



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

Virtual / Blended Learning Instructions

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Introduction

To increase accessibility for teachers, we at She Stands Up have created our own suggestions about how to adapt our lessons to a virtual or blended learning environment. It is our hope that these instructions will help to facilitate the inclusion of the topic of women's activism as a response to violence against women and girls (VAWG) in Latin American into your classroom, whether it be in person, on-line, or a blend of both. These instructions are meant to be used in tandem with the original lesson plans and can be modified based on your teaching style and learning environment.

Keys to adapting She Stands Up

1. **Communicate with colleagues:** When using the She Stands Up curriculum (especially in a virtual or blended learning environment), it is paramount that you discuss your intent to use these lessons with other members of your community. As the topic of violence against women and girls may be triggering for students that have witnessed or personally experienced violence, school counselors, school administrators, and parents should be made aware prior to the initiation of an individual lesson or the whole series.
2. **Prepare students:** At the start of each She Stands Up lesson, prominently display a list of resources that students can take advantage of should they want/need to throughout this unit. Resources should include both individuals at your school that are available for support (counselors/administrators) and relevant national and local hotlines for students. This should be repeated at the start of each subsequent lesson, whether virtual or in-person.
3. **Be Flexible:** All of the instructions provided are designed to be used as suggestions in a virtual or blended environment. As you know your students and your school's Learning Management System (LMS) features best, feel free to adapt these lessons to fit your needs. There are no time suggestions provided on these instructions, as this will also depend on the schedule and type of learning environment at your school.

Lesson One (Spanish or Social Studies)

1. Introduction and agenda: To prepare students for the She Stands Up unit, we suggest beginning with a general introduction to the entire unit before diving into the various activities of Lesson One. This introduction could be done with a pre-recorded video or a written introduction uploaded to your school's LMS, or if there is a synchronous element to your class, this introduction could be done during class time on a virtual platform or even in person. The content of this introduction might include-
 - A tease of the unit content, themes, virtual/in person schedule and any due dates
 - A review any Mexico/Argentina or thematic content previously studied
 - A reminder of class expectations for sensitive subject matters and resources available to students
2. Opening activity: This activity can be adapted in many ways. Here are a few ideas:
 - Discussion Board: In an asynchronous class, discussion boards can be used to replace live discussions. Students could be instructed to begin by submitting a response to the prompt below. After each student has submitted their response, students could be instructed to read through their peers' submissions, commenting or liking the definitions or examples that they agree with.
 - Prompt: Without turning to Google (or any other search engine), submit a response to the question: What is a social movement? In your response, give a detailed example of a social movement from another course or your personal experience and answer the following questions: Who participated in these movements? What were the political and social motivations to join the movement? What were some of the political, social, or economic reasons that the movements formed? What were some of the strategies the movements employed to be heard and emphasize their issue?
 - Google Slides: In this option, you will need to create a Google Slides presentation that can be shared with the students in your class. The first slide should feature the definition of a social movement and instructions for students, while each of the remaining slides should have a student's name as the header. Depending on your student's familiarity with social movements, they might be instructed to answer a series of questions on their slides, collect certain images for their slides or a combination of both. A definition of social movements and ideas for questions can be found in the original Lesson

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One Procedure. The sources that they use to find the information should be placed into the comments section

- To extend this activity (either the Discussion Board or the Google Slides activity) review students' responses as a class during a synchronous class. After giving students time to reflect on what they learned, ask students to share their thoughts. If students are slow to speak up, direct the conversation with comparative questions about the social movements, focusing on: the participants (age, gender, race, etc.), the motivations (gender equality, racial equality, the right to vote etc.), the duration (short vs. long), the tactics (nonviolent or violent, sit ins, hunger strikes, riots, etc.) and the outcomes (if any).

