



Lesson plans about women
standing up and *speaking out*
in the face of violence.

Lesson Two (Spanish): Recent Movements in Mexico and Argentina

Welcome to the She Stands Up lesson plan series. The lesson plans are designed to serve as suggestions for how to bring the topic of contemporary women’s social movements into today’s classrooms and can be modified based on your teaching style and interests. Suggestions for virtual adaptations of this and all She Stands Up lessons are available, along with additional information about the unit and topic at www.shestandsup.org.

Overview and Objectives: This is the second lesson in the She Stands Up unit. In this lesson, students will work collaboratively to compare Human Rights Watch reports in Mexico and Argentina, define key violence against women terms, and analyze news coverage of the emergence of women’s social movements in the two countries. At the end of this lesson, students will be able to explain the progression of human rights abuses in Mexico and Argentina and connect violence against women to the contemporary Ni Una Menos movements.

Applicable courses: Social Studies, World Studies, Gender Studies, Sociology, Current Issues

Grades: 11-12

Length: 50 minutes (although discussion may extend longer depending on class size and interest in the topic)

Materials included: Lesson Two Procedure; Lesson Two Activity Handout, Lesson Two Activity Handout Key; Appendix of Terms

Materials needed: Projector and computer with internet and playback capabilities

Disclaimer: Please review all material to ensure it is appropriate for *your* classroom. Some of the material could be triggering for students as the movements and protests are directly responding to certain forms of violence such as sexual harassment, rape, and murder.



Lesson Two Procedure

1. Homework Exchange (15 minutes)

The goal of this first activity* is to get students moving around the classroom, communicating with their peers, and sharing information that they learned from the Human Rights Watch Report(s) that they read for **Lesson One Homework**. Begin by instructing students that they will have 10 minutes to fill in as much of the remaining spaces on their chart from the **Lesson One Homework** handout. To do so, students should interact with as many of their peers as they can in the given time, asking them what important information they learned in a specific country and year. As students learn new information from their peers, they should jot down key words or bullet point notes into their chart. During this activity, the instructor should circulate throughout the room, answering any questions and keeping students on task.

As the 10 minutes ends, ask students to return to their seats and take 2 minutes to review the notes that they have on both of the countries. Encourage them to think analytically about what similarities and differences there are between the treatment and abuses of women and girls in the two countries. This is a good time to connect back to what they learned about social movements in **Lesson One**.

*This activity can be done regardless of the homework option that was assigned for Lesson One.

2. Understanding VCM (10 minutes)

Now that students have had a moment to analyze the evolution of the rights of women and girls in Argentina and Mexico on their own, invite them to share with the class the trends that they can observe. As students reflect on what they have seen in the Human Rights Watch reports, encourage the correct use of terms related to **Violencia Contra la Mujer (VCM)**, such as **femicidio/feminicidio**. All of these terms are included in the **Appendix of Terms** at the end of this document. Some of these terms may be new to your students, especially if Spanish is not their first language. If this is the case, please take this time to review the terms as a class.

3. Introduction Ni Una Menos (20 minutes)

After reviewing the language of VCM (or in English VAWG) and the socio-political climate of Argentina and Mexico, it is time to turn students' attention to the emergence of a social movement that responds to trends of violence against women and girls. Begin by passing out the **Lesson Two Activity Handout** to each student. In partners, students should review the listening comprehension questions so they know what details they should be listing for in the following TV Pública Argentina video that reflects on the emergence of the Ni Una Menos movement in 2015.

She Stands Up

Lesson Two: Recent Movements in Mexico and Argentina

Video Link- “El origen de Ni Una Menos: Historia del movimiento.” *Televisión Pública Noticias*. 2017. <https://www.youtube.com/watch?v=BaAuW5RR0wA>
(from beginning to 3:10)

OJO- In the video they use the phrase ‘violencia machista’ but we have elected to use the term ‘violencia contra las mujeres y niñas’ throughout the lesson plans as it is the internationally recognized terminology for this kind of violence.

