



## TEACHER GUIDE: AMINA FROM AFGHANISTAN

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### Summary of Amina’s Film Chapter

Amina is a young woman constrained by Afghan society, confined by her gender and expected only to serve men. But this child bride is determined to make a better life for herself – to reject the limitations prescribed by society and to lead others to do the same. “Look into my eyes. Do you see it now? I am change.”

### Note to Teachers

Amina’s chapter focuses on the issues of poverty, access to education, early marriage, cultural influence, and oppression in developing countries. Students are encouraged to examine the negative aspects of Amina’s situation, and to explore the positive influences in her life. Amina’s story deals with somber subject matter and is for mature students. Teachers are highly encouraged to view the film chapter in advance.

### Curriculum and Resources Related to Amina’s Chapter

- Amina’s film chapter
- Introductory Lesson (below)
- Film Viewing Guide (below)
- Country Fact Sheet: Afghanistan (below)
- Relevant Issue Fact Sheets:
  - Child Marriage
  - Cultural Influence
  - Oppression
- Project-Based Lessons (all are applicable to Amina’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)
- Videos: Afghan Women’s Writing Project: <http://awwproject.org/category/oral-stories-project/>
- Video: Shabana Basij Rasikh’s Talk on International Day of the Girl: [https://www.ted.com/talks/shabana\\_basij\\_rasikh\\_dare\\_to\\_educate\\_afghan\\_girls](https://www.ted.com/talks/shabana_basij_rasikh_dare_to_educate_afghan_girls)
- 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

Amina’s story can be difficult to watch and think about. Be sure to give students enough time to express themselves and ask questions.

### Materials

- Amina’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 Amina's Story to Students

- Locate Afghanistan on a map or globe.
- Ask students to list the advantages and civil rights that they have as a result of being born in the United States, or in their native country. For example: Can they dress as they please? Get a license to drive a car? Apply for a job?
- Ask students if they feel they suffer any disadvantages as a result of where they live.
- Have students work together to identify groups of people who have been oppressed throughout history. Break students into groups and have each group answer the following questions:
  - How do you define oppression?
  - Name a group of people who have suffered oppression.
  - In what ways was/is this group oppressed?
  - Does this type of oppression happen today?
  - If so, where and to whom?

### Watching the Film

- Using the Viewing Guide below, ask students to answer the Before You Watch questions prior to watching the film.
- Encourage students to use the space 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 Amina

Go to <https://vimeo.com/412979540>



## FILM VIEWING GUIDE: AMINA FROM AFGHANISTAN

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

1. How important is it for you to get an education? How determined are you to reach your educational goals?
2. How much are you willing to risk to attend school?
3. How are we as individuals, and a nation, responsible for ensuring that others have the same personal freedoms we experience?

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

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

1. How do you feel about the constraints imposed on Amina's life simply because she is a girl?
2. What impacted you the most about Amina's determination to speak out?
3. At the end of Amina's story she says, "I am change." Do you believe positive change is possible? How could you influence that change?
4. Why do you feel it was important for the film's director to share Amina's story?
5. How have your views changed? What new information had the greatest impact on you?
6. What are you interested in learning more about?

# COUNTRY FACT SHEET

## ISLAMIC REPUBLIC OF AFGHANISTAN



### GUIDING QUESTIONS

- There is a large difference between the amount of goods and resources that Afghanistan imports and that it exports. What impact does this have on the country's stability?
- Less than one third of Afghan females are literate – can read and write at a basic level. Knowing that educating females can change a country in as little as one generation, how might Afghanistan change with an educated population?

### GENERAL INFORMATION

**Capital City:** Kabul

**Population of Afghanistan:** 33,332,025 (2016 est.)

**Population of Kabul:** 4.635 million

**Mobile/Cellular Telephones:** 19.709 million

Afghanistan is one of the world's least developed countries. It consists of roughly 20 ethnic groups that each have their own language and culture, creating difficulty becoming a unified nation. The country has a long history of conflict and foreign intervention. After a 10 year war with Russia, an extremist Islamic group called the Taliban came to power in 1990. Afghan society, especially the women, suffered greatly under the Taliban's extremely conservative views and laws. While women are regaining some basic rights (for example, the Afghan Constitution reserves several seats for women in the National Assembly) their freedoms are severely limited, especially in rural areas. Due to years of conflict and war, the country has limited infrastructure, including an insufficient school system.

Afghanistan is a land locked country bordered by Turkmenistan, Uzbekistan, Tajikistan, China, Pakistan and Iran.

