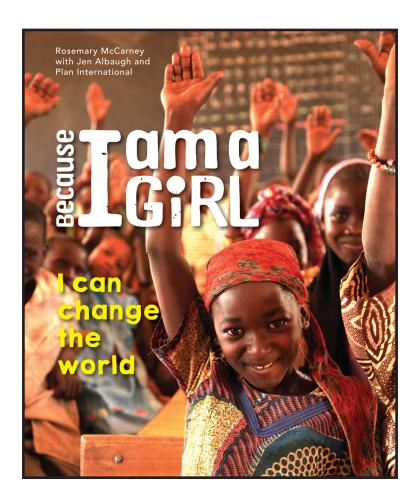
Second Story Press

Intermediate/High-Intermediate Level ESL

TEACHER RESOURCE GUIDE

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Because I am a Girl: I can change the world

ISBN: 978-1-927583-44-9

Lexile: 990L Guided Reading: Z

www.secondstorypress.ca/resources



Book Summary

Because I am a Girl is a non-fiction collection of stories of young girls from all over the world who struggle with the challenges of being female. They are from developing countries where war, poverty, lack of educational opportunities, child slavery, poor housing, and illness threaten everyone's daily lives. However, girls and women face even more obstacles because their countries have historically placed little value on females. The book includes profiles of girls from both industrialized and developing countries who are becoming empowered by advocating for better lives for themselves and other girls.

Each profile has a specific theme, such as child poverty, the impact of war, and effects of natural disaster. Along with each personal story are important background details and statistics providing additional context and understanding of the subject's ongoing challenges. Where possible, the authors provide updates on the lives of each girl highlighting the positive directions their lives have taken.

This book was written by Rosemary McCarney with Jen Albaugh and Plan International and published in 2014. Beautiful photographs along with the girls' profiles paint a vivid picture of their lives. Middle school teachers would find it a valuable supplemental text in their social studies, history and geography curricula to broaden their students' knowledge of world issues. Early high school teachers could use the book where ESL and first language learners are studying together. Secondary school teachers of ESL and native speaker adolescents and adults would find it a useful tool to acknowledge their students' personal struggles and promote discussion on equity issues of poverty, education, health and employment. Finally, Because I am a Girl, can be integrated in extracurricular activities such as Girl Guides or in classrooms where girls are taught separately to promote altruism and ideas for fundraising projects.

Because I am a Girl examines citizenship, diversity, social justice, self-esteem, friendship, family, discrimination—all of which should foster empathy in young readers. Rosemary McCarney, is the former CEO of Plan International, and Canada's current Ambassador to the United Nations. Because I am a Girl has 95 pages.

PART A

Pre-Reading Activities



Mapping the Classroom

This is a very simple activity that helps students to learn more each other's first countries and cultures. If possible, use a large, laminated map of the world produced in your school or which can be purchased in many bookstores.



Mapping Our Classroom

Directions:

1.	You will each get 4 strips of paper and a marker.
2.	On one strip, please write the name of your first country.
3.	On the second strip, write "Hello my name is" but in your first language, if you can.
4.	On the third strip, write these words and finish this sentence, "In my first country, I love"
5.	On the fourth strip, write these words and finish this sentence, "In my country, women and girls"
6.	Looking at the map on the floor of the classroom, stand on the map at or near where your first country is located.
7.	Once you have found your first country, print your name on the map on your first country.
8.	Finally, you need to introduce yourself to everyone else in the class. Show each person the information on your strips of paper.
9.	Both the map and your strips will be placed on your bulletin board or wall at the back of the classroom.
10.	If there's room on your bulletin board, place a picture of yourself with one of your strips underneath as a caption.



Use the map from Activity 1 to plot the names and activities of all the girls who are profiled in the book. Students should have their own individual maps. Each time you read about one of the girls in the book, have a student find the country where she lives and write her name on the map. At the same time, have students record all of the names on their own maps.



