



a path  
appears

## LESSON PLAN

# Men and Boys as Allies and Agents of Change



# Table of Contents

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

## LESSON PLAN:

# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

Overview .....	5
Lesson Procedures .....	6–7
Assignments & Extensions .....	8–9
Additional Resources .....	10
Standards .....	11
Credits .....	12



# 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

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 and Community Classroom education program. 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 the role of men and boys both as participants and change agents when it comes to issues that greatly affect women—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.

# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

## 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

*A Path Appears* presents many interrelated and intersecting issues, including gender-based violence, teen pregnancy, sex trafficking, forced child labor, and the effects of poverty on early childhood development. Many of these issues most drastically impact the lives and futures of women and girls. How to break the cycles? What is clear is that men and boys play an important role. Men are involved in all of these issues directly and indirectly—as bystanders, perpetrators, and also victims. These issues will not be addressed without educating men and boys and involving them as change agents—around male behavior as well as attitudes around what constitutes “manhood” and “masculinity.”

In this lesson, students will explore the ways women experience oppression, how men and boys are involved in that dynamic, and how they can take on the role of ally. Students will apply this knowledge to research and create media as part of a larger discourse on improving the opportunities, lives, and life chances of women and girls—and join a worldwide human rights and social justice movement.

### OBJECTIVES

Students will

- investigate media campaigns that raise awareness about women's oppression;
- share views and experiences about the representations and stereotyping of women;
- critique perspectives on men's roles in perpetuating women's oppression;
- define what an *ally* is and explore ways in which men and boys can work to be allies of women and girls.

### RESOURCES

- LCD projector or DVD player
- Whiteboard/blackboard and markers/chalk
- Pens/pencils and writing paper
- Computers with internet access
- Kraft paper

# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

## Activity

### TIME

40 minutes

### YOU WILL NEED

Pens/pencils, writing paper, LCD projector, copies of articles for small groups, **Discussion Guide** chart paper, markers

### GOAL

Students will consider how men and boys may play a role in perpetuating the victimization of women and girls, and also how they can be allies and change agents.

#### PART 1: INTRODUCTION/OPENING CIRCLE

- Play a slideshow of images on the screen from the **“Who Needs Feminism?”** viral public relations campaign, which was originally started by **Oxford University’s Women’s Campaign** (read a background article from **Impressive Magazine**).
- Brainstorm and discuss definitions, ideas, and associations students have with the terms “feminism” and “sexism.”
- Project and review **“Key Questions to Ask When Analyzing Media Messages”** from the National Association for Media Literacy Education (NAMLE), using some of the questions to assess the Oxford campaign.
- Distribute a blank sheet of drawing paper to all students. Post the following prompts on the board or screen and have them choose one to write on their paper in large letters and complete:
  - I need feminism because...
  - I support gender equality because...
  - I have experienced/witnessed sexism when...
- As soon as they have written their poster/meme, invite them to join a circle of classmates and bring what they wrote, but keep it face down for now.
- When everyone is present and ready, direct them to turn over their paper and hold it in front of them. Give everyone a couple minutes to look around and silently read each other’s paper.
- Debrief with these guide questions:
  - Which statements were striking to you? Which did you relate to?
  - Which did you agree or disagree with? Why?
  - What do you think about the “Who Needs Feminism?” campaign? How effective do you feel it is in raising awareness and getting people to think about sexism, the oppression of women, and violence against women and girls?
  - Who are the audiences for this campaign? How might different audiences and people receive the campaign differently?

