

**GLOBAL FEMINISMS PROJECT PODCAST SERIES:
CONTEXTUALIZING FEMINIST VOICES:
THE LESSON PLANS**

Topic: How I Became an Activist

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Özge Savaş: Hi, everyone! Today, we have Marisol Fila, who is going to talk with us about the Lesson Plan titled “How I Became an Activist” from the Global Feminisms Project. Hi Marisol. Can you please provide a brief overview of the Lesson Plan and its learning goals?

Marisol Fila: Sure. Thank you so much for having me, Özge. In this Lesson Plan, “How I Became an Activist”, the students reflect on how individual life experiences in women's lives led them to become activists. Furthermore, since students read and discuss interviews from four different countries, they also analyze what a feminist practice means for these different countries, and different socio-historical contexts. The Lesson Plan includes two activities and a final assignment and through the activities and the assignments the students explore the relations between activism and leadership, activism and community, and the impact that feminist activism can have on the broader society. The main driving question that guides this lesson is what would make someone become an activist, and for our purposes, a feminist activist.

ÖS: Can you tell us a little bit more about those activities proposed in the Lesson Plan?

MF: Absolutely. The first activity functions, as I would say with most of the Lesson Plans that we have on our website, as the base activity for the upcoming work. In this activity, students are divided into four different groups and each group reads one complete interview from one of the countries. The countries that are included in the Lesson Plan are Brazil, Nicaragua, the United States, and Nigeria. Of course, instructors can pick other countries if they want. This work is done, if possible, outside class - the reading of the complete interview. In class, the students are introduced to the practice of activism and the relations between different types of activism, advocacy, and leadership. There are resources, and there are resources that the instructor can use to introduce these different concepts and guide the work. Each group discusses the different concepts in light of the interview that they had to read, and that's more or less than the first activity. In activity two, which builds from the work done in the first activity, the activity focuses on the turning points of these women's lives— on those moments that led them to become feminist activists . To do that, the students consider several resources that we have available on our website such as the country introduction, the different timelines that we have also on our website, and the podcast about the country sites. In the second activity, the students also discuss the impacts these different types of activism have had on the women's movement and the broader society. To conclude there's an optional final assignment which I particularly really like. The assignment asks the students to create a social media campaign for International Women's Day. As with the first activity, there are resources for instructors to use to teach the history of International Women's Day, and some suggested examples of

social media feminist campaigns. There's an additional optional final presentation after the students complete the assignment.

ÖS: That sounds amazing. Can you tell us a little bit more? Maybe why this Lesson Plan is a helpful resource for instructors.

MF: Yeah, I think that this Lesson Plan is very helpful for discussing in a concrete way what we mean when we say that “the personal is political”. This phrase, as we know, was one of the cornerstones of the US-based feminist movement in the 1960s and 70s. I see this Lesson Plan as putting these words into action through the reading of the interviews and the analysis of key historical moments in the different countries' history. The students are able to identify those instances in which ordinary women saw themselves pushed to pursue an activist practice and what it meant for them, their families, and, of course, the broader society. Also, since the students will be analyzing interviews not only from different countries but from different time periods, they will be able to discuss the different forms that feminist activism took depending on the time period and the particular circumstances of the women's movement, both nationally and internationally.

ÖS: I'm teaching a Political Psychology course in the Fall that is titled “The Personal and Political”. I personally cannot wait to use this Lesson Plan in my course, so that sounds amazing. Is there anything else that you would like to share with us about this lesson plan?

MF: Well, I'm super excited that you're going to teach this class, and I very much look forward to hearing your feedback about the lesson and how the class goes, of course. As I said, I really like how the final assignment took shape, and how much it can offer the students. I think that younger generations of students are truly avid consumers of social media, as we know, and I would be very curious to see how they use all their knowledge as consumers— and creators as well because that's something great that younger generations have— to create this feminist social media campaign. Of course, if you are listening to this podcast and you are an instructor and end up using this Lesson Plan and having your students create this social media campaign, please share them with us so we can repost them on our website and we can get a glimpse of how these activities are put into action. We'd love to see what platform students prefer using, how they create the language for their campaign, what additional resources they use, and much more, of course. I think that that's all. Thank you very much for listening and for sharing, as always. And thank you Özge for having me.

ÖS: Thanks, Marisol.