Guided Group Discussion

This group discussion allows students to share viewpoints on the status of girls in their first countries and make observations about their treatment, lives, and opportunities. Depending on their ages and when they came to their new home, students may need to consult parents or other older relatives for some answers.



Boys And Girls In Our First Countries

Directions:

- a. Organize yourselves into groups of four to six students. Make sure your group members come from different first countries.
- b. Discuss each of the questions below. Make your own notes. We will be taking up your answers together as a class.
- c. Your answers may be different because your first cultures are different. Please make sure that you respect your differences as you speak with each other.
- d. You may need to ask some family members for help to answer these questions. If your family members are available during your discussion, you can use technology to contact them.
- Does everyone in your house share the chores and responsibilities in your home or does one 1. person end up doing most of the work? How do you feel about the way those responsibilities are divided?
- Do the males and females in your home always have the same tasks or responsibilities? If that's true, what are those separate chores?
- Have your parents or other women relatives in your family ever talked about how they grew up or 3. how they were raised by their parents?
- If girls were treated differently, what were some of those differences? Do your parents have 4. the same expectations of both boys and girls in when it comes to schoolwork? What are their expectations about your schoolwork?
- What does your family want you to do after you finish high school? 5.
- 6. Do you remember seeing any poor people in your first country? If you do, what kinds of jobs did the girls in those families do?
- 7. In your first country, do both boys and girls get to go to school? If not, why not?
- 8. Do boys and girls in your first country go to the same or different schools? If they go to different schools, is their education different? If so, how is it different?
- In your first country, did women in your grandmother's generation have many children? If that's true, why did they have so many children?



Group Discussion: What Would You Do?

This problem-solving activity asks students to predict what they would do if they had the same challenges faced by girls in developing countries.

After they have finished their group discussions, assign one problem-solving situation for each group to present. Each group takes five minutes to present their situation and ideas about how the problem is solved. This should not be an evaluated activity. Instead, post the notes in your classroom or on a class website. As you read the book, compare the real-life stories with the problem-solving strategies of your students. How realistic were your students' predictions? To differentiate instruction, this activity could be a role play, where students in the group could act out what they would do to deal with the situation.



What Would You Do?

Directions:

- a. Make groups of four to six students.
- b. Make sure that your groups include multicultural members and that there are both boys and girls.
- c. Choose one member to take notes of your group's answers.
- d. Below are some descriptions of issues faced by girls in many countries in the world. Discuss what you would do to deal with the problem and your reasons for your actions.
- e. After the discussion, your group, except your notetaker, will make a short presentation of one these situations.
- 1. Your family is very poor and owes money to a businessman. Your father doesn't have the money to pay the man back so he agrees to "sell" you to the man to pay off the money. Your father orders you to go with the strange man to work as a slave in his house.
- You are the oldest girl in a poor family with a few siblings. You go to school but your family needs 2. you to do some jobs to make money so that they can buy enough food to survive.
- You are the oldest girl in your family who goes to school in a country where education costs 3. money. Your youngest brother turns six years old and your family wants him to start school. But your parents don't have enough money to send both of you to school. They tell you that you must stop school so your brother can go.
- You come from a country where girls get married very young. Your poor family tells you to get married when you turn thirteen years old. The man they want you to marry offers to pay a lot of money to your family to get married.
- You got married at the age of thirteen and had to stop school. Your husband told you that you could start school again after a year of marriage. You start school again at age fourteen, but soon you find out that you're going to have a baby. Your husband says that you have to stop school when the baby is born to take care of it.

