

GRERSING CHANGING THE WORLD ONE GIRL AT A TIME

TANYA LEE STONE ation with GIRLRISING

EDUCATORS' GUIDE

Includes Ideas for Community-Wide Projects and Activities



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★ "A moving account of hardships and triumphs that is bound to inspire future activists, this is a devastating but crucial read." -Kirkus Reviews, Starred

ABOUT THE BOOK

Worldwide, over 62 million girls are not in school. But one girl with courage is a revolution.

Girl Rising, a global campaign for girls' education, created a film that chronicled the stories of nine girls in the developing world, allowing viewers to witness how education can break the cycle of poverty.

Now, award-winning author Tanya Lee Stone deftly uses new research to illuminate the dramatic facts behind the film, focusing on the girls captured on camera as well as many others. She examines in depth many of the barriers to education—among them, early child marriage and childbearing, slavery, sexual trafficking, gender discrimination, and poverty—and shows how removing these barriers means not only a better life for girls, but also safer, healthier, and more prosperous communities.

With full-color photos from the film, infographics, and a compelling narrative, *Girl Rising* will inspire readers of all ages to join together in a growing movement to help change the world.



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ABOUT THE AUTHOR

Tanya Lee Stone is an award-winning author who is best known for her passion for telling little-known or unknown true stories of people who have been missing from our histories. Stone went to Oberlin College and now teaches writing at Champlain College. You can find her online at tanyastone.com, on facebook.com/tanyastone, and on Twitter at @TanyaLeeStone.

GOALS AND OBJECTIVES FOR YOUNG ADULT READERS OF GIRL RISING

GOAL 1: Increase awareness of issues related to gender inequality and girls' education.

Readers will:

Objective 1.1: Describe the role gender inequality plays in generational poverty

Objective 1.2: Name at least five countries in which gender inequality hinders girls' education

Objective 1.3: Describe lessons learned from girls' narratives about education

Objective 1.4: Identify three initiatives that contribute to achieving gender equality

Objective 1.5: Compose a creative piece (written, visual, auditory) about the stories and issues described in the book

GOAL 2: Empower young people with confidence and self-efficacy so they can create positive change in their own communities

Readers will:

Objective 2.1: Develop a proposal or work plan to persuade school and/or government officials to support policies that encourage gender equality

Objective 2.2: Organize a school and/ or community activity to disseminate information about gender inequality and/ or the impact of girls' education

GOAL 3: Increase knowledge and skills to become global citizens Readers will:

Objective 3.1: Name at least three obstacles to increasing access to education for girls

Objective 3.2: Appraise the education system in a country to determine whether girls and boys have equal access and to determine what social, traditional, and cultural factors influence beliefs about educating girls

Objective 3.3: Compare personal life experiences to those of the girls in the book

Objective 3.4: Measure the effectiveness of aid initiatives such as Fair Trade partnerships and natural disaster relief

PRE-READING ACTIVITY

Working individually or in teams, select one of the countries listed below and answer these questions about it: What do you know about the country? Can you locate it on a map? Do you know what language(s) people there speak? What do you know about their culture?

Afghanistan	Nepal
Cambodia	Peru
Egypt	Sierra Leon
Ethiopia	
Haiti	
India	





PART ONE: THE STAKES

What are the economic and social costs of not educating girls?

Discussion Questions

Knowledge

- What facts about girls' education around the world surprised you and why?
- What is gender inequality? Discuss two examples presented in the book and one example you've witnessed or experienced in your own life.
- What emotional impact can lack of education have on girls and women?
- If you were Malala Yousafzai, would you have continued speaking out when threatened? Why or why not?
- How does a lack of girls' education contribute to the issues faced by many developing countries?

Solutions

- How has your experience of the world been influenced by gender stereotypes?
- How can you apply your experiences to help foster gender equity?
- Discuss why it's important to address girls' education in order to reduce gender inequality.
- Think about one of the noncultural factors that influences gender inequality, such as natural disasters or poverty. Brainstorm methods countries can use to prevent such factors from impeding girls' access to education.

• What role has the United States played in improving the conditions that contribute to gender inequality in the countries discussed? What can you and your peers do to help? What suggestions can you give to people in the United States to help?