Depending on the level of your students, it might be necessary to show the video a second or even third time before instructing students to answer the questions in complete sentences with their partners. When students have finished answering the questions on their handouts, review their responses as a class. Encourage students to think beyond the comprehension questions, seeing if they can make connections with what they read about in the human rights reports, learned about in **Lesson One** (definitions of ‘movimiento social’ or the Madres de Plaza de Mayo), or know about violence against women in the United States.

At some point during this activity it is possible that a student will ask about the meaning of the Argentine movement’s name ‘Ni Una Menos’. Share with students that the name Ni Una Menos, meaning ‘Not One Less’ is derived from a phrase that was popularized in Mexico in the late 1990s by Mexican activist/poet Susana Chavez. Chavez was a passionate advocate for the victims and the families of femicide in northern Mexico in the late 1990s and early 2000s. Chavez herself ultimately became a victim of femicide in 2011. The phrase, “Ni una muerta más, ni una mujer menos,” translates to “Not one more death (of a woman), not one women less”. This phrase inspired the name of the Argentine movement and is connected to the phrase ‘Ni una más’ which has been used in women’s social movements in Mexico.

→ **Extension activity:** If your class schedule allows, the following activity can be used to help students draw connections between the Ni Una Menos movement and the Madres de Plaza de Mayo. On the board, create a Venn diagram with one circle representing the Madres de Plaza de Mayo and the second circle representing the Ni Una Menos collective. Ask students to come to the board and add in elements/facts that the movements share and what makes them distinct.

4. The Spread of Ni Una Menos (5 minutes)

In building upon what they have just learned from the TV Pública Argentina video, explain that while the movement began in Argentina in 2015, it has since spread throughout Latin America, with other notable Ni Una Menos movements in Chile, Peru, Brazil, Colombia, and Mexico, and other countries outside of the region. The focus of the next two lessons will be on Argentina and Mexico, two countries where the movements have continued to grow over the last six years. To help illustrate this, use the following article and pictures to show the students images of the protests in different cities.

Link to site: <https://www.bbc.com/mundo/noticias-america-latina-37711297>



She Stands Up

Lesson Two: Recent Movements in Mexico and Argentina

End class by asking students to consider why they think the message of the Ni Una Menos movement in Argentina has stuck with so many people in so many different countries while they view the images. Given what they learned about violence against women and girls in Mexico in the Human Rights Watch activity, ask students to think about how and why the movement has taken off in Mexico.

Homework: For homework, ask your students to interact with the virtual presence of the Ni Una Menos movement by electing to analyze one post from the following accounts.

Twitter: @NiUnaMenos_ , @Ni_UnaMenosMx

Instagram: @_niunamenos_ , @niunamenos_Mexico

Instructions and analysis questions are provided on the **Lesson Two Homework** handout below.

She Stands Up

Lesson Two: Recent Movements in Mexico and Argentina

Lesson Two Activity Handout

Preguntas de comprensión- [El origen de Ni Una Menos: Historia del movimiento.](#)

1. ¿Qué provocó las primeras protestas en Argentina? ¿Cuándo y dónde ocurrieron?
2. ¿Quién está involucrado en el movimiento Ni Una Menos?
3. Además de terminar con la violencia contra las mujeres y exigir justicia por las víctimas, ¿cuáles son algunas de las otras metas del movimiento Ni Una Menos para el gobierno Argentino?
4. ¿Qué estrategias utilizan los participantes en el movimiento para exigir estos cambios?

Palabras claves: A través de la Lección Dos escribe las definiciones o el significado de las siguientes palabras.

