

Molly's World Lesson Plan For International Women's Day

Vocabulary

- Slum
- Developing country
- School Meals Programme

Overview/Introduction

People and organizations worldwide will come together to honor and empower women this March 8th for International Women's Day, a global celebration of the achievements of women. As the world's largest humanitarian organization fighting hunger, the United Nations World Food Programme believes that empowering women is the key to a world free from hunger. This International Women's Day, WFP will be celebrating the next generation of women embarking on changing the world: adolescent girls.

This lesson plan tells the story of one girl. Her name is Molly, and she is a 13-year-old girl living in the Mathare slum of Nairobi, Kenya. She receives a daily school meal through the WFP school meals program.

In 2011, WFP gave Molly a small camera to film her life. This lesson plan weaves together her videos to spark a conversation in your classroom about the challenges and opportunities connecting girls across the globe. Students will explore the impact poverty can have on a girl's life and how small interventions can transform a girl's future. They will also explore how geography, economics, and personal narratives inform our sense of regions of the world.

Resources

- World Map
- Copies of the WFP 2011 [hunger maps](#)
- A computer (or smart board) and internet access
- WFP [dollar a day video](#): Kenya
- [Molly's World](#) Video Series (on youtube)
- Fact sheet on adolescent girls

Key Concepts

Poverty, equality, geography, education



Warm up: A Geographical Window to Molly's World

A. Introduction: Free write

1. Have students take out a sheet of paper and write a response to the following: If we gave you a small video camera to record a view of your life to share with the world, what are three things you would share?
2. Invite students to share and write their ideas on the board.

B. A geographical look at Molly's World: what can geography teach us about where a person grows up?

1. Pass out world maps or project onto a smart board. Tell students to find Kenya and then Nairobi.
 - A. Ask the class: what can you tell about where Molly lives based on this map?
 - B. Ex: natural resources, economy, geography
2. Tell students that Molly is a 13-year-old girl who lives in a *slum* of Nairobi, Kenya called Mathare. Invite students to share adjectives they would use to describe what a slum is. Write some of these adjectives on the board.
 - A. Using these adjectives, come up with a definition for the word slum as a class. Write on the board.
3. Pass out WFP 2011 [hunger maps](#). Encourage students to find Kenya.
 - A. Invite students to consider the following questions:
 - B. What color is Kenya?
 - C. What does this color mean?
 - D. What can you learn about where Molly lives based on this map?
 - E. What do you learn from this map that you don't in the first map you looked at?
4. Explain that most people in Mathare live off less than a dollar a day.
 - A. Watch a [dollar a day video](#) as a class.

C. Class brainstorm: What can we tell about Molly's life by considering the geography and economy of where she lives?

Invite students to consider the following questions:

- Based on what you know about where Molly lives, what do you think her life will be like?
- What does she think about? What are her friends like? What are her dreams?
- How do you think her life is similar to yours? Different from yours?

Episode One: Welcome to Molly's World

A. Explain that the World Food Programme is the agency of the United Nations responsible for fighting hunger worldwide. They feed on average more than 90 million people a year in some of the toughest places on earth.

1. One of the ways they help kids in these countries is by supplying a daily school meal. WFP runs a school meals programme at Molly's school.



2. WFP wanted to share with its community what life is really like for the kids who benefit from their school meals programme. A year ago, they gave Molly a small video camera and asked her to record her life.
3. Here's the first episode.

- B.** Show [Molly's World: Episode One](#). Encourage students to write down adjectives describing what they see and hear throughout the film.
- C.** After the episode, invite students to share some of the adjectives they wrote down. Write them on the board.
- D.** Discuss the following questions.
- What are some of the things she shares with you?
 - What are three ways your world is similar to Molly's? What are three ways it is different?
 - What surprised you?
 - What can we learn about Molly based on what she shares with us?
 - How is what Molly shares similar and different to the story told by the geographical and economic facts we explored at the beginning of the unit?

Episode Two: Meet Molly

This session will explore what it is like to be a girl in Kenya and throughout the world today.

- A.** Watch [Episode Two of Molly's World](#) as a class.
- B.** Writing Exercise: Tell students to write a short paragraph (4-6 lines) introducing Molly to a friend. How would you describe her and her life?
Have students share some of their favorite sentences to answer the following question: How would we describe Molly?
- C.** Reading: Fact sheet on adolescent girls
Ask students the following questions:
- How is Molly similar and different to other 13-year-old girls?
 - How is her life similar and different to yours when you were 13?

Episode Three: Inside Molly's Classroom

This section will introduce the idea of school as a game changer in a girl's life.

- A.** Read "[Kenya: School Meals Help Girl Rise to Top of Class](#)" either independently or as a class.
- B.** Then watch "[Molly's World: Episode Three](#)."



C. Discuss as a class:

- What is the school meals programme? Come up with a definition as a class.
- Why are school meals important for girls like Molly?
- Had you ever considered the impact hunger can have on a girl's education? What do you think about this?

D. Consider these two facts as a class one at a time with the following questions.

- **Approximately one-quarter of girls in developing countries are not in school.** (Via Girl Effect)
- Discuss the following questions as a class:
- Define developing country
- Does this statistic surprise you? Why or why not?
- What factors might be keeping girls from going to school?
- **An extra year of primary school boosts the amount of overall income a girl will earn in her lifetime by 10 to 20 percent. An extra year of secondary school: 15 to 25 percent.** (Via Girl Effect)
- Discuss the following questions as a class:
- What does this statistic mean?
- What conclusions can you draw about the important role attending school can play in a girl's life?
- Having read Nyipher's story and seen Molly's classroom, why do you think school is important to them?
- What opportunities does school create for you?
- How do school meals help get girls to school and keep them in the classroom?

Conclusion

Take-home assignment: Write a letter to Molly describing the following:

- What questions do you have for Molly?
- How did her story inspire you to think differently?
- What are the similarities and differences in your lives?
- What about your life would you share with her?
- Why is school important to you?