3. Historic example: Depending on the format of your class, here are some ideas of how to incorporate the paragraph introduction to the Madres de Plaza de Mayo (Lesson One Activity Handout) and video comprehension activity from Lesson One:

- Independent work: In a synchronous or asynchronous class, the original procedure from Lesson One can be used, with the exception of any partner work having to be completed independently and submitted to the teacher via LMS.
- Breakout Discussion: In a synchronous class, the original procedure from Lesson One can be used, with the exception of any partner work having to be completed in break out groups.
- Comprehension questions on LMS: In an asynchronous learning environment, have students read 'Historic Example', on the Lesson One Activity Handout and watch the video independently. Instruct students to take notes on how the definition of social movements apply to the Mothers case study to submit on the LMS.

4. Emerging social movements: In a synchronous class, end the lesson by circling back to the introduction that kicked off this first lesson. Reiterate the agenda for the week and preview the jump forward to the 21st century in Lesson Two.

Homework: Please see Lesson One at shestandsup.org to determine if a homework adaptation is appropriate for your students in a virtual or blended classroom.



Lesson Two (Spanish or Social Studies)

1. Introduction and agenda: To shift students from thinking about the term 'social movement' as it applies to the 'Madres de Plaza de Mayo' movement to the contemporary women's movement taking place in Argentina (and other countries such as Mexico), provide students with an introduction to this second lesson. This introduction could be done with a short pre-recorded video or a short written introduction uploaded to your school's LMS, or if there is a synchronous element to your class, this introduction could be done during class time on a virtual platform or even in person. In this introduction be sure to:

- Define the term 'social movement' and its application to the 'Madres de Plaza de Mayo' movement in Argentina, based on the previous day's exercise
- Shift the class focus from a historic example to contemporary women's social movements
- Introduce the motivation for creating these contemporary movements: sustained high rates of violence against women and girls and impunity for the perpetrators
- Remind students of class expectations for sensitive subject matters and resources available to students

2. Introduction to terms associated with Violence Against Women and Girls (VAWG): Before engaging with articles or videos about these movements, it is important to ensure that students can recognize and define the various terms associated with VAWG. While this part of the lesson would ideally be completed during an synchronous in-person or virtual class because of the importance of these terms, here are some ideas of how to adapt this activity:

- Assessment on LMS: This option will work best in classes that have already had exposure to terminology associated with VAWG. The assessment should be formative and should be designed to check for understanding. A simple format would be a matching activity where students have to pair the definitions of the terms listed in the Appendix of Terms, using your school's LMS or a resource like Quizlet. If there are any terms that a particular class is struggling to remember, you could use any synchronous time you have as a class to review the term(s) live, or you could add more resources on your LMS for students to refer to.
- Video Tutorial: If your students have little to no exposure to the terminology in the Appendix of Terms, a video tutorial in which you explain the meaning of each term could be a great means of introduction. This option could also be followed up with an assessment on your LMS .

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- Discussion Board: Another option for students that have little to no exposure to the terminology in the Appendix of terms would be a discussion board assignment. Each student could be assigned to a term and tasked with defining the term and including any information that stood out to them from reliable sources.
 - Additional terms could include: patriarchy, misogyny, sexual harassment, street harassment, impunity, and victim blaming

3. Article and video comprehension: Once students have had a refresher on or introduction to the terminology associated with VAWG, they will be ready to dive into an examination of the contemporary social movements against VAWG in Latin America. Depending on the format of your class, here are some ideas of how to incorporate the article and video from Lesson Two:

- Assessment on LMS: In an asynchronous learning environment, students could begin by independently reading the article about the start of the Ni Una Menos social movement in Argentina in 2015. Then watch the video about the spread of the movement. To check for understanding, students could complete the comprehension questions from Lesson Two Activity Handout on your LMS in the form of a formative assessment or assignment submission. In order to encourage students to think critically about this movement, the comprehension questions should also include a reflective or comparative component which asks students to make connections between Ni Una Menos and Madres de Plaza de Mayo.
- Discussion Board: In an asynchronous learning environment, students could begin by independently reading the article about the start of the Ni Una Menos social movement in Argentina in 2015. Then watch the video about the spread of the movement. Instruct students to write responses to the comprehension questions from Lesson Two Activity Handout. Configure LMS settings so that students cannot see other posts before submitting.
- Breakout Room Discussion: In a synchronous virtual or synchronous blended environment, using the same many of these same adaptations outlined above, create smaller group discussions (in breakout rooms) to replace independent work on the comprehension questions.

