXT

- Post or distribute and review the vocabulary from “Defining the Terms” in the Discussion Guide. Have students define the terms aloud in their own words, offer examples, explain their understanding of the terms, and clarify ideas and misconceptions.
- Distribute the following sections from the Discussion Guide: “Haiti In Context,” “Poto Mitan: Réa Dol and SPUDEP,” and “Restavek Children” to read together in groups of three. Have each person in the group take one section and summarize/paraphrase it for the group, but also give each student a chance to read and review the text on their own.



# FORCED CHILD LABOR IN HAITI

## Viewing and Discussing the Film Module



### TIME

35 minutes

### YOU WILL NEED

You will need: Pens/pencils, writing paper, LCD projector or DVD player, film module: **Forced Child Labor (Haiti)**, **Discussion Guide**

## Postscreening Activity

### TIME

50-65 minutes

### YOU WILL NEED

The “Fragile States Index” (can be shown on laptops, tablets, mobile devices—or printed and distributed), pens/pencils, whiteboard/blackboard, dry-erase markers/chalk

### GOAL

Students will discuss the film module and their ideas about and responses to the issues. They will then research a social, economic, or political indicator of how stable or volatile a country is. They will share their knowledge and learn from each other’s research.

### PART 1: DISCUSSION QUESTIONS

Discuss reactions and responses:

- What are your impressions of the scenes and conditions in Haiti? What was striking to you? What had you learned about Haiti and the Caribbean before this, and how does that compare to information from the film?
- Nicholas Kristof makes a point that Haiti “is an example of everything that can go wrong in aid.” What does he mean? Where does the aid come from and where is it going?
- What are some of the conditions in the country that have contributed to the political, social, and economic instability and made it “the poorest country in the hemisphere”?
- Réa Dol’s approach is not just education for girls or access to classrooms, but also addressing needs like food/nutrition and uniforms. Why does her program focus on education for girls, and how can the empowerment of girls through education impact their families and communities? In what ways is SOPUDEP a comprehensive or holistic approach and in what ways is it not? If the class has explored some of the other **modules** for *A Path Appears*: How is Dol’s approach similar to and different from other programs we’ve studied, such as Magdalene House and Thistle Farms, Juanfe, and Shining Hope for Communities (SHOFCO)?
- A chief concern in “rescuing” Marilaine from her situation with her host family is the possible impact on the other children and the school. How could rescuing her put others in danger? What are other concerns to consider? What do you think of this plan to rescue Marilaine and confront the host family? What would you do if you were Réa Dol, Nicholas Kristof, or Marilaine?
- Réa Dol observes that a *restavek* child “doesn’t have a body part that is protected.” How are *restavek* girls particularly vulnerable to abuse? Why are they treated with such contempt, and why are “hosts” able to act with such impunity?
- What kinds of economic or social pressures must a family face to have their child become a *restavek*?
- Marilaine’s reunification with her family is bittersweet—and her experience in the girls’ group home appears uplifting for her. Do you think her situation changed or improved? What should be the next steps?
- Do you think the issue of child labor is a concern only in Haiti or poorer nations? In what ways might child labor be an issue in the United States?

*For more debriefing and reflection questions about the film, refer to the “Thinking More Deeply” section of the Discussion Guide.*

## Postscreening Activity

### PART 2: PIECING TOGETHER THE PUZZLE

- In this activity, students will consider and analyze social, economic, and political indicators that point to the relative health of a nation and its people.
- Post or distribute the **“Fragile States Index,”** 12 indicators developed by the **Fund for Peace**.
- Divide the class into pairs or groups of three. Assign each group one indicator to learn more about. They will first investigate this indicator in relation to Haiti. They can access data about Haiti directly from the Fund For Peace site, but they should also search news, government, and other sources to find specific examples of their indicator. Some research starting points:
  - **CIA World Factbook**
  - the **World Health Organization (WHO)**
  - **BBC News Country Profiles**
  - the **Lonely Planet Travel Guide**
- Have students compile the information and examples they find into a wiki page or Microsoft PowerPoint presentation. They can include articles, audio, video, narratives, etc.
- Instruct each pair to report back to the class and read, show, or play a couple of their examples.
- Debrief and discuss things that struck them about the readings, charts, and analyses. Analyze how these indicators have impacted Haiti, the prevalence of restaveks, and the tough conditions for children and families. Also analyze what indicators a program like SOPUDEP directly and indirectly addresses.



