i am a girl

STUDY GUIDE

Community & Family Studies

I Am a Girl is a feature length documentary about what it means to be a girl in the 21st century, as told through the personal stories of six girls in six different countries.

This education package contains carefully crafted study guides for different subject areas in the high school curriculum. It includes one guide for Society and Culture; Family and Community; Sociology Studies; and one guide prepared by ATOM (Australian Teachers of Media), which has relevance to other subjects including Health and Physical Education, Values Education, Civics and Citizenship, Cross-cultural and Gender Studies, English, Personal Development, Psychology and Media Studies.

Alongside the study guides are six vignettes each of 10 minutes in length telling the discrete stories of the six girls featured in the documentary. In this way detailed study can be made of the individual girl's stories with further contextual information provided beyond the full-length film. To access this additional video content please go to www.iamagirl.com.au and click on "Education" in the menu.

Embedded within the education package is a suite of evaluation resources that are available to teachers and students. These tools will enhance the use of the film in the classroom and provide teachers with additional resources. They have been built into the I Am A Girl website to complement teaching activity.

Specifically teachers are encouraged to:

a. Get their students to complete the Audience Survey form as a way of starting to reflect on and think about the film. That form can be accessed by clicking on the "Seen the Film?" button on the I Am A Girl website http://www.iamagirl.com.au/ or using the following link https://www.surveymonkey.com/s/iamagirlaudiencesurvey;

b. Encourage students to learn more about the girls on The Girls page of the website http://www.iamagirl.com.au/the-girls/ and get them to write a postcard to the girls using the function embedded on that page (which comes up when you hover your cursor over the photo of each girl on that page);

c. Encourage students to think about how they might respond to the issues raised in the film by exploring the ideas on the Do Something page of the website http://www..iamagirl.com.au/do-something/do-something/;

d. Teachers are encouraged to complete the Teacher Survey to provide feedback on the curriculum materials and the film. https://www.surveymonkey.com/s/Iamagirl_teacherfeedback

We hope you enjoy using the I Am A Girl education package, which can be used as individual modules or as a full kit with complementary aspects.

As a day on earth transpires from dawn to dusk and into the night, we meet Manu, Kimsey, Aziza, Habiba, Breani and Katie – each on the brink of womanhood and dealing with the realities of what it means to grow up female in their world today. As they come of age in the way their culture dictates, we see remarkable, heart-warming stories of resilience, bravery and humour.

I AM A GIRL is a feature length documentary that paints a picture of the reality of what it means to be a girl in the 21st century. Feminism may have promised equality and sought a better and fairer world for women, but the reality is that girls make up almost a quarter of the world's population, yet still face the greatest discrimination of any group on the planet. Technology and science offer unimaginable potential but we still struggle to ensure men and women are afforded equal opportunities. In spite of these obstacles, girls have found extraordinary ways to persevere and in our documentary we hear their stories of strength, hope, courage and a refusal to be second best.

Stylistically the documentary is poetic and observational, capturing the day-to-day realities of being a girl. The interwoven narratives use the motifs of landscapes and "coming of age" events, whether that is graduating from school, motherhood or an early marriage.

Our journey takes the audience through a pastiche of diverse cultures and societies around the globe including Cambodia, Papua New Guinea, Cameroon, Afghanistan, the USA and Australia.

Study Guide

COMMUNITY AND FAMILY STUDIES

This study guide features lesson ideas and activities; targeted to meet syllabus outcomes for Preliminary Community and Family Studies and has been based on the amended syllabus for 2014. This study guide can be used separately to teach CAFS content or used as supplementary material to complement teaching and learning. It has been designed to develop classroom-based discussions, provide realistic examples and deepen understanding of concepts learnt. The guide can be used after viewing the entire documentary featuring all six girls. This documentary not only explores relevant CAFS content, but also investigates many social, cultural, family and community issues around the world. This is a relevant teaching tool that targets the following syllabus concepts:

- Wellbeing
- Needs and wants
- Resources
- Specific roles of individuals
- Factors that contribute to the role they adopt within groups
- Nature of change

Teachers and students can further explore the film website education portal available at www.iamagirl.com.au/education

Along with additional teaching resources there are also separate vignettes of each individual girl's story running at 10-12 minutes in length.

FUNDAMENTAL CONCEPTS OF RESOURCE MANAGEMENT: WELLBEING

BEFORE VIEWING

- Brainstorm ideas and formulate a definition of 'What is wellbeing?'
- Define the following factors affecting wellbeing:
  - Emotional
  - Economic
  - Cultural
  - Physical
  - Spiritual
  - Social
- Explore concepts of wellbeing by identifying:
  - What is the opposite of wellbeing?
  - How do people describe wellbeing?
  - Why might there be different understandings of wellbeing?
- Identify how each factor affects your own level of wellbeing.

