



ICANADAPT Unit

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Gender Based Violence

Empowering Creative Minds LLC



Stage 1: What are the Desired Results?

Culture

| Enduring Understandings | Essential Questions | Intercultural Transfer Targets | Mediation for Transfer |
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| <p>* Gender-based violence represents one of the most systematic and widespread human rights violations.</p> | <p>? Aren’t all human beings entitled to the same human/civil rights?</p> <p>? Who or which group makes decisions related to the allocation of these rights?</p> | <ul style="list-style-type: none"> I can compare products related to GBV in my own and other cultures. I can compare practices related to GBV in my own and other cultures. <ul style="list-style-type: none"> I can converse with peers from the target | <ul style="list-style-type: none"> Bridge and exchange ideas and concepts of human rights and GBV to others. Identify images associated with GBV. Support communication on the issue through clarifying questions to make concept |

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| | | <p>culture about</p> <p>preventing GBV while</p> <p>showing interest in</p> <p>cultural similarities</p> <p>and differences.</p> | <p>accessible.</p> <p>Elaborate and provide</p> <p>appropriate examples.</p> |
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Stage 2: Determine Acceptable Evidence: Communication Intermediate High

| Context for the Summative Performance Assessment | | Summative Performance Assessment Task | |
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| <p>The Global 16 Days Campaign was launched by Rutgers University’s Center for Women’s Global Leadership (CWGL) at its first Women’s Global Leadership Institute in 1991. It has been used worldwide to call for the elimination of gender-based violence (GBV). The event is run annually from November 25 (International Day Against Violence Against Women) to December 10 (International Human Rights Day). CWGL encourages communities around the world to create and submit events, videos, photos, public service announcements, etc. on https://16dayscampaign.org/events/submit-event/ to advocate for the elimination of GBV.</p> | | | |
| Interpretive (IN) | | Interpersonal (IP) | Presentational (PR) |

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| <p>Students will first view an image and react to it (e.g., symbol, hashtag, short/long response.) They will then read an authentic infographic and provide an example (short response) for each human right explained.</p> <p>Students will then brainstorm individually on what are examples of gender-based violence (GBV) using a graphic organizer brainstorming web or Circle Thinking Map. (If brainstorming is a group activity, it will fall under the interpersonal mode.)</p> <p>Next students will view a video/playlist associated with a campaign against GBV and answer comprehension questions to recognize some behaviors associated with GBV. Comprehension questions can be</p> | <p>Students will then work with a partner/group or alone to select 2 to 3 basic human rights. They will prepare questions on HOW students and the local community can protect these rights and prevent GBV.</p> <p>Working with a partner/group or alone, students will raise questions on HOW students and the local community can protect these rights and prevent GBV during a virtual/in-person discussion panel or breakout sessions with community organizations (e.g., women’s shelters, law firms, or District Attorney’s office) involved in helping victims of GBV. (Event should be held on or close to December 10 – Human Rights Day.)</p> | <p>Students will work alone or with a partner to create a Public Service Announcement (PSA – 30 seconds to 1 minute) or campaign poster (Digital tool: https://create.piktochart.com/) on how to prevent GBV for The Global 16 Days Campaign. Students will then write a Tweet to promote their PSA or campaign poster.</p> <p>Students will also reflect on how these steps can be implemented with local community organizations.</p> |
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| <p>embedded in the video using EdPuzzle (https://edpuzzle.com/). Students will also paraphrase the main points of the video/playlist associated with the campaign (<i>#AmigoDateCuenta</i>) against GBV. (To scaffold paraphrasing the main points of the video(s), students can use the responses to the comprehension questions to list the key details associated with GBV on a graphic organizer key details or Tree Map Thinking Map.) Students will use the responses from the comprehension questions to determine which human right on the infographic is addressed by the campaign against GBV. This information</p> | <p>Students will note the responses of the community organizations. (If hosting a panel discussion is not possible, students can play the roles of the members of the community organizations during the panel discussion or breakout sessions.)</p> | |
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| will be noted on a graphic organizer key details or Tree Map Thinking Map. | | |
| Interpretive Can Dos | Interpersonal Can Dos | Presentational Can Dos |
| <p>I can analyze the definition of human rights based upon the infographic of the United Nations' Universal Declaration of Human Rights.</p> <p>I can view a video/playlist on a campaign against gender-based violence and understand how to protect a human right.</p> | <p>I can exchange information on human rights and preventing gender-based violence with a community member and/or my peers.</p> | <p>I can create a PSA stating my viewpoint on ways to protect human rights and prevent gender-based violence.</p> <p>I can make comparisons between my own and other cultures to help me understand different perspectives.</p> |

Stage 3: Learning Experiences and Instruction: Connections-Comparisons-Communities

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| Formative Assessments during lessons | Mode | Performance Assessment Specific Statements I can... | Vocabulary and Grammar Review (R) same year Spiral (S) previous | Intercultural Transfer Targets I can... |
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| <p>expressions (1 for each human right listed) and corresponding meanings. (To scaffold terms, dictionaries can be used for definitions in the target language. https://www.wordreference.com/)</p> <p>Partners will create word clouds for key vocabulary and definitions. (Word clouds can be created by hand or by using a digital tool - WordArt: https://wordart.com/.)</p> <p>The word clouds will be displayed in a Gallery Walk. Students will provide peer feedback on the word clouds based upon the ACTFL rubric for the presentational mode.</p> | <p>Presentational</p> | <p>a peer to identify key words and corresponding definitions.</p> <p>I can present detailed information to my peers on key vocabulary related to the infographic.</p> | <p>year, Review same year if necessary</p> <ul style="list-style-type: none"> • Present tense (regular and irregular to compose definitions) | <p>peers from the target culture and show interest in basic cultural similarities and differences to identify key words and corresponding definitions.</p> <p>I can compare products related to human rights in my own and other cultures.</p> |
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| Students will then compare the infographic to the word clouds using a Venn Diagram or Double Bubble Thinking Map. | | | | |
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