

The Story of Malala: Growing Up

From the Director of **WAITING FOR SUPERMAN** and Academy Award® Winner **AN INCONVENIENT TRUTH**

# HE NAMED ME MALALA

ONE CHILD, ONE TEACHER, ONE BOOK AND ONE PEN  
CAN CHANGE THE WORLD.



FOX SEARCHLIGHT PICTURES in association with IMAGE NATION ABU DHABI and PARTICIPANT MEDIA with NATIONAL GEOGRAPHIC CHANNEL present a PARKES-MACDONALD and A LITTLE ROOM PRODUCTION  
A FILM BY DAVIS GUGGENHEIM "HE NAMED ME MALALA" PRODUCED BY IAN MALALA ASSIGNED BY JASON CARPENTER EDITED BY THOMAS NEWMAN PRODUCTION DESIGNER ERICH ROLAND EXECUTIVE PRODUCERS GREG FINTON, ACE, BRIAN JOHNSON, BRAD FULLER  
DIRECTOR OF PHOTOGRAPHY MUHAMMAD AL MUBARAK EXECUTIVE PRODUCERS MICHAEL GARRIN, JEFF SKOLL, SHANNON DILL PRODUCED BY WALTER PARKES, LAURIE MACDONALD, DAVIS GUGGENHEIM  
PG-13 PARENTS STRONGLY CAUTIONED SOME MATERIAL MAY BE INAPPROPRIATE FOR CHILDREN UNDER 13  
IMAGE NATION PARTICIPANT media NATIONAL GEOGRAPHIC CHANNEL SEARCHLIGHT PICTURES

JOURNEYS IN FILM  
educating for global understanding





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## About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students across the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

### Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film media.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. Working in partnership with the Rossier School of Education at the University of Southern California, *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* curriculum guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core standards.

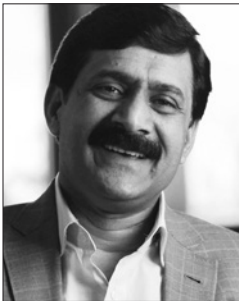


# A Letter From Malala and Ziauddin Yousafzai



We hope you enjoy watching  
*He Named Me Malala*.

We are so happy to be able to share our story with you, and hope it will spark many conversations around the themes presented in the film through this discussion guide.



Many people tell us that our story is unique, but we do not see it that way. This is not the story of one girl but of more than 60 million girls around the world who do not go to school, prevented by poverty, violence, or social norms that do not value girls' education.

While the film tells the story of our family and the difficult journey we have made from our home in Pakistan to our current home in the UK — we hope it sparks a much wider discussion and action to ensure every girl gets a quality secondary education.

You may wonder why we focus on girls' secondary education, and it is this: Adolescent girls are the most likely to drop out of school or miss out on school altogether. They are often under great pressure to leave school to marry or take care of others. Many societies simply do not value girls' education, so they do not invest in girls' schools, and girls are not encouraged to continue their studies. Girls are particularly vulnerable in situations of conflict, which is why we work closely to support refugee girls and girls threatened by violence.

We believe that access to twelve years of free, safe, quality education for every girl benefits all society, not only girls. When girls are educated, they transform their own lives, and those of their families. Basic education enables them to survive but quality secondary education provides girls the wings to fly.

We hope that watching *He Named Me Malala* and using this curriculum will encourage you to raise your voice for girls' education. We all have a role to play — whether we are parents, teachers, or students.

Please stand #withMalala and show your support for the right to education. Every voice counts. On pp. 12–13 we will show how you can get more involved, and suggest ways to encourage others to do so as well. You will also find more information on the Malala Fund website: [www.malala.org](http://www.malala.org).

With love and gratitude,

Malala & Ziauddin

## Introducing *He Named Me Malala*

When 11-year-old blogger Malala Yousafzai began detailing her experiences in the Swat Valley of Pakistan for the BBC, she had no idea what momentous changes were coming in her life. Her father, Ziauddin, a school founder and dedicated teacher, was outspoken in his belief that girls, including his beloved daughter, had a right to an education. As they continued to speak out against restrictions imposed by extremists, Ziauddin received constant death threats, so many that he began to sleep in different places. But it was Malala who was almost killed, shot in the head by a gunman on her way home from school. Her survival and recovery have been little short of miraculous.

Instead of being cowed by this horrific attack, Malala began to use the international attention she attracted to advocate for the cause of girls' education worldwide. Through her speeches, her autobiography *I Am Malala*, the work of her fund, and her travels to places where girls' education is in crisis, she has continued to focus on the effort to give all girls safe schools, qualified teachers, and the materials they need to learn.