Curriculum Connections

Language Arts: Write and submit a letter to the editor of your local or school newspaper in which you discuss the importance of girls' education (your context can be local, statewide, nationwide, or global education).

Social Studies: Research the education system in another country and compare it to what you know about the United States' system. Create a visual aid (for example, a comparison chart or Venn diagram) to show the similarities and differences between girls' education in that country and the U.S. or overall similarities and differences between the two systems.

Common Core State Standards Correlations:

ELA-LITERACY.RI.6.1, .6.3, .6.4, 6.6, 6.7, 6.10; ELA-LITERACY.RI.71, 7.3, 7.4, 7.6, 7.8, 7.10; ELA-LITERACY.RI.8.1, 8.3, 8.4, 8.6, 8.8, 8.10;

ELA-LITERACY.RI 9-10.1, 9-10.3, 9-10.4, 9-10.6, 9-10.8, 9-10.10; ELA-LITERACY.RI 11-12.1, 11-12.3, 11-12.4, 11-12.6, 11-12.8, 11-1.10

ELA-LITERACY.W.6.1, W.6.4, W.6.7; ELA-LITERACY.W.7.1, W.7.4, W76.7; ELA-LITERACY.W.8.1, W.8.4, W.8.7; ELA-LITERACY.W.9-10.1, W.9-10.4, W.9-10.7; ELA-LITERACY.W.11-12.1, W.11-12.4, W.11-12.7

ELA-LITERACY.RH.6-8.2, RH.6-8.8, RH.6-8.10; ELA-LITERACY. RH.9-10.2, RH.9-10.4, RH.9-10.10; ELA-LITERACY.RH.11-12.2, RH.11-12.7, RH.11-12.10

PART TWO: THE STORIES

How does not having the opportunity to be educated affect the girls themselves?

Discussion Questions

Knowledge

- Compare and contrast the kinds of human trafficking described in Part Two (for example, kamlari, restavèk).
- How do cultural traditions affect the work to end forced labor, child marriages, and other issues impacting girls' education? Brainstorm ways to end these practices while remaining respectful of these cultures.
- The lives of the girls in this book seem pretty different from yours, but in what ways are the girls like you or like girls you know?
- Pretend you are Sita's mother (p. 39); what would you tell Sita on the day she is sent away to be a kamlarí?
- Are you surprised that these issues child marriage, forced labor, gender violence, educational inequity—exist in the world today? Do you think they exist in your country?
- What are some connections between natural disasters and gender inequality?
 Had you ever thought about such connections before reading *Girl Rising*?

Solutions

 Discuss how the girls in *Girl Rising* feel about serving as bonded laborers before and after they received education. Do you think telling their stories can create change in their home countries? Why or why not?

- What is tenacity? How do we see that quality in the girls in this book? How do we see tenacity in the boys and men who support and advocate for them?
- How do boys and men help the girls presented in the book? Why do you think they choose to help?

Curriculum Connections

The Arts (visual, written, etc.): Can you relate to the way Suma feels about singing (p. 45)? Do you think artistic expression can be helpful when dealing with difficult emotions? Think of a piece of art you love or have made to recommend to a girl who is trapped in bondage.

The Arts, Language Arts, Social Studies/ Geography: Research the geography of Nepal, and then write a poem or short story or create a piece of art about Asha's escape (pp. 35-36) by imagining how she found her way back to her village after being a kamlari.

Common Core State Standards Correlations:

ELA-LITERACY.RI.6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.10; ELA-LITERACY.RI.7.1, 7.2, 7.3, 7.4, 7.6, 7.8,7.10; ELA-LITERACY.RI.8.1, 8.2, 8.3, 8.4, 8.6, 8.8, 8.10;

ELA-LITERACY.RI 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.6, 9-10.8,9-10.10; ELA-LITERACY.RI 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.8,11-1.10

ELA-LITERACY.W.6.1, W.6.4, W.6.7; ELA-LITERACY.W.7.1, W.7.4, W.7.7; ELA-LITERACY.W.8.1, W.8.4, W.8.7; ELA-LITERACY.W.9-10.1, W.9-10.4, W.9-10.7; ELA-LITERACY.W.11-12.1, W.11-12.4, W.11-12.7

ELA-LITERACY.RH.6-8.2, RH 6-8.3, RH.6-8.4, RH.6-8.6, RH.6-8.8, RH.6-8.10; ELA-LITERACY.RH.9-10.2, RH9-10.3, RH.9-10.4, RH.6-8.6,

RH.9-10.10; ELA-LITERACY.RH.11-12.2, RH.11-12.7, RH.11-12.10



PART THREE: THE SOLUTIONS

How can one person make a difference?