## Assignments

### 1. FURTHER RESEARCH

Have students apply their “Piecing Together the Puzzle” work toward analyzing another country of their choice. A starting point can be “**The Troubled Ten**” countries, but for comparison, some groups should be assigned the United States and other countries that might be considered first-world or wealthy nations. Have students consider one or two potential solutions that would help the social, economic, and political circumstances of the country. This research could be a good lead-in to units of study on globalization or colonialism. Have students again compile their information into a wiki page or Microsoft PowerPoint presentation, or create physical posters to display for a gallery walk.

### 2. HUMAN TRAFFICKING FILM SURVEY

The **Human Trafficking Center (HTC)** argues in the article “**Sex: Drowning Out the Discourse on Trafficking**” that the media’s focus on sex trafficking has overshadowed other forms of trafficking and child labor exploitation. Have small groups choose a film from the **HTC’s Multimedia page** to watch and teach the class about. They should select short clips to screen to the class and prepare discussion questions, an activity, and an assignment based on the film.

## Extensions

### 1. RESEARCH PROJECT: MODERN-DAY CHILD LABOR

Research current situations of child labor in other countries (including the United States). Investigate and assess programs that are helping these children. Analyze the similarities and differences in the approaches. Data could be further developed and shared online with **Map Your World: [pbs.org/independentlens/revolutionary-optimists/map-your-world.html](https://pbs.org/independentlens/revolutionary-optimists/map-your-world.html)**, a multiplatform project for creating interactive data and story maps and collaborating with a worldwide community of educators and students.

### 2. TIMELINE: CHILD LABOR HISTORY

Research and create a timeline of the history of child labor in the United States, from indentured servitude and debt peonage, to garment factories and farming, to the rise of child labor laws. Compare these kinds of child labor to the restavek situation in contemporary Haiti. Make large poster timelines or online interactive timelines using tools like **Dipity**, **Timeglider**, or **ReadWriteThink**.

## Additional Resources

### BOOKS

Kristof, N., and S. WuDunn. 2014. "A Path Appears: Transforming Lives, Creating Opportunity." New York: Alfred A. Knopf.

Bales, Kevin. 1999. "Disposable People: New Slavery in the Global Economy." Berkeley, CA: University of California.

### FILMS

[apathappears.org](http://apathappears.org) and [pbs.org/independentlens/path-appears](http://pbs.org/independentlens/path-appears) — These are the official and PBS websites for *A Path Appears*.

[itvs.org/films/devils-miner](http://itvs.org/films/devils-miner) — This is the Independent Television Service (ITVS) website for *The Devil's Miner*. *Devil's Miner* is the story of 14-year-old Basilio Vargas and his 12-year-old brother Bernardino, who work in the ancient Cerro Rico silver mines of Bolivia, facing harsh labor conditions and extreme poverty.

[pbs.org/independentlens/revolutionary-optimists](http://pbs.org/independentlens/revolutionary-optimists) — This is the ITVS website for *The Revolutionary Optimists*. *Revolutionary Optimists* follows Amlan Ganguly, as he empowers children to become activists and educators in the slums of Calcutta, India, with powerful results.

### WEBSITES

[restavekfreedom.org](http://restavekfreedom.org) — The Restavek Freedom Foundation is a group of determined women who are dedicated to rescuing and providing safe shelter for children who are trapped as restaveks.

[sopudep.org](http://sopudep.org) — The Society of Providence United for the Economic Development of Petion-Ville (SOPUDEP) is a Haitian-founded and Haitian-run grassroots organization providing accessible education to adults and children, supporting children's and women's rights, and creating programs of economic empowerment for members of its community.

[care-international.org](http://care-international.org) — CARE International is an organization fighting poverty and injustice in more than 70 countries around the world and helping 65 million people each year to find routes out of poverty.

[amnesty.org](http://amnesty.org) — Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights for all.

[freetheslaves.net/haiti](http://freetheslaves.net/haiti) — Fondasyon Limyè Lavi is a Haitian organization dedicated to ending the restavek (child domestic slavery) system.