- 6. You are a fifteen-year-old girl in high school. One day, you are the victim of a sexual attack by two boys in your class. You go to your school principal and the police in your town to charge the two young men, but they don't believe your story. You return to school but the same two boys threaten you with another attack.
- You are fourteen and your sister is sixteen, and you are the only two siblings left in your 7. immediate family. Your father left you, your brothers and sisters, and your mother alone when you were very young. Your other sisters and brothers have died of malnutrition and your mother died of HIV/AIDS a few months ago. Sometimes you skip school so that you can make money to buy food. Your teacher wants you to stay in school because you are very smart, but you are not sure you can do it.
- You are an eleven-year-old girl who has been left alone to babysit your two younger brothers 8. while your parents are out. You're old enough to know that there are lots of problems with your country's government and that many people don't like your government's leaders. Suddenly, you hear guns outside your house and people screaming. You live far away from your neighbours so there aren't any adults around to help you.
- 9. You are fourteen years old and have been left alone in your home. Suddenly there is a severe storm. After the storm is over, there is severe damage in your home. Your toilet facilities, electricity, and running water are gone. You have to walk 10 kilometres several times a week to get clean water. Your clothes were all destroyed. You have to walk for several minutes, and sometimes in the dark, to use a bathroom.

PART B

Reading and Writing Activities

These activities are all different lengths. Some can be done in one lesson, while others will take several days to complete. There are many activities and questions. Each teacher or facilitator should decide which ones would be applicable to the group, and whether they are used for discussion, or written assignments, or both.



Because I am a Girl Manifesto (page 5)

Read over the manifesto aloud and discuss the questions provided.

When the students have finished making their list after Question 5, post the list in your class. As the students read through each profile, keep adding to the list. You could retitle it the "EMPOWERMENT LIST," which will keep your students focussed.



Because I am a Girl Manifesto (page 5)

- 1. According to this document, what are three overwhelming challenges of many girls all over the world?
- 2. Have you ever met any girls in your neighbourhood or anywhere else who you thought had these challenges? What made you think they had these challenges?
- 3. Have you or anyone you know ever tried to help girls with these problems? If the answer is yes, what did people try to do?
- 4. Look at the sentence, after "AND YET." How are these statements different from the first three?
- 5. Let's look at the last statement:

Because I am a girl, I can change the world

Do you believe this sentence is true?

Make a list of different ways that girls can change the world.

For example: GIRLS CAN

- a. raise money for charities.
- b. clean up the environment.
- c. make friends with new classmates.
- d. stop bullies.



Comprehension and Discussion

Girls can take turns reading the profiles in the book to the class. If possible, ask girls who come from the same first countries as those profiled in the book..

Each profile in the book is followed by a "Did You Know?" section that presents facts and statistics giving background information for the issues examined in the profiles. Use the information on these pages to foster empathy for girls who face these obstacles.

The questions about the girls profiled in the book deal with the issues highlighted by their stories and the worldwide advocacy to deal with these issues. The teacher should use the many questions for small group and class discussion, and evaluated written work. Rather than dealing with facts, most questions ask students to express feelings and opinions, or to analyze the profiles.



Anupa, Nepal (pages 6-10)

- 1. Anupa is from Nepal. Find it on your world map. Where is Nepal?
- 2. How did Anupa feel when she saw her brothers get ready for school?
- 3. What happened to Anupa when she was seven years old?
- Why could the strange man just take Anupa away from her home? 4.
- 5. How did Anupa compare her life with the lives of her master's children?
- 6. How long was she a domestic slave?
- 7. What are different ways that Anupa's life has improved since she was freed?
- 8. Why do you think there are still 21 million people living as slaves today, even though slavery is illegal?
- 9. Why is Anupa now hopeful for the future?
- Do you know if there is slavery in your first country? If that is true, why do some people become slaves? How or when do slaves become free people again?

Did You Know? (pages 11-14)

- 11. In countries where parents have to pay for kids to go to school, why would boys be given more opportunities to attend school than girls?
- Why would a girl stop going to school, if she had to go home after the second shift?
- Why wouldn't married girls be allowed to go to school in some countries? 13.
- 14. Why would some girls die during childbirth?
- 15. In Canada, a teacher who forced a student to have sex with him would be charged with a crime. Why wouldn't this happen in other countries in the world?
- 16. Do you think that any of the issues described in this section could happen in this country? Why or why not?

