***Girl Rising Discussion Questions***

**Overall** **Questions**:

* How does obtaining or not obtaining a quality education impact one’s personal future but also a community’s/country’s future?
* How did you see cultural beliefs and traditions influence the rights and opportunities of the girls in the film? (adapted from Issue Fact Sheet: Cultural Influences, http://girlrising.com/assets/GR\_MS\_FACT\_SHEET\_Cultural\_Influences-1.pdf)
* Which story did you find most compelling and why?
* What admirable characteristics did you see in all of the stories in Girl Rising?
* Throughout all of the film’s segments, family members play a key role in whether the girls were able to attend and stay in school. How does a family’s social and economic well-being influence this decision?
* What statistic show in the movie resonated with you the most? Why?

**Cambodia**

* Sohka’s smile suggests that she felt much better about herself when she was able to wear a school uniform and attend classes. Describe something you have done that made you feel proud and good about yourself.

**Haiti**

* In Haiti, Wadley was rewarded for her persistence—in what ways in your life or the lives of friends and family have you seen the same?
* Why do you think attending school was so important to Wadley following the earthquake?

**Nepal**

* During Suma’s story, activists and advocates were very prominent as they actively made people aware of the laws outlawing Kamlari. What role do you think government has in enforcing its own country’s laws? Does it change when the law may go against previously held cultural beliefs? (adapted from Issue Fact Sheet, Kamlari <http://girlrising.com/assets/GR_MS_FACT_SHEET_Kamlari-1.pdf>)
* Suma and her friends were not content with themselves getting an education, but rather also worked to ensure that other Kamlari had the opportunity. What experiences have you had or seen in which friends were mobilized to achieve a goal?

**Egypt**

* Egypt deals with a very sensitive subject—do you think the choice of using graphic elements enhanced or detracted from the importance of the subject matter? Why or Why not?
* Violence against girls and women is a fact of life for millions around the world, including in the US, as we have seen from recent reports from college campuses. What can we as caring individuals do to reduce the level of violence?

**Ethiopia**

* In Ethiopia, Azmera’s brother refused her marriage, what role do you think men and boys have in making sure women and girls are able to access their right to education?
* Describe Azmera’s mother’s motivations for sending her off to marry.

**Peru**

* Senna was named for Xena, the Warrior Princess because her father believed she could be strong—what do you want your name to say about you?
* How did the theme of isolation play into the situation of Senna’s family?

**India**

* In India, the family moved from a rural area in search of jobs, schools and opportunity. How does this relate to other historical movements of people you’ve learned about? What were the consequences—positive or negative that resulted?
* Girls face violence both going to and in school around the world. Some feel that young people have a human right to a safe environment for learning. What do you think?

**Sierra Leone**

* In Sierra Leone, Mariama was able to advocate for herself to stay on the radio. Why was her personal advocacy important? Has there been a time when you had to advocate on your own behalf?

**Afghanistan**

* Amina was forced into “marriage” and childbirth at an age when girls in the US are in middle school. How would you feel about your future career and other options if your education stopped at that point?
* When, in your opinion, is it ok to speak out against cultural norms that you feel violate human rights and dignity?

*For additional lessons on the right to education and Girl Rising visit:*

Global Campaign for Education-US, A Lesson for All, http://campaignforeducationusa.org/pages/educational-curriculum

Girl Rising, A Companion Curriculum, http://girlrising.com/a-companion-curriculum/