

# TEACHER GUIDE: ENCOURAGING OTHERS LESSON

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## This lesson works well with the following chapters:

- **Wadley from Haiti**
- **Ruksana from India**

Wadley and Ruksana are two young girls growing up in the developing world. Both girls, and their families, face enormous challenges in providing for their basic needs on a daily basis. And yet each of these girls is still in school. While Wadley and Ruksana each have their own unique challenges, they have overcome natural disasters, homelessness, threats of violence, and extreme poverty to stay in school.

Wadley, with her engaging smile, is determined not to be left out of school after her country and community are devastated by an earthquake. Ruksana, with her artistic creativity and family support, has stayed in school as well, despite the extreme difficulties of being a “pavement-dweller.” These girls are helping to prove that educating girls is one of the most effective and efficient ways to end poverty. Through learning about Wadley and Ruksana’s stories, students will begin to examine the positive impact that educating girls makes not only on the girls’ lives, but on their communities as well.

The Haiti and India film chapters, the Issue Fact Sheets, and the Encouraging Others Project-Based Lesson have been designed to help students understand the challenges that some girls face in trying to obtain an education. They will also learn that everyone has the ability to encourage and support others. Students will begin to see themselves as agents of support who can play a role in encouraging others to meet their goals.

## Wadley’s Film Chapter

Ideas for introducing Wadley’s story to students:

- Locate Haiti on a map or globe.
- If students are aware of the 2010 earthquake in Haiti, have them share what they remember in small groups and write their memories on large pieces of paper. If students are not aware, ask them what they imagine an earthquake is like.
- Give each student a sticky note and have them write one way to prepare for a natural disaster. Have the class post their sticky notes on the board or large piece of paper to refer back to after watching the film.

Suggested discussion questions prior to viewing Wadley’s chapter:

1. How would you define a natural disaster? What kinds of natural disasters can you think of?
2. Who helps people after a natural disaster has struck?
3. How would you feel if you couldn’t go to school or see your friends after a natural disaster happened in your community?

Suggested discussion questions after viewing Wadley’s chapter:

1. Wadley loves school and was determined to return. Why do you think it was important for her to go back to school? How might her persistence and determination encourage others?
2. As of 2016, people in Haiti were still living in tent cities like the one Wadley lived in. What are some ideas to help these people move into homes?
3. Why do you feel it was important for the film’s director to share Wadley’s experience after the earthquake?
4. What are you interested in learning more about?

## Ruksana's Film Chapter

Ideas for introducing Ruksana's story to students:

- Locate India on a map or a globe.
- Give each student six sticky notes. On three of the sticky notes, have each student briefly write how others have helped support his or her goals. For example: Has someone given you a ride to school or to a sports practice? Helped with homework? Listened to you when you have a problem? On the other three sticky notes, have students write three ways in which they have supported someone else's goals.

Suggested discussion questions prior to viewing Ruksana's chapter:

1. What is the population of Kolkata, India? 1 million, 6 million, or 15 million? (Hint: Approximately 15.2 million people live in Kolkata, according to 2017 estimates from the UN World Urbanization Prospects)
2. How would you describe a homeless person? What do you think they do during the day? Where do they go at night? How do they eat? What happens if they get sick?
3. Who helps you in your life? Who and what make it possible for you to focus on your education?

Suggested discussion questions after viewing Ruksana's chapter:

1. How do you feel about Ruksana's parents' determination to stay in the city? How important do you think it is for her to stay in school?
2. What do you think about her dad's solution to the problem she has of always "doodling" during class? Do you think this will help her with school?
3. Why do you feel it was important for the film's director to share Ruksana's story?
4. What are you interested in learning more about?