

# TEACHER GUIDE: SUMA FROM NEPAL

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## Summary of Suma's Film Chapter

Though her brothers go to school, Suma is forced into bonded labor at age 6. The Nepali girl endures years of sorrow by writing beautiful music and gets a glimpse of freedom when she learns to read. Now, she uses her education in a fight to free other girls. "Change is like a song you can't hold back." (Suma)

**Note to Teachers:** Suma's chapter focuses on the issues of poverty, access to education, cultural influence, gender inequality, and the practice of selling children into bonded labor in developing countries. Students are encouraged to examine the negative aspects of Suma's childhood, and to explore the positive influences in her life.

## Curriculum and Resources Related to Suma's Chapter

- Suma's film chapter
- Introductory Lesson (below)
- Film Viewing Guide (below)
- Country Fact Sheet: Nepal (found in the Resources section)
- Relevant Issue Fact Sheets:
  - Cultural Influences
  - Family Support and Influence
  - Kamlari
- Project-Based Lessons (all are applicable to Suma'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?
- Suma's song (found in the Resources section)
- Take Action Guide (found in the Resources section)

- See Additional Resources Guide for other resources, including relevant videos (found in the Resources 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 girls are overcoming the barriers and obtaining an education.

**Time Needed:** One class period; 50 minutes

## Materials

- Suma's film chapter
- The Film Viewing Guide (below) for each student
- Map/globe

## Common Core State Standards

- CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly
- CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**Ideas for Introducing Suma's Story to Students**

- Locate Nepal on a map or globe.
- Break the class into small groups and ask each group to describe what they believe life is like in Nepal. Have groups share their ideas and descriptions with the class.
- Have each group create a definition of slavery on a large piece of paper; hang the definitions in the room to review after watching Suma's film chapter.

**Watching the Film**

- Using the Viewing Guide below, ask students to answer the Before You Watch questions prior to watching 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 would you like to learn more about?" Consider student answers when choosing which Project-Based Lesson(s) you will use.

**For an update on Suma**

Go to [www.girlrising.com/about-the-film/suma-in-nepal/](http://www.girlrising.com/about-the-film/suma-in-nepal/)

# FILM VIEWING GUIDE: SUMA FROM NEPAL

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## Before You Watch

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

1. What strategies do you use to get through difficult times in your life? Do you play sports? 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 might it take?
3. If you felt a child was being treated unfairly or unlawfully, what steps would you take to try to create a better life for that child?

## Reflection

Now that you have had the opportunity to meet Suma, answer the following questions:

1. How do you feel about Suma's situation when she was a young girl? Would you define serving as a kamlari to be slavery? Do you feel her parents had a choice about whether to bond her as a kamlari? Why or why not?
2. How do you feel about the social worker's determination? In what ways does she help girls?
3. In her story, Suma says she has "important things to do." How is she impacting the lives of others today?
4. Why do you feel it was important for the film's director to share Suma's story?
5. How have your views changed? What opinions have remained the same? What new information had the greatest impact on you?
6. What are you interested in learning more about?