Discussion Questions

Knowledge

- Which of the small acts described in this section are you most likely to do? Name a few more ways you can use small acts to create change.
- What are some strategies volunteers, aid groups, nonprofit organizations, and others use when addressing gender inequality? Why are those strategies necessary?
- What would you do to help any of the girls whose story is told in *Girl Rising*?
- Do you agree with Archbishop Desmond Tutu's comments about the roles men must play to create change (p. 146)?
 Explain how the stories in *Girl Rising* support his comments.

Solutions

- Why do you think it's important to be a global citizen? How does knowledge of the global community impact the lives of others?
- The barriers to girls' education are formidable. What do you think you and other students your age can do to help break down those barriers?
- Discuss what obstacles might exist for boys and men who want to improve opportunities for girls and how such obstacles can be overcome. Are the obstacles and solutions any different when discussing the United States versus the countries described in *Girl Rising*?
- What role do technology and mass communication play in reducing gender inequality?

- What are some ways you can use technology to help make local and global change?
- Has anything you learned in the book changed the way you think about your own community? Your country? How?

Curriculum Connections

Social Studies, Economics: Read the following article: "The Problem with Fair Trade Coffee" (Stanford Social Innovation Review, ssir.org/articles/entry /the_problem_with_fair_trade_coffee). Discuss the arguments for and against Fair Trade coffee, possible solutions to the issues raised, and potential implications for the Fair Trade industry with your classmates.

Social Studies: Investigate other countries in which the issues discussed in these stories exist. You can use the map in Section II, pp. 50–51, to help you pick a country. Present your findings to the class.

Common Core State Standards Correlations:

ELA-LITERACY.RI.6.1, 6.2, 6.3, 6.4, 6.6, 6.7, 6.10; ELA-LITERACY.RI.7.1, 7.2, 7.3, 7.4, 7.6, 7.8, 7.10; ELA-LITERACY.RI.8.1, 8.2, 8.3, 8.4, 8.6, 8.8, 8.10;

ELA-LITERACY.RI 9-10.1, 9-10.2, 9-10.3, 9-10.4, 9-10.6, 9-10.8,9-10.10; ELA-LITERACY.RI 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.8, 11-1.10

ELA-LITERACYW.6.1, W.6.4, W.6.7; ELA-LITERACYW.71, W.7.4, W.7.7; ELA-LITERACYW.8.1, W.8.4, W.8.7; ELA-LITERACYW.9-10.1, W.9-10.4, W.9-10.7; ELA-LITERACYW.11-12.1, W.11-12.4, W.11-12.7

ELA-LITERACY.RH.6-8.2, RH 6-8.3, RH.6-8.4, RH.6-8.6, RH.6-8.8, RH.6-8.9, RH.6-8.10; ELA-LITERACY.RH.9-10.2, RH9-10.3, RH.9-10.4, RH.9-10.6, RH.9-10.9, RH.9-10.10; ELA-LITERACY.RH.11-12.2, RH.11-12.7, RH.11-12.9, RH.11-12.10



SCHOOL- OR COMMUNITY-WIDE PROJECTS AND ACTIVITIES

- Share the stories of the girls in Girl Rising at community events. You can share the stories by reading them, screening the film, or in any other way you can think of.
- Work with other students in your school or community to organize an art show based on the stories in *Girl Rising*. Charge admission and donate the funds to the Girl Rising Fund.
- Individually or in teams, create short videos that highlight the factors at stake when gender inequality exists. Have your class (or school) vote to select the best video.
- Work with your classmates to establish a writing contest at your school; students can submit fiction or nonfiction pieces about gender inequality and/or girls' education. Ask businesses in your community to sponsor the contest by donating prizes. You could also ask for money and supplies to be donated to an organization that works to reduce the issues presented in *Girl Rising* in lieu of prizes.
- Build a community resource (website, newsletter, etc.) that shares information about local and global gender inequality and share it at your school and beyond. Include information about companies that equitably sell Fair Trade products.
- Collaborate with your classmates to write your own narratives about overcoming obstacles, and collect more stories from your community. Share the stories by organizing presentations for students at your school and other schools.