AFTER VIEWING

- Which girls do you believe experience a high level of wellbeing? Why?
- Which girls do you believe experience a low level of wellbeing? Why?
- Why do the levels of wellbeing differ between these girls?
- In relation to the factors that affect wellbeing, complete the questions below:
  - Which girl's wellbeing has been affected most by emotional factors? Explain
  - Which girl's wellbeing has been affected most by economic factors? Explain
  - Which girl's wellbeing has been affected most by cultural factors? Explain
  - Which girl's wellbeing has been affected most by physical factors? Explain
  - Which girl's wellbeing has been affected most by spiritual factors? Explain
  - Which girl's wellbeing has been affected most by social factors? Explain

Think about several groups to which each of these girls belong, i.e family, friendship, cultural, religious etc. Can you identify a specific girl whose own wellbeing is impacting on the wellbeing of the group she belongs to? Discuss the effect that her wellbeing is having on individual and group wellbeing, using specific examples from the film.

AFTER VIEWING – SPECIAL FOCUS *Breani*

- How would you describe Breani's overall wellbeing? Identify how each factor affects Breani's level of wellbeing.
- Which factors are most influential in impacting on her wellbeing? Explain your answer.
- Can you identify a relationship between any of the factors that impact on wellbeing? Suggest how several factors interrelate to impact on Breani's wellbeing.
- How does Breani's wellbeing differ to yours?
- Breani belongs to several groups i.e friendship, family etc. Discuss how her own wellbeing can affect the wellbeing of the groups she belongs to.
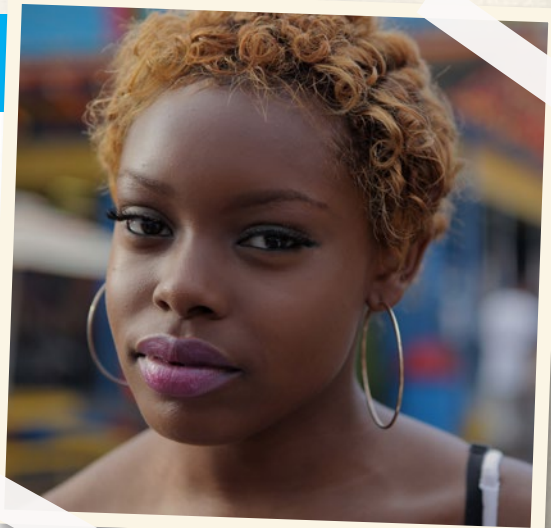
FUNDAMENTAL CONCEPTS OF RESOURCE MANAGEMENT: NEEDS AND WANTS

BEFORE VIEWING

- Define and understand each of the specific needs: adequate standard of living (food, clothing, shelter), health, education, employment, safety and security and sense of identity.
- Identify the extent to which each of the following needs are met for you:
  - Adequate standard of living
  - Health
    Education
  - Employment
  - Safety and Security
  - Sense of Identity
- Describe which needs are of most importance to you and explain why.
- Would the person sitting next to you also value these needs as being the most important? Why/why not?
- Which needs are met to a high level for you?
- Which needs do you have difficulties meeting? Why?
- Explore the concept of Maslow's Hierarchy, understanding how individuals progress to reaching their full potential and wellbeing?
- Do you think Maslow's Hierarchy is an effective concept to determine and classify one's full potential?
- When referring to needs that are important to you, suggest how goal setting could help you achieve these needs.

AFTER VIEWING

- Identify the needs that are met most for the following girls. (Adequate standard of living, health, education, employment, safety and security, sense of identity). Provide examples of how these needs have been met.
  - Breani
  - Manu
  - Aziza
  - Habiba
  - Kimsey
  - Katie
- Identify the needs that are most significant for the following girls. (Adequate standard of living, health, education, employment, safety and security, sense of identity). Suggest why they are of most importance using examples from the film.
  - Breani
  - Manu
  - Aziza
  - Habiba
  - Kimsey
  - Katie
- Choose **TWO** girls from the film. Compare the significant needs of these girls.
- Draw Maslow's Hierarchy. Place each girl on Maslow's Hierarchy according to which needs you believe she has satisfied. Share and discuss your ideas using specific examples to support your reasoning.
- Can you identify any goals that these girls have set for themselves? How will these goals contribute to satisfaction of needs? Compare how the goals of these girls are similar or different to your personal goals.
- Choose **ONE** girl from the film. Propose strategies to help meet needs and wants that would enhance her wellbeing.