Homework: Please see Lesson 2 at shestandsup.org to determine if a homework adaptation is appropriate for your students in a virtual or blended classroom.

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Lesson Three A (Spanish)

1. Introduction and agenda: Lesson Three A helps students to build upon their understanding of the Ni Una Menos movement by diving into art and technology as vehicles to spread the movement's message and generate support. Your introduction to this lesson could be as simple as sharing a few opening questions (see Think-pair-share questions in original lesson plan) that students can respond to in the chat as they log-in to your video conferencing platform. As students submit ideas you can highlight any responses that have to do with social media and art in the chat box as student log-in to give students a preview of what's to come in this lesson.
2. Homework review: Depending on the format of your class, here are some ideas of how to incorporate the opening activity from Lesson Three A:
 - Breakout Room Discussion: Following a similar format to the in-person lesson procedure, instruct students to share the post that they selected to analyze for homework and collaborate to answer the discussion questions. Divide the class into breakout rooms of 3-4 students and send them out. After sufficient time has been given, bring students back into one group and ask students to share back what they learned from this activity.
 - To extend this activity each group could be instructed to choose the post that they find most interesting and prepare to share it back with the class. This could allow for more discussion when students come back into one group.
 - Discussion Board: In an asynchronous learning environment, students could post reflections from their homework assignment along with a screenshot of the post they selected (or a link to the post). To encourage deeper reflection, students could be assigned to comment on a few of their classmates' posts with their reactions to their peers' work, or follow up questions about the post.
3. Song analysis: To begin this next activity, students should spend time learning about the Guatemalan artist Rebecca Lane. Depending on your learning environment, exploration of her website and review of her biography (see Lesson Three A Activity Handout) could be completed independently with guiding instructions on your LMS, or as a whole class with a shared screen on your video conferencing platform. Here are some ideas of how to adapt the song analysis:
 - Breakout Room Discussion: In a synchronous class, begin by showing the music video to the Rebecca Lane song "Ni Una Menos" at least two times as a class. Students should be given time to jot down notes and make observations each time. Then, split the class into four breakout rooms: two

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assigned to analyze the letra y música and two assigned to analyze the video. When sufficient time has been given, bring the students back into one group on your video conferencing platform. Prompt each group to share their analysis and guide the class into a discussion of the role of music in the Ni Una Menos movement.

- Discussion Board: In an asynchronous class, begin by sending lyrics to the students and having them watch the music video to the Rebecca Lane song “Ni Una Menos”. Then, instruct/assign students to write a paragraph of analysis of either the letra y música or video. Finally, have students comment on the post of a classmate who completed a different analysis.
 - To extend this activity have students select a specific line and its corresponding “shot” from the video. In partners or independently, students could then be asked to explain (either in a written or video format) if/why/how the imagery in the music video reflects the lyrics from their chosen moment in the video.

Homework: Please see Lesson Three A at shestandsup.org to determine if a homework adaptation is appropriate for your students in a virtual or blended classroom.

Lesson Three A (Social Studies)

1. Introduction activity and agenda: Lesson Three A helps students to build upon their understanding of the Ni Una Menos movement by diving into art and technology as vehicles to spread the movement's message and generate support. Here are some ideas of how to get started:

- **Stop-and-Type:** In a virtual setting, the chat feature on your video conferencing platform can be used to adjust this opening activity. As students log-in, have your screen shared, displaying the question: What does it take to organize, energize and sustain a social movement such as Ni Una Menos in Argentina or its sister movement in Mexico? As students type in their ideas, encourage them to continue brainstorming, either in the chat box or by reading responses out loud.
- **Discussion Board:** In an asynchronous course, the question from the stop-and-type could be posted on a discussion board for students to respond to on their own time. Students could be asked to come up with at least one idea of how social movements organize, energize and sustain their movements, and follow up with comments on their peers' posts.