17. Why couldn't girls with these obstacles get some help from their countries' governments?

How Can We Help?

- Where is Yeukai from? Find that country on your map and label it.
- 19. What did she do in 2009?
- 20. What do you think the job of a public prosecutor is?
- 21. What is Yeukai's dream for the future?
- 22. What was Shannen's cultural background?
- 23. What fight did Shannen have with the Canadian government?
- Even though Shannen died, what important goal did she accomplish for her community? 24.
- 25. What is Marcela's first country?
- 26. Why did girls in Marcela's community hate to go to school?
- How is Marcela helping herself and her community? 27.
- Why do you think Malala now lives in England, even though she was born in another country? 28.
- 29. Why does Malala say "Education is the only solution. Education first." (page 15) Do you agree with her?
- Do you know someone who doesn't like school or take school very seriously? After learning this 30. information, what would you say to encourage or motivate that person to change her attitude?



Lucy, Zimbabwe (pages 16-20)

- 1. Where is Zimbabwe? Find and label it on your map.
- 2. Why are Lucy and her sister Naomi both orphans?
- 3. Why does Lucy have such a hard time concentrating at school?
- 4. What do the sisters do for their relatives?
- 5. Why didn't Lucy's relatives take her and Naomi in? Why do you think their relatives don't give them food, even though they were hungry and worked for them?
- 6. Who do Lucy and Naomi cook and serve meals to? Why does she feel that she can only eat when the men and boys in her family have finished?
- 7. Why is Lucy worried about Naomi's job?
- 8. Why does Lucy sometimes skip school?
- 9. Why does Lucy wonder if boys who work get food from their employees, but girls don't?
- 10. What happens to many girls who are orphans like Lucy and Naomi?
- 11. What is Lucy's dream for the future?

Did You Know? (pages 21-23)

- 12. At what age does a person's brain reach 90% of its adult size?
- 13. What happens to one out of four children in the world under five years old?
- 14. Read, "Sowhat does that mean for girls?" (page 21) Why do you think unfair conditions exist for girls and women all over the world?
- 15. Read "How does it feel to be growing up hungry?" (page 22)
- 16. How many times have you said, "I'm hungry" or "I'm starving." How would you compare your hunger to the hunger of children you're reading about?

- 17. In your religion or culture, are there certain days when people are supposed to fast, or not eat for a period of time? Have you ever fasted? What does it feel like? How does not eating affect your ability to think, learn or do physical activity? What would your life be like if you didn't eat for many days at a time?
- What is the irony (surprising fact or idea) about the amount of food that women grow and the amount they are able to eat?
- 19. What is the meaning of global food security?

How Can We Help? (pages 24-25)

- How are Nicaraguan children part of a food security network?
- 21. What are the activities of the Food for Education project in Southern Sudan and Kenya?
- 22. During lunchtime at school, have you ever noticed that there are any kids that are not eating a nutritious lunch? Could you do anything to help them?
- Organize a class or school activity for World Food Day, October 16. Here are two websites: www.worldfoodday,canada.ca/student.activity/ www. canadianfeedthechildren.ca/downloads.p2/WFB-brochure.pdf
- 24. Do some volunteer work at your neighbourhood food bank. Help to hand out food to food bank recipients. What are your observations of the people that you see or the activities there? Keep a diary or blog about your thoughts and ideas.



Farwa, Pakistan (pages 26-29)

- 1. Where is Pakistan? Find and label it on your world map.
- 2. Describe what happened to Farwa's friend Sonia when she was twelve years old.
- 3. What happened when Sonia was fourteen years old?
- 4. Why does Farwa say, "I want to help Sonia, but there's really nothing I can do. Sonia is his wife"? (page 27) In your opinion, how is being a wife in Pakistan different than being a wife in Canada?
- 5. What is a bride price or dowry? How is it used to "sell" young girls into marriage?
- 6. How does Farwa compare the lives of young boys and girls in Pakistan?
- 7. Why is she worried about herself and other girls she knows?
- 8. Why does she ask, "What makes us (girls) less worthy?" (page 28)
- 9. Why does she tell the story of her friend Saima? What point is she trying to make?
- 10. What is Saima's career goal?
- 11. How is Saima's aunt saving her from entering a child marriage?
- 12. How is Saima trying to stop young girls from being sold into marriage?