#### PART 2: WHAT IS AN ALLY?

- Post this quotation on the board or screen and read it aloud together:  
*“If you’ve come here to help me, you’re wasting your time. But if you’ve come because your liberation is bound up with mine, then let us work together.”*  
– **Lilla Watson, Australian Aboriginal Elder**
- Direct students to turn to a partner and discuss what they think Watson means and who she might be addressing. Then have them apply their thoughts and ideas about the quotation to gender inequality. How might men’s liberation be intertwined with women’s safety, freedom, and equality?
- Call on several pairs to share out as a group and discuss together.
- Distribute or read aloud excerpts from the article **“From Perpetrator to Allies: Men Supporting Women’s Human Rights”** by Rus Ervin Funk, from the **“Links and Resources”** page of the **MensWork website**. The opening sections “Men as Perpetrators,” “Towards an Expanded Definition of Perpetration,” “The First Step—Education,” and “The Second Step—Defining ‘Ally’” are a good focus for this session. For work with longer text, or to provide reading in advance, assign the article as a whole.
- After reading, assign a freewrite in which students respond to Rus Ervin Funk’s points and approach.
- Host a whole-class discussion of the article excerpts and co-construct a definition of what an ally is. Why might it be important for men and boys to support women and girls as leaders in the movement to support women’s rights? Refer to the definition **“Allies”** from *Teaching for Diversity and Social Justice*.



# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

## Activity

### PART 3: GENDER GROUP CAUCUS

- Convene gender groups — break out into smaller groups as needed. Groups can consist of students who identify as women and students who identify as men; students who don't identify as either have a choice of which group to join. Teachers may choose to form mixed groups or more general breakouts as they see fit. Each group will have a discussion and produce a group poster on chart paper to present to the class.
- Discuss the following topics:
  - Harassment or discrimination you have experienced or witnessed.
  - Language you've heard people say or encountered in media about women.
  - Ways in which you've had to fight back or advocate for yourself. Ways in which you've seen others fight back or advocate for themselves.
  - Things you've heard people say or actions you've seen them do that showed they supported those who identify as a different gender.
  - Things you'd like people to do to be allies to those who identify as a different gender.
- All groups should record points, examples, brainstorm, and quotes from the conversation on their chart paper. Direct each group to take turns presenting their charts to the class.
- Break out into small mixed-gender groups of four to six. Have these groups discuss the presentations and the charts, especially touching on the following:
  - What are the similarities and differences of how women and men view the topic of women's oppression, harassment, and discrimination?
  - What is the common ground to start on to build an alliance?
  - What will women need to communicate to raise greater awareness and solidarity from men?
  - What will men need to learn and understand in order to be allies to women?
  - How can men and boys support challenging patriarchal patterns of leadership, and support women and girls' leadership? Why is this an important part of being an ally?
- Have each group agree on two things they pledge to do to work together to combat sexism.

# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

## Assignments

### 1. MISOGYNY IN THE MEDIA

Assign small groups to research messages of hate against women or of the inferiority of women in a broad variety of media: news, TV, film, music, fashion, advertising, etc. Have groups compile examples and present them in a Microsoft PowerPoint or Prezi presentation, wiki page, website, poster, brochure, or other form of media they design and create.

Have students refer to NAMLE's **"Key Questions to Ask When Analyzing Media Messages"** used in Part 1 of the lesson. Additional questions for analyzing advertisements (ads), adapted from **Jean Kilbourne's** *Killing Us Softly* video series and **study guide**, can also be helpful:

- What is the ad trying to sell?
- What adjectives would you use to describe the woman in the ad?
- Who is the ad targeting? How can you tell?
- What is this ad saying, implying, or promising?
- Does the ad perpetuate or challenge sexism, racism, classism, heterosexism, or ageism?
- What feelings is the ad trying to create? Do you feel it is effective? Why or why not?
- What are some possible effects on young girls and women of constantly seeing images like these? What about effects on young boys and men?
- Can you imagine a man appearing in an ad in a similar position? Why or why not?