FUNDAMENTAL CONCEPTS OF RESOURCE MANAGEMENT: NEEDS AND WANTS

AFTER VIEWING – SPECIAL FOCUS *Katie*

- Identify the extent to which each of the following needs are met for Katie:
- Adequate standard of living
  - Health
  - Education
  - Employment
  - Safety and Security
  - Sense of Identity
- Justify which needs are of greatest importance for Katie.
- What do you think would be some of Katie's wants?
- Compare how Katie's needs differ to yours.
- Identify why Katie may have differing needs to you and the person sitting next to you.
- Explore the differing health needs for Katie.
- Do you think Katie's sense of identity is strong? What factors are absent/present to contribute to this?
- Refer to Maslow's Hierarchy. Discuss where you think Katie has progressed to reaching her full potential. Explain whether you believe Katie has reached self-actualisation, and if not, which needs must be met in order for her to do so.
- Refer to the needs which have been satisfied for Katie. Do you think goal setting has helped her satisfy these needs?
- Refer to the needs that Katie is lacking. Suggest how goal setting may help her to satisfy these needs.
- Suggest how Katie's overall wellbeing could be enhanced.

FUNDAMENTAL CONCEPTS OF RESOURCE MANAGEMENT: RESOURCES

BEFORE VIEWING

- Describe a range of different resources:
- **Human**
  - e.g energy
  - knowledge
  - intelligence
  - sight
  - language
  - skills and abilities
  - motivation
- **Non-human**
  - e.g food
  - clothing
  - money
  - electricity
  - shelter
- Explain how specific resources have assisted in satisfying specific needs for you.

AFTER VIEWING

- Discuss the variance in availability of resources for the girls in the film.
- Choose **TWO** girls from the film. Compare their access to human resources. Provide specific examples.
- Explain how their access, or limited access to these resources could impact on wellbeing.
- Choose **TWO** girls from the film. Compare their access to non-human resources.
- Explain how their access, or limited access to these resources could impact on wellbeing.
- Identify which girl/s you believe have high access to specific resources. How does this assist in satisfying her/their specific needs? Provide relevant examples from the film.
- Identify which girl/s you believe have limited access to specific resources. How does this impact on satisfying her/their specific needs? Provide relevant examples from the film.
- Choose **ONE** girl from the film. Compare her access to both human and non-human resources to your access to resources. Are all needs satisfied in both cases? Predict who would experience a higher level of wellbeing, suggesting why.

AFTER VIEWING – SPECIAL FOCUS *Katie*

- Explain how specific resources have assisted in satisfying specific needs for Katie.
- Compare the influence of different resources in satisfying specific needs for you and Katie.
- Do you think resources could be interchanged in order for Katie to achieve optimum wellbeing? Explain your answer using specific examples.

SYLLABUS LINK: PRELIMINARY CORE 1

EFFECTIVE RESOURCE MANAGEMENT: STRATEGIES FOR EFFECTIVE RESOURCE MANAGEMENT

BEFORE VIEWING

- You will soon be completing your HSC. Do you think you will be able to effectively manage your resources during this time? Why/why not?
- Propose some strategies that may assist you to manage your resources effectively during your completion of the HSC. Justify how these will help you specifically.

AFTER VIEWING - SPECIAL FOCUS *Katie*

- Katie is a 17-year-old female who is in the process of completing her HSC. Do you think she manages her resources effectively during this time?
- What strategies would you suggest for her to manage her resources more effectively in order to cope with the demands of the HSC? Evaluate their effectiveness and suggest how they could contribute to wellbeing.

SYLLABUS LINK: PRELIMINARY CORE 3

MANAGING CHANGE IN FAMILIES AND COMMUNITIES: TYPES OF SUPPORT

BEFORE VIEWING

- Have you ever experienced a substantial change in your life?
- If so, what type of formal and informal support was available to assist you manage this?

AFTER VIEWING - SPECIAL FOCUS *Katie*

- Katie and her family experienced several changes. Investigate the types of informal support that assisted in managing this for her and her family.
- Unstable mental health, graduation and isolating herself were some different changes Katie and her family experienced. Research various formal support networks that are available to assist individuals and families manage changes like these.

GROUPS IN THE COMMUNITY: REASONS FOR GROUP FORMATION

BEFORE VIEWING

- List all the groups that you belong to. Identify if these groups have a strong gender base or involve both genders.
- With reference to these groups, explain reasons why each group formed, e.g location, gender, culture, religion, specific need etc.

AFTER VIEWING - SPECIAL FOCUS
Habiba

- Habiba has just formed a new family group. Explain reasons why this group was formed.

ROLES INDIVIDUALS ADOPT WITHIN GROUPS: SPECIFIC ROLES OF INDIVIDUALS.

BEFORE VIEWING

- Define the following terms:
  - Norms
  - Conformity
  - Cohesiveness
- Identify the norms of ONE group you belong to. Do you conform to these norms? Does this achieve cohesiveness?

AFTER VIEWING

- Identify the different roles that each of these girls adopt within their family, peer and cultural groups. Discuss your answers.
- Propose how and why these girls have different roles in their groups.
- Choose **TWO** girls from the film. Compare how these girls conform to norms within their cultural group.