Did you know? (pages 30-35)

- 13. Explain the cycle of poverty as it affects young girls or draw a "cycle diagram" to show how most girls in the world remain poor.
- 14. How is a young girl's time occupied just because she needs clean water for herself and her family?
- 15. How does not having a clean toilet affect the health of young girls?
- 16. Why do women in developing countries have more problems in pregnancy and die in childbirth?
- 17. If a woman dies in childbirth, how are her children, especially the girls, protected?

18. What is a VSLA? How does this organization help to break the cycle of poverty and improve the lives of girls and women in developing countries?

How Can We Help?

- 19. There are many organizations such as Plan Canada, Free the Children and Sudan Relief Fund where classes or schools can sponsor clean water and well-building projects. Contact any of these organizations and find out how your class or school can become sponsors.
- 20. Become a peer tutor. If your school has a tutoring program, volunteer to help a student who may need help catching up on math and reading.
- 21. Organize a display for World Toilet Day on November 19 to inform your classmates on the need for clean water and sanitation in the world.



Marinel, Philippines (pages 36-42)

- 1. Find and label Philippines on your map. Where is it?
- 2. What is a typhoon? Use the Internet or prescription databases available at your school to research what happens before and after a typhoon and how it affects people caught in it.
- 3. When did Typhoon Haiyan occur? What countries were affected by this weather disaster?
- 4. How has the typhoon changed all the daily activities Marinel used to take for granted?
- 5. Why is Marinel sad that her friends have quit school?
- 6. How has Marinel shown leadership to younger children in her community?
- 7. Just from reading her story, what are Marinel's personal qualities that will help her to be successful in the future?
- 8. Why does Marinel believe that she has survived the natural disaster?
- 9. What is her mission to help her community?

Did You Know? (pages 39-44)

- 10. Read the Did you know? section on page 39. Why do you think that girls do not learn to swim in many countries in the world?
- 11. Why wouldn't girls in many countries have access to technology that would warn them of natural disasters?
- 12. Why is the birth of Baby Nargis significant in the world?
- 13. How would you describe her future?

How Can We Help? (pages 44-47)

- 14. Find and label Cameroon on your world map. Where is it?
- 15. Why did the Action Youth Group in Germany think that it was important to collect more than 400 individual fingerprints from their school?
- 16. Why is it important for every person to have a birth certificate?
- 17. Why would The Hygiene Club started by Maureen in Uganda help these girls to continue their education?
- 18. Have a fingerprint display in your classroom. Everyone takes their fingerprint and labels it at the back of the classroom.
- 19. If it doesn't exist already, organize a swim club in your school. Anyone who has never learned to swim before can learn in a comfortable, non-competitive environment. If you're a good qualified swimmer, volunteer in a swim program to teach non-swimmers.
- 20. Create a "Weather Survival Kit" for your classroom. Brainstorm all items that would be needed in a weather emergency when you need to remain in your classroom. Help students in lower grades to create a similar survival kit in their classrooms and create one for your own home. Consult the Internet or the prescription databases in your school for help.



Kathryn, South Sudan/Uganda (pages 48-52)

- 1. Where are the Sudan and Uganda? Find and label these countries on your world map.
- 2. What happened while Kathryn was alone with her brothers?
- 3. Why would Kathryn want to travel together with her friend Emma?
- 4. What kind of "camp" did Kathryn take her brothers to?
- 5. What is a refugee? Come up with your own definition just from the details in the story.
- 6. Why couldn't Kathryn and her brothers find their mother?
- 7. Why is life in a refugee camp so difficult?
- 8. Why is rain dangerous for refugees in this camp?
- 9. What are the basic needs of life that refugee children are missing?
- 10. Why couldn't Kathryn's mother go to school?
- 11. Why can we say that Kathryn's future is uncertain?
- 12. How would you describe Kathryn's attitude toward her future?