- Find out whether the city in which you live has any sister cities in countries described in this book. If not, write a proposal to your local government to encourage establishing such relationships. Organize fund-raisers to help support your sister city/cities.
- Individually or in teams, create a short video or other visual media presentation to raise awareness about the issues girls face around the world. Share your project on social media.
- Research aid groups and nonprofit organizations that need help. Arrange community volunteer days to help those organizations.
- Organize an event designed to encourage boys and men in your community to become more active advocates for gender equality and girls' education.
- Start a school club or lecture series. Invite guests from girls' or women's groups, or Skype with a representative from the Girl Rising NGO partners.
- Plan a community event to celebrate International Women's Day on March 8 and International Day of the Girl Child on October 11.

Common Core State Standards Correlations:

ELA-LITERACY.RI.6.2, RI.6.7, RI.6.10; ELA-LITERACY.RI.7.2, RI.7.7, RI.7.10; ELA-LITERACY.RI.8.2, RI.8.7, RI.8.10; ELA-LITERACY.RI.9-10.2, RI.9-10.7, RI.9-10.10; ELA-LITERACY.RI.11-12.2, RI.11-12.7, RI.11-12.10

ELA-LITERACY.WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10; ELA-LITERACY. WHST.9-10.1, WHST.9-10.2, WHST.9-10.4, WHST.9-10.5, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.9-10.10; ELA-LITERACY.WHST.11-12.1, WHST.11-12.2, WHST.11-12.4, WHST.11-12.5, WHST.1-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10; ELA-LITERACY. RH.6-8.7, RH.6-8.8, RH.6-8.10





INTERNET RESOURCES FOR FURTHER READING

"11 Ways to Stop Periods from Disrupting Girls' Education" by Anna Leach (*The Guardian*, 10/19/16) theguardian.com/global-development-professionals-network/2016 /oct/19/11-ways-to-stop-periods-from-disrupting-girls-education

"A Chance Encounter on a Vacation Changed Her Life—and the Lives of Child Brides"

by Nurith Aizenman (NPR, 9/9/16) npr.org/sections/goatsandsoda/2016/09/09/492842669/how-a-swiss -aristocrat-and-an-indian-techie-teamed-up-to-save-child-brides

"Child Brides Sold for Cows: The Price of Being a Girl in South Sudan"

by Robyn Dixon (*Los Angeles Times*, 7/29/16) latimes.com/world/africa/la-fg-south-sudan-child-marriage-snap-story .html

"The 'Saddest Bride I Have Ever Seen': Child Marriage Is as Popular as Ever in Bangladesh"

by Nick Kirkpatrick (*Washington Post*, 8/28/15) washingtonpost.com/news/morning-mix/wp/2015/08/28/the-saddest -bride-i-have-ever-seen-child-marrige-is-as-popular-as-ever-in -bangladesh/

"Shining a Light on Education for Girls"

by Kevin Yarr (CBC News, 11/16/16) cbc.ca/news/canada/prince-edward-island/pei-upei-shine-a-light -wusc-1.3853559

"Syrian Mother's Agony: Why I Made My Teenage Daughter Become a Child Bride"

by Mona Mahmood (*The Guardian*, 7/17/14) theguardian.com/world/2014/jul/17/syrian-mothers-child-brides

"Women's Advocate Group to Boost Girls' Education" by David S. Menjor (*Daily Observer*, Liberia, 11/13/16) liberianobserver.com/news/women%E2%80%99s-advocate-group-boost -girls%E2%80%99-education

"Zendaya and Michelle Obama Deliver a VERY Important Message About Worldwide Education for Girls"

by Zendaya Coleman (*Teen Vogue*, 11/11/16) teenvogue.com/story/zendaya-coleman-michelle-obama-interview -december-issue-let-girls-learn

Guide prepared by Dr. Amita N. Vyas, PhD, associate professor at the George Washington University, and Eme Udoh, a former high school educator and graduate student at the George Washington University.

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