This lesson works well with the following chapters:

- Sokha from Cambodia
- Suma from Nepal

Sokha and Suma are young girls who were born into poverty, each growing up in a developing nation. Because of the help of others, both girls have been able to attend school and look forward to a promising future.

Research tells us that educating girls is among the most effective and efficient ways to end poverty. Using this curriculum, teachers can help their students examine the positive impact that educating girls makes – not only on the lives of girls like Sokha and Suma, but also on their communities. Students will begin to understand the impact of helping others, and that everyone has the ability to effect change. Students will begin to see themselves as agents of change, examining the positive impact they make in the lives of others.

The Cambodia and Nepal film chapters, the Issue Fact Sheets, and the My Story Project-Based Lesson have been designed to help students begin to understand the challenges many girls face in trying to obtain an education, and how one person can make a difference.

Sokha’s Film Chapter

Ideas for introducing Sokha’s story to students:

- Locate Cambodia on a map or globe.
- Break into small groups and have each group describe what they believe life is like in Cambodia.
- Have small groups create a graphic depicting who they believe is responsible for caring for orphans. For example: Parents are primary caregivers, but if they are unable to care for a child, should extended family (grandparents, aunts/uncles) take that responsibility? If extended family is not an option, should charity organizations help?

Suggested discussion questions prior to viewing Sokha’s chapter:

1. How many girls do you believe are currently out of school around the world? (Note: Statistics regarding out-of-school girls change over time as new information becomes available. See Statistics Used in Girl Rising (found in the Resources section) for updated data.)
2. Who do you believe should help children who are orphaned?
3. Who helps you with your schoolwork? How does that person help? Who gets you ready for school in the morning? Who packs your lunch or sees that you get lunch at school? Who picks you up from school and helps with homework?

Suggested discussion questions after viewing Sokha’s chapter:

1. How has Sokha’s life changed now that she is able to go to school?
2. What are some ways that people could help children who are forced to live in trash dumps?
3. Why do you feel it was important for the film’s director to share Sokha’s story?
4. What are you interested in learning more about?
Suma’s Film Chapter

Ideas for introducing Suma’s story to students:

- Locate Nepal on a map or globe.
- Have small groups write their definition of slavery, or create a graphic to define slavery, on a large piece of paper and hang it in the room to review after watching Suma’s chapter.

Suggested discussion questions prior to viewing Suma’s chapter:

1. What strategies do you use to get through difficult times in your life? Do you play sports? Draw? Talk to family or friends? Listen to music?
2. Do you believe slavery still exists in the world? Why or why not? If it does exist, what form does it take?
3. If you felt a child was being treated unfairly, what steps would you take to try and create a better life for that child?

Suggested discussion questions after viewing Suma’s chapter:

1. How do you feel about Suma’s life when she was a young girl? Would you define serving as a kamlari as slavery?
2. How does the social worker’s determination affect the lives of kamlari like Suma?
3. In her story, Suma says she has “important work to do.” How is she now impacting the lives of others?
4. Why do you feel it was important for the film’s director to share Suma’s story?
5. What are you interested in learning more about?