Did You Know?/How Can We Help? (pages 53-57)

- 13. Where is Benin? Find and label it on your world map.
- 14. What is a good definition of the "chronic malnutrition"?
- 15. What is the work of the Benin Community Nutrition Project?
- 16. Why do people in Benin pay attention to the grandmothers who are trying to help them? Do you think that people in this country have the same attitude toward our grandparents? Give a reason for your opinion.
- 17. Where is Bangladesh? Find and label it on your map.
- 18. How does "Marriage Busters" try to create and maintain "child marriage free zones?"

- 19. How do the accomplishments of women and girls help the lives of other people in their families?
- 20. How and why was Amena put to work at the age of four?
- 21. How was Amena helped in a Drop-In Center?
- 22. Why do you think 51 million children in the world under the age of five do not have proof of their birth?



Maryuri, Peru (pages 58-63)

- 1. How did Maryuri feel when her father took her out of school?
- 2. What is "school-related gender-based violence"? Explain this idea in your own words or by using an example.
- 3. Do you agree with her father's decision? Why or why not?
- 4. Who convinced Maryuri's parents that she should return to school?
- 5. How did she use a business skills course to improve her life?
- 6. What important family responsibility does Maryuri now have?
- 7. What is her future career goal?

Did You Know?/How Can We help? (pages 64-69)

- 8. What is the connection between educating girls and poverty?
- 9. Why do educated girls and women have healthier children?
- 10. How does Geeta's story show that it is better for a girl to own a business than work as a servant for someone else?
- 11. In what continent do most unemployed young people live? Why do you think so many young people living there can't get jobs?
- 12. What is the meaning of Youth Economic Empowerment? Give a definition in your own words.
- 13. What do participants in the Youth Microfinance Project do?
- 14. Why would it be important for married women to be able to earn their own money?
- 15. How are young girls "breaking barriers" in their career choices?
- 16. Do you think it would be better to get an allowance or try to earn your own spending money? Give reasons for your answer.
- 17. Plan and carry out a fundraising project to benefit kids either in this country or other countries. Treat the project like a "business" by developing a budget or "business plan" and carry out the project making sure that everyone in the class participates.



Hakima, Uganda (pages 70-75)

- 1. Find and label Uganda on your world map. Where is it?
- 2. How do many cultures and countries use and tell fables?
- 3. What is the moral or lesson of the tortoise and the birds?
- 4. Hakima talks about the problems of girls in her school. Which problems are similar to those faced by girls in other countries that you have already read about in the book?
- 5. Hakima says that "someone" decided that girls are not equal. Who do you think that "someone" is?
- 6. How are Hakima's parents' views of her education different from some parents that you have already read about? Why do you think their attitude is different?
- 7. What is the "change chain" that she is talking about? Draw a diagram to illustrate this idea.
- 8. Look at the picture of Hakima on page 72. In what ways does she seem older than she looks? What has made her so mature and well-spoken at such a young age?
- 9. Why did she change her dream from being a doctor to a lawyer?
- 10. Hakima attended the United Nations Commission on the Status of Women. What do you think happened or was discussed at that meeting?
- 11. How has joining clubs and programs empowered her?
- 12. Hakima is a great communicator. How is she using that skill to help other girls to have better lives?

Did You Know?/How Can We Help? (pages 76-81)

- 13. What percentage of money spent to help poor people is used to help girls?
- 14. In your opinion, what percentage should be spent to help girls? What would be their most important needs? Rank the list of needs from one to five in order of importance. Form your opinion and ranking based on the reading that you have done so far.