2. **#Activism:** It is likely that at least one of your students will have brought up social media (or a specific platform such as Facebook, Twitter, Instagram or Tiktok) during the opening activity. Circle back to this idea either by adding additional questions about how social media can be used to benefit social movements into the stop-and-type activity or the discussion board. If students don't naturally come up with the idea of social media, prompt them (either in the chat or in comments on students' discussion board posts) to think about the differences between the Madres de Plaza de Mayo and the Ni Una Menos movement. Use this conversation about the benefits and pitfalls of social media to springboard into the next video activity in this lesson. Here are some ideas of how to incorporate the video into a virtual or blended learning environment:

- **Breakout Room Discussion:** In a synchronous class, students could watch the video clip from Al Jazeera together on your video conferencing platform (shared screen), before splitting up into breakout rooms. In the breakout rooms, instruct students to share their initial reactions to the video and discuss the idea of #activism. Students could also be prompted with a list of questions such as:
 - What new information did you learn about the Ni Una Menos movement?
 - How was social media used to spread the message?
 - Why do you think hashtags have been effective in spreading awareness in the Ni Una Menos movement?

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- What progress do the commentators feel has been made and what is there left to do?
 - Chat: In line with the breakout rooms suggestion above, students could watch the video clip from Al Jazeera together on your video conferencing platform, before using the chat feature to debrief as a class. Students could be prompted with questions, similar to the ones above, and they could type their responses into the chat.
 - Discussion Board/Assessment on LMS: In an asynchronous class, a discussion board or a formative assessment on your LMS could be used to guide students through the video and discussion questions related to Ni Una Menos and #activism.
 - Journal reflection: An alternative to a discussion board or assessment in an asynchronous class could be a journal reflection assignment. After watching the video, students could be prompted to synthesize the new information that they have been presented with and write a summary of what they now know about the Ni Una Menos movement.
3. Gallery 'virtual browse': Ideally the gallery walk activity can be done in person. If your schedule does not allow for that, here are some ideas of how to adapt this activity to a virtual or blended learning environment:
- Breakout Room Discussion: In a synchronous class, after receiving instructions, students could rotate through a series of breakout discussion groups on your video conferencing platform. Each time the groups are re-shuffled, the students would be instructed to observe and analyze the next image. Once the class has rotated through all of the images, you could invite students to reflect on the activity in a written assignment or in a class discussion.
 - Google Slides presentation: In a synchronous or asynchronous class, create and share a Google Slides presentation with one image on each slide. Ask students to select two images, and write their analysis as bullet points on the slide. Once students have had a chance to complete their analysis, instruct students to reflect on at least two of their classmates' bullet points using the comment tool in Google Slides.
 - Partner/Group work with image: In an asynchronous class, students could be assigned to work with a partner or a group to analyze one of the images included in the Lesson Three A instructions and prepare a brief recorded presentation to share with the class. If you wanted to

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add in a written element to this, each student could submit a written reflection detailing their analysis of the image.

Homework: Please see Lesson Three A at shestandsup.org to determine if a homework adaptation is appropriate for your students in a virtual or blended classroom.



Lesson Three B (Spanish or Social Studies)