[girlsinc.org](http://girlsinc.org) — Girls Inc. provides programs that inspire girls to be strong, smart, and bold through life-changing programs and experiences that help girls navigate gender-related, economic, and social barriers.

## Standards

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### Writing Standards 6-12

3. (9-10, 11-12) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. (9-10, 11-12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6. (9-10, 11-12) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Speaking and Listening Standards 6-12

1. (9-10, 11-12) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade 9-12] topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
4. (9-10) Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
4. (11-12) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. (9-10, 11-12) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

1. (9-10, 11-12) Write arguments focused on discipline-specific content.
4. (9-10, 11-12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. (9-10, 11-12) 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.

9. (9-10, 11-12) Draw evidence from informational texts to support analysis, reflection, and research.

### National Curriculum Standards for Social Studies Grades 9-12

#### 1. CULTURE

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.

#### 4. INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.

#### 10. CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

#### NOTE TO SOCIAL STUDIES TEACHERS:

In addition to the NCSS thematic strands, the recent transition to the C3 Framework for Social Studies State Standards affords educators an opportunity to integrate an inquiry-based approach to the application of these lessons. As designed, this lesson plan provides a solid foundation for the utilization of an inquiry arc, by which lesson objectives, activities, and outcomes allow for the construction of compelling and supporting questions, the use of discipline-specific concepts and tools, the incorporation of literacy skills, and the potential for taking informed action.

### National Standards for Arts Education Grades 9-12

VA1: Understanding and applying media, techniques, and processes

VA5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

VA6: Making connections between visual arts and other disciplines



# Credits

## WRITER

David Maduli

## CURRICULUM DEVELOPMENT MANAGER

Annelise Wunderlich

## ITVS ENGAGEMENT & EDUCATION TEAM

**Duong-Chi Do**

Director of Engagement and Education

**Meredith Anderson-McDonald**

Engagement and Education Assistant

**Kristy Chin**

Engagement and Education Coordinator

**Locsi Ferra**

Thematic Campaign Manager

**Daniel Moretti**

National Community Engagement  
Manager

**Jonathan Remple**

Digital Engagement Producer

## DESIGN

Michael Silva

## COPY EDITOR

Jocelyn Truitt

## FOR SHOW OF FORCE

**Maro Chermayeff**

Executive Producer and Director

**Rachel Koteen**

Co-Producer

**Joshua Bennett**

Series Producer

## PHOTO CREDIT

**Audrey Hall**

Show of Force

## ACADEMIC ADVISORS

Elisabeth Arruda

David Bosso

Allison Milewski

## ITVS

Independent Television Service (ITVS) funds, presents, and promotes award-winning independently produced documentaries and dramas on public television and cable, innovative new media projects on the Web, and the Emmy® Award-winning series *Independent Lens* on PBS. ITVS receives core funding from the Corporation for Public Broadcasting, a private corporation funded by the American people.

ITVS's **Women and Girls Lead** is a strategic public media initiative to support and sustain a growing international movement to empower women and girls, their communities, and future generations. Women and Girls Lead is supported by CPB and Eileen Fisher, Inc. To learn more, visit [womenandgirlslead.org](http://womenandgirlslead.org)

## NGO ADVISORS

**FAIR Girls:** Andrea Powell

**Futures Without Violence:** Laura Hogan,  
Celia Richa

**Limye Lavi:** Guerda Constant

**Man UP:** Jimmie Briggs

**MensWork:** Rus Funk

**The National Campaign to Prevent Teen  
Pregnancy:** Bill Albert, Amy Kramer, and  
Carlos Pinto

## SHOW OF FORCE

Founded in 2006 by veteran television producers Maro Chermayeff and Jeff Dupre, Show of Force is known for creating some of the last decade's most ambitious and creative programs, including feature documentaries, event television series and innovative transmedia projects. Included in its projects to date is the groundbreaking *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, a multi-platform project based on the bestselling book by *New York Times* columnist Nicholas Kristof and Sheryl WuDunn. Other recent projects include the Peabody and Emmy Award-winning *Marina Abramovic The Artist is Present* (HBO), *Kehinde Wiley: An Economy of Grace* (PBS) winner of the 2014 Jury Prize for Best Documentary Short at SXSW, the 6-hour series *Circus* (PBS) and the Emmy Award-Winning 10-hour series *Carrier* (PBS).