- 15. What are scholarships and dormitories? Why would many girls from developing countries need scholarships and dormitories to be successful?
- 16. What is a tsunami? If you aren't sure, use the Internet or your school's subscription databases to find out?
- 17. Find Thailand and label it on your map.
- 18. How did the Women's Hijab Group improve provide jobs for women in Thailand?
- 19. How does giving a girl a food ration when she goes to school help her whole family?
- 20. How does giving a mother a small loan change her life from the cycle of poverty to the cycle of opportunity?
- 21. How does Girls Making Media help the public to understand the issues of young girls?
- 22. How does the same program empower young girls and others in their community?
- 23. Explain how Beauty Roy in Bangladesh has overcome obstacles in her life to become successful?
- 24. How did Malika help girls who had to walk many miles to school every day?
- 25. Find an opportunity in your school or community to help: a homework club, a breakfast program, or any other program that will help kids overcome obstacles to their education.
- 26. There are many natural disasters in the world such as earthquakes, floods, and typhoons. Find the name of a country or region in the world that has recently had a natural disaster. Create a class fundraising event to help people who have survived a natural disaster.



Fahmeeda, Canada (pages 82-87)

- 27. What are some of Fahmeeda's responsibilities as a Youth Ambassador?
- 28. What do you think "human trafficking" is?
- 29. Find and label Pakistan on the World map. Where is it?
- 30. Why didn't Fahmeeda know a lot about the daily lives of children working in the factory?
- 31. What else made Fahmeeda angry?
- 32. When she returned to Canada, what two things did Fahmeeda do to try to help?
- 33. Do you agree with Fahmeeda that it's important to connect with people from other countries? How would that experience benefit you personally to understand more about social problems and girls' issues?
- 34. What does Fahmeeda mean when she says that she has "a lot in common" with the other girls she meets?
- 35. When Fahmeeda asked the women in Tanzania what was the hardest thing about being women in their villages, why was she surprised by their answer?
- 36. What do you think would be contained in a "youth-led resolution" presented to the United Nations?
- 37. The United Nations is an international organization that can pass resolutions but not laws. What would have more power or influence: a resolution or a law? Give some reasons for your answers. Use the Internet or the subscription databases in your school to research both laws and resolutions.
- 38. Who is Malala Yousafzai? If you don't know much about her, use the Internet or your school's subscription databases to research her biography so far.
- 39. According to Malala, education will change a girl's life forever. Imagine your life ten years from now. How do you think education will have changed your life?
- 40. Fahmeeda's advice is, "Find your own passion—and talk about it with everyone who will listen." What does her advice mean to you? How can someone your age discover your particular passion in helping others?

Did You Know?/How Can We Help? (pages 88-95)

- 41. On page 88 it says, "The more people join in, the smaller the problems become." Do you agree with this statement? Give your opinion and some reasons or examples, either from what you've read so far, or your own experiences.
- 42. Read the examples on pages 88 to 91 of girls all over the world who are trying to change the world. Imagine yourself as someone who can change the world. What kind of project would you like to be involved in? Why would you choose that project? Do you have any interesting or unusual ideas to make it happen?
- 43. When was the International Day of the Girl Child created? What day of the year is it? Do some research using the Internet or your school's subscription databases of the activities done by other schools or clubs to commemorate that day. In your class, plan and carry out your own "International Day of the Girl Child" for your school.
- 44. Why is Kenneth from Liberia Vice-President of the Girls Making Media project? Why is it important for a young boy to be involved in this kind of project?
- 45. Read "You Can Change the World" on page 95. What is the main idea, theme, or message of that last page?

PART C

Extension Activities



Inviting a Guest Speaker

Invite a guest speaker from Plan Canada's Speaker's Bureau to your class, group, or a larger assembly in your school. The speakers are all teenagers and young adults whom your students can relate to. You can find a list of speakers at https:/plancanada.ca/speakers-bureau.