AFTER VIEWING - SPECIAL FOCUS *Habiba*

- Determine the specific roles Habiba will have in her new group.
- Suggest how Habiba's role in her new family group will vary compared to other roles she has in other groups.
- Identify some of norms expected of Habiba in her group.
- Do you think Habiba will conform to these norms? Why/why not?

ROLES INDIVIDUALS ADOPT WITHIN GROUPS: SPECIFIC ROLES OF INDIVIDUALS.

BEFORE VIEWING

- Describe each of the following personal factors that contribute to the role individuals adopt within groups:
  - Self esteem
  - Self-confidence
  - Sense of belonging
  - Education
  - Heredity
  - Previous experience
  - Culture
- Describe each of the following social factors that contribute to the role individuals adopt within groups:
  - Relationship with group members
  - Attitudes of group members, e.g peer acceptance
  - Gender expectations
  - Media
- Explain how social factors can contribute to an individual's sense of belonging within a group.
- Discuss some gender expectations that exist in some societal and cultural groups.
- Do gender expectations exist in any of the groups you belong to?

AFTER VIEWING

- Choose **ONE** girl from the film. Which personal factors do you think have impacted on the roles she will adopt in this group?
- Choose **ONE** of these factors and assess the extent to which it has impacted on the roles she will adopt in this group. Give specific examples.
- Identify some social factors that may impact on these girls' sense of belonging in their groups. Discuss your answers.
- For each girl listed below, briefly describe ONE social factor which may contribute most to her sense of belonging:
  - Breani
  - Katie
  - Habiba
  - Aziza
  - Kimsey
  - Manu
- Can you identify any girls in the film who are subject to gender expectations in the groups to which they belong i.e cultural, family etc. Discuss your ideas.
- How do these identified gender expectations compare with your gender expectations in the groups to which you belong?
- Choose **TWO** girls from the film. Compare how gender expectations impact on the roles they adopt in their groups.

AFTER VIEWING - SPECIAL FOCUS *Habiba*

- Which personal factors do you think have impacted on the roles Habiba will adopt in this group?
- Choose **ONE** of these factors and assess the extent to which it has impacted on the roles Habiba will adopt in this group. Give specific examples.
- Identify some gender expectations that exist for Habiba
- How do these gender expectations compare to those in your family group?
- After witnessing the gender expectations of females in Cameroon, how does this make you feel?
- Examine the impact of gender expectations on the role of a wife within this particular group.

MANAGING CHANGE IN FAMILIES AND COMMUNITIES: NATURE OF CHANGE.

BEFORE VIEWING

- Define the following types of changes:
  - Internal and external
  - Planned and unplanned
  - Temporary and permanent
- Provide specific examples for the types of changes listed above.
- Identify a personal scenario where change occurred. What was the nature of the change? What impact did the change have on you and/or others around you?

AFTER VIEWING

- Many girls featured in the film experience several changes. Choose **THREE** girls from the film and brainstorm several changes they experienced.
- For each of the changes identified for these **THREE** girls, classify the nature of each as either,
  - internal/external,
  - planned/unplanned,
  - temporary/permanent.
- Explain why.
- Choose **ONE** girl on which to focus. Explore the impact the change/s may have.

BECOMING A PARENT OR CARER:
PREPARATIONS FOR BECOMING A PARENT OR CARER

BEFORE VIEWING

- Imagine you are about to become a parent or carer. Brainstorm a variety of preparations you would need to undertake.

- Using your brainstorm, categorise the preparations under the following headings: Health behaviours; Enhanced knowledge and skills; Physical environment; and Finances. Have you neglected any areas of preparation? Discuss.

- From this original brainstorm of preparations you would undertake, assess the level of wellbeing the dependant would have. Make specific reference to factors affecting wellbeing.

- As a class, share your findings and add to your categories until your lists are extensive.

- Look at your final lists of preparations. Assuming all of these are undertaken, assess the impact these preparations would have on the wellbeing of the dependant.

AFTER VIEWING - SPECIAL FOCUS *Manu*

- What preparations do you believe Manu had made before becoming a parent?

- How will these contribute to the wellbeing of the dependant?

- List some specific preparations Manu did not, or was unable to undertake.

- Assess the impact this will have on the wellbeing of the dependant.

- After witnessing hospital facilities and birthing processes in Papua New Guinea, what are the biggest differences when compared to those of Australia? What areas of wellbeing would these mostly affect?

- What is meant by term 'maternal mortality'? Why do you think it is such an issue in Papua New Guinea?

- Using your own knowledge of a parenting/birth scenario i.e family members, friends etc. Discuss the differences in preparations Manu undertook in comparison to your identified scenario.

- Compare the wellbeing each of the dependants may experience, suggesting reasons why.

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To experience more please go to:
www.iamagirl.com.au/education