**Girl Rising:**
Stories and Voices as tools for advocacy

**Objective:**
Use *Girl Rising* as an entry event to a Project Based Unit on becoming agents of positive social change.

**Unit Guiding Questions:**
1. How can I be an agent of pro-social change?
2. How can I advocate for a cause in a meaningful way?

**Step One: Pre-Screening Activity:**
1. **Opening Journal Prompt:**
   a. Why/how are stories powerful?
      i. Students respond with 5 minutes of silent, reflective writing
      ii. May need some verbal clarification that they can think about any kind of story (written, visual, etc) and from any points of view. Asking them to think of a story that they have found impactful, or a story of their own they would like to tell can also help generate ideas.
   2. Students then review their writing, highlighting the “crucial words”
      a. Walk students through the process of highlighting/underlining the words they would assert are the most crucial to their main idea
      b. Once they are done, ask students to add their words to the dry erase board
      c. Teacher guides students to point out trends in their crucial words
      d. We share/discuss the power of stories as a larger whole
   3. Introduce the concept of the upcoming Project Based Unit connecting to our work reading *I am Malala*. We will watch another advocate share her story.
      a. Students will watch the TED Talk: What My Religion Says about Women by Alaa Murabit.
      b. Students work through an organizer analyzing why/how/if this is an effective form of advocacy
         i. Students break up and work in pairs with their iPads (in case they want to re-view the talk) for 15 minutes
         ii. Come back together and Share out
   4. **Homework:**
      a. Students will spend time reviewing the TED website for a talk that they find personally affecting
      b. Students will add the link for their talk to a shared google doc.

**Step Two: Screening Day 1**
1. Students are encouraged to close read the text of the film the same way they close read a novel
   a. While they view, they will be taking notes in their class journals about:
      i. Questions
      ii. Comments
      iii. Personal Reaction
   2. Teacher will stop the film after each chapter for analytic discussion using the following prompts:
      a. What did you love?
      b. How did the visual imagery enhance the story?
      c. Do you have any questions?
      d. What comments would you like to share?
   3. This process is repeated until we complete the film
   4. **HW:** Students complete a one page reflection on which story struck them the most and why
**Step Three: Processing the Film**

1. **Socratic Seminar:**
   a. Students work in small groups to discuss/share/process the film using the notes they wrote while viewing and the enthusiasm/passion that always follows a viewing of the film.

2. **Processing *Girl Rising* as a tool for advocacy**
   a. Students will work in small groups to process why/how this film is such a powerful tool for positive social change
   b. Teacher copies portions of “The Stakes” chapter of the *Girl Rising* book to share with the students as they work for context.

**Step 4: Using *Girl Rising* to lead into their Choosing to Participate Project**

1. Students begin thinking about a cause they care about
   a. Can use the work of *Girl Rising* and expand on it or generate their own issue to advocate for