Becoming a Speaker's Bureau Member

Are any of your students thinking of becoming a member of the speaker's bureau? If so, take a look at the Speaker's Bureau Manual to understand everything that is required to take on that responsibility. Use the Internet or your school's subscription databases at plancanada.ca/speakersbureau.



Learning More about Plan Canada Projects

If your students are interested in learning more about any of the projects described in the book, look for www.plancanada.ca/ to learn how to help. This would be the first step in information gathering and planning a fundraising project for your class or school.



It's A Girl Documentary

Filmed in India, China and many other parts of the world, this documentary tells the story of girls who go missing in those countries and many other parts of the world. It describes how these girls are abandoned or go missing and become victims of human trafficking and other illegal activities. It also describes how groups and individuals have become increasingly involved in rescuing and advocating for these girls. There are both full length and educational versions of the documentary available at www.itsagirlmovie.com.



Fundraising Projects

Plan Canada has two specific fundraising projects—"Pink Lemon Aid" and "FUNdraising"—which provide your students with a lot of guidance for their planning and implementation. Information is available at www.becauseiamagirl. ca.



Essay Writing

If one of the expectations of your class or program is to have your students write an essay to consolidate their learning, the following is an outline you can use either for an evaluated class essay or culminating project.



Because I am a Girl Personal Essay

Directions:

Write a personal essay on this topic.

Now that you have finished and studying *Because I am a Girl*, what are three specific ways that you can become empowered to help young girls, either in your community or any part of the world? Choose those three ways and give specific ways that you think you can be helpful. Please be realistic about your talents and abilities, your time limits, and your age. Here is how your essay should look.

Introduction:

Give some personal information about yourself: your age, grade, family, cultural, and religious background. Explain how you felt about some of the stories in the book, and reasons for your feelings. Introduce the three ways that you think you can be helpful to girls. Identify if you are going to help girls in your school, community, or some other places in the world.

Three Body Paragraphs:

In each body paragraph, describe one way that you will be empowering girls. You will probably need to do some research about everything that you will need to do to carry out these goals. Use any on-line resources presented while you were studying *Because I am a Girl*. Also, if the places where you will help are in your school or community, visit those places and interview people who will be your supervisors. Each body paragraph should include this information.

- 1. Why have you chosen this particular task?
- 2. What specific group or program will you be helping?
- 3. Where or how will you be helping?
- 4. How long will you be doing this?
- 5. Will you be doing this alone or as part of a group?

- 6. When will you be doing and completing this task?
- 7. How will you know that you are successful?

Conclusion

Restate the three ways that you will be helping to empower girls. Answer these questions to complete your essay.

- 1. What are you hoping to learn about yourself as you complete these tasks?
- 2. What special skills or abilities do you want to learn or practise?
- As you get older, how would you like your empowerment to grow or improve? 3.



Creating a Daily Journal or Blog

After reading each of the profiles in the book, have students respond in a personal journal that they write by hand or online. If it's online, you can create a class blog where students can have ongoing dialogue with each other.

Here's a worksheet you can use which follows the "Retell, Reflect and Relate" pattern often used in journal writing.



Daily Journal Assignment (Retell-Reflect-Relate)

Directions:

- 1. After we read each profile in the book, write a journal entry to express your thoughts and feelings about that reading.
- 2. In your own words, retell the events that changed that person's life.
- 3. Reflect or think about this question: How would you have reacted to this situation? What would you have done if you were in her situation?"
- 4. Can you relate her story to anyone else you know or have read about in another book, online or in a movie that you've seen? If you can, how is this story similar or connected to another story that you know?
- 5. You will need to write eight journal entries by the time we finish the book.
- 6. Make sure to date your entries. Proofread and edit your writing to improve content, organization, and writing style.

ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to info@secondstorypress.ca.

FEEDBACK

Let us know about your experience using this guide by completing a short online survey: https://www.surveymonkey.com/r/CQHKZG5