1. Introduction activity and Homework review: Lesson Three B helps students to build upon their understanding of movements against VAWG in Argentina and Mexico through an analysis of a viral performance of artistic activism. As mentioned in the original Lesson Plans, Lesson Three B can be used after or instead of Lesson Three A. Here are a few ideas of how to adapt the first activity of this lesson:
 - Stop-and-Type: In a synchronous virtual setting, the chat feature on your video conferencing platform can be used to adjust this opening activity. As students log-in, have your screen shared, displaying the question: What does it take to organize, energize and sustain a social movement such as Ni Una Menos in Argentina or its sister movement in Mexico? As students type in their ideas, encourage them to continue brainstorming, either in the chat box or by reading responses out loud.
 - Discussion Board: In an asynchronous course, the question from the stop-and-type could be posted on a discussion board for students to respond to on their own time. Students could be asked to come up with at least one idea of how social movements organize, energize and sustain their movements, and follow up with comments on their peers' posts.
 - Homework Review: If your students were assigned to complete the suggested homework from Lesson Two and you would like to begin with review before jumping into the two previous options, here are some ideas:
 - Breakout Room Discussion: Following a similar format to the in-person lesson procedure, instruct students to share the post that they selected to analyze for homework and collaborate to answer the discussion questions. Divide the class into breakout rooms of 3-4 students and send them out. After sufficient time has been given, bring students back into one group and ask students to share back what they learned from this activity.
 - Discussion Board: In an asynchronous learning environment, students could post reflections from their homework assignment along with a screenshot of the post they selected (or a link to the post). To encourage deeper reflection, students could be assigned to comment on a few of their classmates' posts with their reactions to their peers' work, or follow up questions about the post.
2. Introduction of Artistic Activism and Introduction to Performance Art: In the original Lesson Three B Procedure, the introduction to artistic activism is completed in tandem with the introduction of performance art. In a virtual or blended learning environment it may be

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better to separate the terms out, to ensure that students understand each concept, before moving on to “Un violador en tu camino” which is an example of both. Each of the options provided for ‘Introduction to Artistic Activism’ can be used for ‘Introduction to performance art’. An additional option that combines the learning of artistic activism and performance art can also be found below:

- **Chat:** In a synchronous virtual setting the chat box could also be used in your introduction of these terms, especially if you have already been using the chat for the first activity. You could prompt students to brainstorm their own definitions of artistic activism and share it with the class in the chat. As responses come in, tease out the elements that students are getting right before showing them the definition you have chosen to work with. After sharing the definition, it might also be helpful to either send some examples into the chat box or show examples by sharing your screen.
- **Reading and Reflection:** In both a synchronous or asynchronous class, students could read an article about artistic activism and write a personal reflection, either on a discussion board or in an assignment on your LMS. See the links provided in Class Preparation on the original Lesson Three B document for article suggestions. The reflection could prompt students to think about the role of activist art in social movements that they have previously studied or ask students to find an example of activist art and ask them to connect it to the article they have read.
- **Discovery with Discussion Board:** In an asynchronous course, the introduction to artistic activism could be accomplished with a discovery activity and a discussion board. Students could be assigned to find and share an example of art being used at a protest that has happened during their lifetime. Along with an image of the art, the assignment could include a written component, such as an analysis of the medium used or information about the artist that created it. Additionally, this discussion board could be paired with a reading assignment about artistic activism (see the links provided in Class Preparation on the original Lesson Three B document).
- **Combo Jigsaw:** This option combines the learning of artistic activism and performance art. In a synchronous virtual/blended class, students could be split up into two groups, one for artistic activism and the other for performance art. Each group could be instructed to use their time in break out rooms to become ‘experts’ in their term before coming back together as a whole class to present their findings to the other group. Depending on how much scaffolding is needed with your class, readings or guiding questions could be provided, or students could simply be instructed to use their research skills to learn more about the term and find examples. Presentations could range from an informal share-back of

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findings, to a more formal PowerPoint or Slides presentation with images of examples.

4. "Un violador en tu camino": To begin this next activity, students will be watching videos of the viral performance piece, 'Un violador en tu camino'/'A Rapist in Your Path'. Using the links in the lesson plans, share the lyrics with students to follow along as they watch the video(s). For Spanish classes, begin with vocabulary introduction and review. Here are some ideas of how to adapt the performance art analysis:

- Jigsaw: After watching the video(s) as a class, split students into three breakout rooms, one for lyric analysis, one for location/space analysis and one for choreography analysis. Instruct students to use their time with their group to read over the information provided on the corresponding Station Handout and discuss and answer the questions. After a stated amount of time, bring the class back into one room and ask each "expert" group to share back their findings.
 - This activity could also be modified by breaking the class into smaller groups (3-4 students) and having students work through the material and questions from all three 'stations'.
- Discussion Board: In an asynchronous class, begin by directing students to the lyrics and having them watch the video(s) of 'Un violador en tu camino'/'A Rapist in Your Path'. Then, instruct/assign students to write a paragraph of analysis of lyrics, space, choreography. Finally, have students comment on the post of a classmate who completed a different analysis.
- Individual Analysis: In an asynchronous class, begin by directing students to the lyrics and having them watch the video(s) of 'Un violador en tu camino'/'A Rapist in Your Path'. Instruct students to watch the videos and answer a series of questions (such as the questions on the Lesson Three B Handouts) on LMS. Finally, assign/have students select one of the three themes (lyrics, location/space, choreography) for analysis. Students could create a presentation, record a presentation, or write about their analysis.

Homework: Please see Lesson Three at shestandsup.org to determine if a homework adaptation is appropriate for your students in a virtual or blended classroom.

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Lesson Four (Spanish)

As this is the fourth and final lesson in the She Stands Up series, it is more dependent on your course's objectives and the specific learning goals for your students. As curriculum designers, it is our hope that students finish this series of lessons with a deeper understanding of the challenges of VAWG and the power of social movements to raise awareness and enact change. This final lesson was designed to bring students up to speed with where the movements in Argentina and Mexico are today. By providing these suggestions we hope you will finish this unit in a way that works best for your class.

1. **Violador en tu camino:** If you are interested in doing an extended examination of this viral performance, see Lesson Three B (Spanish). To complete the 10 minute version of this activity in a virtual or blended learning environment, here are a few ideas:

- **Discussion Board:** In an asynchronous class, a discussion board on your LMS could be used to guide students through the video and submit their reflections as a discussion board post. Suggest that your students watch the video at least two times. Prompt students with questions such as: ¿Sobre qué están cantando las mujeres? ¿Qué llevan puesto las mujeres? ¿Por qué? ¿En qué ciudades han hecho el grito de protesta? ¿Por qué se hizo viral? Instruct students to comment on at least two of their classmates' posts.
- **Group Discussion/Breakout Room Discussion:** In a synchronous learning environment, have students watch the video as a class or in breakout groups. Play the video twice for your students to ensure understanding. After watching and taking notes, split students into small groups with the provided discussion questions: ¿Sobre qué están cantando las mujeres? ¿Qué llevan puesto las mujeres? ¿Por qué? ¿En qué ciudades han hecho el grito de protesta? ¿Por qué se hizo viral?

2. **Guided inquiry with articles:** This activity requires educators to assign students an article. Please be sure to preview these materials before using them in your classroom as the articles address issues such as sexual harassment, rape and murder. These articles will help to give students an idea of where the movements stand several years after the initial waves. Have students consider the main points of the articles, the challenges faced by the movements today, and the accomplishments of the movements in their communities, countries, and region.

- **Live discussion:** In a synchronous learning environment, have students begin by reading the articles independently or in breakout rooms. Students can either be assigned to the article about the movement in Argentina or the article about the movement in Mexico. After sufficient time has been given (depending on the reading level of your students), the class could debrief their findings as a group or in the breakout rooms. As a moderator, you could



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encourage students to answer questions that involve more critical thinking, such as ¿Cuáles son las diferencias entre los dos movimientos hoy en día? or ¿Crees tú que el movimiento de Argentina (Ni Una Menos) o el movimiento de México ha tenido más éxito? To add a collaborative element to this activity, students who have been assigned to read the same article could be placed in breakout rooms to work together to prepare a short presentation of the main points of their article.

- GoogleDoc notes/Assessment on LMS: In an asynchronous learning environment, begin by having students read an assigned article. Notes could be taken in a shared GoogleDoc, so that you can track their progress, or students could submit short answers on an assessment on your LMS to the three prompts on the Lesson Four Activity Handout. In order for students to be exposed to information in the second article, they could be paired with another student to share information on a GoogleDoc before responding to a question that has students compare and contrast the progress and setbacks of the two movements.

