



TEACHER GUIDE: AZMERA FROM ETHIOPIA

Summary of Azmera’s Film Chapter

When 13-year-old Azmera is told she must marry, she does something shocking: she says no. Meet an Ethiopian family where a brother champions his younger sister’s cause to be educated and to be free. “What if a girl’s life could be more?”

Note to Teachers

Azmera’s chapter focuses on the issues of poverty, child marriage, and family support and influence. Students are encouraged to examine the negative aspects of Azmera’s situation, and to explore the positive influences in her life.

Curriculum and Resources Related to Azmera’s Chapter

- Azmera’s film chapter
- Introductory Lesson (found below)
- Film Viewing Guide (found below)
- Country Fact Sheet: Ethiopia (below)
- Relevant Issue Fact Sheets:
 - Child Marriage
 - Family Support and Influence
- Project-Based Lessons (all are applicable to Azmera’s chapter)
 - Consumer Impact: How Our \$ Can Make a Difference
 - Display the Numbers: Creating Public Art
 - Supporting a Revolution
 - United Nations \$100 Million Grant
 - What’s Working: The Impact of NGOs
 - What is Freedom?
- Take Action Guide (found in the Supplemental Materials section)
- Additional Resources Guide (Found in the Supplemental Materials section.)

Introducing the Film

Students will begin to learn about the challenges faced by girls living in developing countries, and they’ll discover how some are overcoming the barriers and obtaining an education.

Time Needed

One class period; 50 minutes

Materials

- Azmera’s film chapter
- A copy of the Film Viewing Guide (below) for each student
- Map/globe

Common Core State Standards

- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Ideas for Introducing Azmera’s Story to Students

- Locate Ethiopia on a map or globe.
- Take a brief class survey asking students what age they consider to be appropriate for marriage. What is the youngest age a person should get married?
- In small groups, have students make a list of things they would sacrifice for another family member. Post these on the board or around the room to refer to after watching the film.



GIRL RISING

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Watching the Film

- Using the Viewing Guide below, ask students to answer the Before You Watch questions. (Hint: At the time of the Girl Rising film's release, 14 million girls under 18 were married each year around the world.)
- Encourage students to use the space provided in the While You Are Watching section for any notes, comments, or questions that they have as they watch the film.
- After viewing the film, students should complete the Reflection section. Students can answer these questions on their own, or you may opt for a class discussion around them.
- Encourage students to answer the final question, "What are you interested in learning more about?" Consider student answers when choosing which Project-Based Lesson(s) you will use.

For an update on Azmera

Go to <https://vimeo.com/260835645>



FILM VIEWING GUIDE: AZMERA FROM ETHIOPIA

Before You Watch: Before you meet Azmera and learn about her experience, take a few minutes to answer the following questions:

1. Worldwide, how many girls under the age of 18 will be married this year? 14 million, 5 million, or 850,000*?
2. Who should and will decide whom you marry?
3. Has anyone in your family made a sacrifice for your education? Who? What did they do and why do you think this person made the sacrifice?

While You Are Watching: Record your thoughts, impressions, and questions as you watch Azmera's story.

Reflection: Now that you have had the opportunity to learn about Azmera, answer the following questions:

1. How do you feel about the decision Azmera's brother made to support her? What are some of the long-term impacts of his decision?
2. Why do you think the practice of child marriage continues in rural communities such as Azmera's, in spite of the fact that it is illegal?
3. Why do you feel it was important for the film's director to share Azmera's story?
4. How have your views changed? What new information had the greatest impact on you?
5. What are you interested in learning more about?