'Ni Una Menos'-

'Ni una muerta más, ni una mujer menos'-

La violencia contra la mujer (VCM)-

El femicidio/feminicidio-

Machismo-



Lesson Two Activity Handout- Key

While responses may vary, here is a guide with some general answers for the questions on the Lesson One Handout:

1. El femicidio de varias mujeres jóvenes entre 2013 y 2014, incluso Angeles Rawson, Melina Romero, y Araceli Ramos.
La primera iniciativa fue una lectura pública organizada en la biblioteca nacional con algunos familiares de las víctimas. La primera movilización grande tomó lugar en Buenos Aires el 3 de junio de 2015, pero antes hubo varias protestas en Mar de Plata en la costa.
2. El movimiento fue iniciado por periodistas y artistas, y ha sido impulsado desde entonces por varios grupos de mujeres, hombres y miembros de la comunidad LGBT+.
3.
 1. Implementación de la Ley 26.485 de la prevención y erradicación de la violencia machista (violencia contra la mujer),
 2. Patrocinio Jurídico Gratuito para Víctimas,
 3. Registro Nacional de Femicidios,
 4. La integración de la Ley de la Educación Sexual Integral en las escuelas públicas,
 5. Garantía de protección para las mujeres que denuncian a través del monitoreo de las medidas cautelares
4. Consignas (ni una menos, vivas nos queremos), manifestaciones, y algunas no mencionadas en el video como huelgas, música protesta.

Lesson Two Homework

Instrucciones: Elige un post (Instagram) o tweet (Twitter) de una de las siguientes cuentas. Puede ser un post o tweet de cualquier año entre el inicio del movimiento Ni Una Menos (2015) y hoy. Responde a las siguientes preguntas después de que hayas mirado e interactuado con el post/tweet.

Twitter: @NiUnaMenos_

Twitter: @Ni_UnaMenosMx

Instagram: @_niunamenos_

Instagram: @niunamenos_Mexico

Preguntas:

1. Describe el post o tweet. ¿Tiene palabras o sólo imágenes? ¿Qué palabras/imágenes tiene? ¿Hay colores?
2. ¿Cuál es la fecha del post o tweet?
3. ¿Cuáles son los hashtags que se usan en el tweet o instagram?
4. En tu opinión, ¿cuál es el propósito del post o tweet? En tu opinión ¿logra su propósito?

Appendix of Terms

Violencia de género es la violencia dirigida contra una persona por motivos de género. Constituye una violación fundamental del derecho a la vida, libertad, seguridad, dignidad e igualdad entre las mujeres y los hombres, a la no discriminación y a la integridad física y mental. (Consejo de Europa, 2012)

La violencia contra la mujer (VCM) es todo acto de violencia por razón de género que tenga o pueda tener como resultado un daño o sufrimiento físico, sexual o psicológico para la mujer, así como las amenazas de tales actos, la coacción o la privación arbitraria de la libertad, tanto si se producen en la vida pública como en la vida privada. (Asamblea General de las Naciones Unidas, 1993).

La violencia de pareja (VP) se refiere al comportamiento de la pareja o ex pareja que causa daño físico, sexual o psicológico, incluidos la agresión física, la coacción sexual, el maltrato psicológico y las conductas de control. (Organización Mundial de Salud [OMS], 2013).

La violencia sexual o agresión sexual es todo acto sexual, intento de consumir un acto sexual o cualquier otro acto dirigido contra la sexualidad de una persona mediante la coacción, independientemente de la relación de ésta con la víctima y en cualquier ámbito. Incluye la violación, definida como la penetración forzada físicamente o empleando otros medios de coacción, de la vulva o el ano, usando el pene, otras partes del cuerpo o un objeto. (OMS, 2012).

Femicidio/ Feminicidio es asesinato de una mujer a manos de un hombre por machismo (Real Academia Española)

OJO- We have included both 'femicidio' and 'feminicidio' because there is no regional consensus regarding which is the 'correct' term. Internationally, femicide is the term most often used to describe the targeted murder of women.

Machismo es la actitud de prepotencia de los varones respecto de las mujeres, forma de sexismo caracterizada por la prevalencia del varón (Real Academia Española)