Final Assessment options: At the conclusion of the She Stands Up series, we suggest that students are given the opportunity to show what they have learned over the course of the four lessons. The three options provided in Lesson Four beneath the header 'Assessment' are all adaptable to a virtual or blended environment. If this unit is just one regional case study in a larger course or module on VAWG or social movements, a short Exit Ticket in the form of a formative or summative assessment on your LMS could be used to check for student's understanding before continuing on to your next unit. If this series is being used as a stand alone unit, either of the two other assessment options (Writing Assignment or Research Assignment) can easily be adapted to virtual or blended environments. For both, specific instructions should be provided on your LMS.

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Lesson Four (Social Studies)

As this is the fourth and final lesson in the She Stands Up series, it is more dependent on your course's objectives and the specific learning goals for your students. As curriculum designers, it is our hope that students finish this series of lessons with a deeper understanding of the challenges of VAWG and the power of social movements to raise awareness and enact change. This final lesson was designed to bring students up to speed with where the movements in Argentina and Mexico are today. By providing these suggestions we hope you will finish this unit in a way that works best for your class.

1. Homework review: Depending on the format of your class, here are some ideas of how to incorporate the opening activity from Lesson Four:

- Breakout Room Discussion: In a synchronous learning environment, both Option 1 and Option 2 assignments could be reviewed using the activities outlined in the original Lesson Four Procedure. If the class is virtual, the Turn and Talk activities can be adapted to breakout rooms on a video conferencing platform, followed by each group reporting their main take-aways/findings back to the whole class. The Stop and Jot activity could also be done in a synchronous virtual or blended learning environment by having students type into a chat box or having each person share aloud during time together in the classroom or on a video conferencing platform.
- Discussion Board/Assessment on LMS: In an asynchronous learning environment, the Option 1 homework assignment could be extended into a reflection writing assignment, a discussion board assignment (in which they share the social media post and their analysis), or a video explanation of a social media post. The Option 2 homework assignment could either be adapted into a discussion board assignment in which students reflect on the Amnesty International Report, or a formative assessment on your LMS with comprehension questions related to information in the Report.

2. Guided inquiry with article: This activity requires educators to assign students an article. Please be sure to preview these materials before using them in your classroom as the articles address issues such as sexual harassment, rape and murder. These articles will help to give students an idea of where the movements stand several years after the initial waves. Have students consider the main points of the articles, the challenges faced by the movements today, and the accomplishments of the movements in their communities, countries, and region.

- Breakout Room Discussion: In a synchronous learning environment, have students begin by reading the articles individually. As there are six articles, they could be divided among the students. When sufficient time has been given, using a video conferencing platform or in your classroom, generate a



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class discussion by asking students to share back their findings about the challenges and accomplishments of the movements in Argentina and Mexico. To add a collaborative element to this activity, students who have been assigned to read the same article could be placed in breakout rooms to work together to prepare a short presentation of the main points of their article.

- Google Doc notes/Assessment on LMS: In an asynchronous learning environment, begin by having students read an assigned article. Notes could be taken in a shared Google Doc, so that you can track their progress, or students could submit short answers to the three prompts on the Lesson Four Activity Handout. In order for students to be exposed to information in the second article, they could be paired with another student to share information on a Google Doc before responding to a question that has students compare and contrast the progress and setbacks of the two movements.

Final Assessment options: At the conclusion of the She Stands Up series, we suggest that students are given the opportunity to show what they have learned over the course of the unit. The three options provided in Lesson Four beneath the header 'Assessment' are all adaptable to a virtual or blended environment. If this unit is just one regional case study in a larger course or module on VAWG or social movements, a short Exit Ticket in the form of a formative or summative assessment on your LMS could be used to check for student's understanding before continuing on to your next unit. If this series is being used as a stand alone unit, either of the two other assessment options (Writing Assignment or Research Assignment) can easily be adapted to virtual or blended environments. For both, specific instructions should be provided on your LMS.