To further explore the last question, view and discuss some videos that present gender role reversals of ads, such as **"If Women's Roles in Ads Were Played by Men."**

### 2. AWARENESS CAMPAIGN

There have been many efforts to raise awareness of harassment of women; men's violence against women; and other forms of abuse, exploitation, and discrimination. Like the "Who Needs Feminism?" campaign, research other movements and viral social media drives. Choose one to participate in as a group, share with the class, and in which to partner with organizations on campus and in the community so that it can catch on. Other examples include

- **"Take Back the Night"** campaigns on college campuses and beyond;
- the **#LikeAGirl** viral video;
- the **#MyFavoritePositionIs** memes;
- the **#YesAllWomen Twitter response** following the Isla Vista, California shootings in May 2014;
- the **#WhyILeft / #WhyIStayed** Twitter responses in September 2014 following the publicized assault of NFL running back Ray Rice on his then-fiancée.

# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

## Extensions

### 1. THE “MANHOOD BOX”

Have students brainstorm and define qualities that characterize what society considers “a real man,” and where those messages and ideas come from. Draw a box around those qualities and then have students throw out ideas for what happens when a man or boy “steps out” of the box. What words are used to describe or criticize that man or boy? What patterns appear in the language and the insults/slurs? Further discuss how this messaging, which often feminizes the male target, impacts women and girls via the way men view and treat them. Finally, have students engage in identifying and defining the following:

- What social conditions exist that allow men and boys to express qualities out of the box?
- What are the qualities that make a man a good/healthy boyfriend, partner, or husband?
- What are the qualities that make a man a good/healthy man?
- What are the social conditions that exist that allow a man to express these qualities?
- What can you/we do to change these social conditions, within your/our spheres of influence, so that more men and boys are better supported to express these qualities that we all agree are better — for men and for women — for men to be able to express?

### 2. POWER AND CONTROL VS. SUPPORT AND ALLIANCE

Examine, define, and discuss the “Power & Control” chart from MensWork Co-Founder and Executive Director Rus Ervin Funk. Have small groups come up with examples and scenarios for each segment of the chart. Then have them apply that knowledge and structure in a different direction by producing their versions of what a chart would look like with “Support & Alliance” in the center, along with categories and examples.





# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

## Additional Resources

### BOOKS

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

### 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/educators/collections/hip-hop](http://itvs.org/educators/collections/hip-hop) — This curricula collection for the PBS film *Hip Hop: Beyond Beats and Rhymes* examines representations of manhood, sexism, and homophobia in hip-hop culture. Lesson plans and film modules examine certain disturbing developments in rap music culture from the point of view of a fan who challenges the art form's representations of masculinity.

### WEBSITES

[manupcampaign.org](http://manupcampaign.org) — Man Up Campaign engages youth in a global movement to end gender-based violence and advance gender equality through programming and support of youth-led initiatives intended to transform communities, nations, and the world.

[mensworkinc.com](http://mensworkinc.com) — MensWork is a nonprofit based in Louisville, Kentucky, that works to create more ways for more men to be more actively and proactively involved in ending men's violence against women.

[everydaysexism.com](http://everydaysexism.com) — The Everyday Sexism Project exists to catalogue instances of sexism experienced by women on a day to day basis.

[futureswithoutviolence.org/engaging-men/](http://futureswithoutviolence.org/engaging-men/) —FUTURES aims to develop new male leaders in the field who are willing to publicly speak and act to oppose violence against women and girls. The organizations strives to create a ripple effect, encouraging men in many more communities to get involved.

[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.

[nomas.org](http://nomas.org) — The National Organization for Men Against Sexism is an activist organization of men and women supporting positive changes for men.

[menstoppingviolence.org](http://menstoppingviolence.org) — Men Stopping Violence is a national training institute that provides organizations, communities, and individuals with the knowledge and tools required to mobilize men to prevent violence against women and girls.

[mencanstoprape.org](http://mencanstoprape.org) — Men Can Stop Rape is an organization that mobilizes men to use their strength for creating cultures free from violence, especially men's violence against women.

[wgac.colostate.edu/men-and-masculinities](http://wgac.colostate.edu/men-and-masculinities) — The Women and Gender Advocacy Center at Colorado State University offers "Men and Masculinities" resources on dominant culture masculinity and gender socialization of boys and men.

# MEN AND BOYS AS ALLIES AND AGENTS OF CHANGE

## 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).