The film *He Named Me Malala* both celebrates her dedication to this cause and gives the viewer insight into her motivation. It begins with an animated portrayal of the teenage folk hero for whom Malala was named, Malalai of Maiwand, whose fearlessness and love of country turned the tide of battle for Afghan fighters. From those opening scenes, live action and animation tell the story of Malala's life before and after the attack. We see her at various times of her life: severely wounded in the hospital, teasing her brothers in her new home in England, giving a speech to the United Nations, teaching a class in Kenya, and more.

Her efforts are ongoing and they are realized through her organization, the Malala Fund, which “empowers girls through quality secondary education to achieve their potential and inspire positive change in their communities.”<sup>1</sup> More about the Malala Fund can be found at [www.malala.org/](http://www.malala.org/).

**DIRECTOR:** Davis Guggenheim

**SUBJECTS:** Malala Yousafzai, Ziauddin Yousafzai, Toor Pekai Yousafzai, Khushal Khan Yousafzai, Atal Khan Yousafzai

**PRODUCERS:** Walter F. Parkes, Laurie MacDonald, Davis Guggenheim

**EXECUTIVE PRODUCERS:** Mohamed Al Mubarak, Michael Garin, Jeff Skoll, Shannon Dill

**ANIMATION PRODUCER:** Irene Kotlarz

**ANIMATION DESIGNED BY:** Jason Carpenter

**MUSIC:** Thomas Newman

**RUNNING LENGTH:** 87 minutes

**INSPIRED BY THE BOOK** *I Am Malala*



# The Story of Malala: Growing Up

## Enduring Understandings

- Malala's early life gave her a passion for education through her attachment to school, teachers, and friends.
- Malala became an advocate for the advancement of female education at a very early age.
- Learning new information through personal experience often leads to greater understanding of a topic.

## Essential Questions

- How did Malala's formative years make her so determined to get an education for herself and extend this right to other young women?
- What role might Malala's family and other factors have played in affecting her desire for an education? What role does your own family play in affecting your attitude toward your education?
- How might obstacles play a role in determining the nature of an individual's education?

## Notes to the Teacher

Malalai of Maiwand was a Pashtun woman from Afghanistan, who lived in the latter half of the 19th century. She grew up in the village of Khig, where her father was a shepherd. Using primarily Indian troops, the British invaded Afghanistan in 1878 because they feared Russian influence in the area. In 1880, British and Indian troops engaged in the Battle of Maiwand against Afghan troops. Malalai's father and husband were part of the army of Ayub Khan, and Malalai went along with other women who took care of the injured and provided water and food for the army. When the Afghan forces began to lose, according to accounts, she called out:

“Young love! If you do not fall in the battle of Maiwand, By God, someone is saving you as a symbol of shame!”

(Note that there are several different versions of Malalai's rallying cry, since her story is part of Afghan oral tradition.)

According to legend, Malalai then seized a flag (or made one from her veil) and encouraged the Afghan troops, who won a great victory and sent the disgraced British Army back to Kandahar. She was killed during the battle, but was greatly honored in death.

(Your students might be interested to learn that the fictional Sherlock Holmes's friend and companion, Dr. Watson, was wounded at Maiwand and therefore returned to London and, eventually, wound up on Baker Street in Sir Arthur Conan Doyle's stories.)

Websites for background research on the Afghan stories of Malalai include:

<http://www.garenewing.co.uk/angloafghanwar/biography/malalai.php>

[http://www.nytimes.com/2013/10/26/opinion/international/malalas-brave-namesake.html?\\_r=0](http://www.nytimes.com/2013/10/26/opinion/international/malalas-brave-namesake.html?_r=0)

<https://www.afghan-web.com/biographies/biography-of-malalai/>

In this lesson, students respond to the film's initial animation about the Afghan folk heroine Malalai. They consider Malala's early years and reflect upon their own early years: the meaning of their names, family influences, experiences in elementary education. Be sensitive to students who might not have siblings or a stable family situation at home. The goal is for students to consider this information in light of their own lives, families, and goals. Even negative influences can trigger positive outcomes.

If you plan to do the Extension Activity, look up your own given name and ascertain its meaning. If possible, find out why your parents chose this name for you. Was it to honor an older member of the family? Does the etymology of the name have any special meaning to you or your parents? Is it a name that was particularly popular in the year you were born? If so, can you figure out why?

#### COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

**CCSS.ELA-LITERACY.W.9-10.1**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-LITERACY.W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**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.



# Lesson

(ENGLISH LANGUAGE ARTS,  
SOCIAL STUDIES)



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## Duration of the Lesson

One 50–60 minute lesson plus time for viewing the film

## Assessment

Completion of Reflections #1–4 (in a journal, on loose-leaf paper, or on a computer)

Completion of Name Poem

Positive contributions to class discussions

## Materials

A computer with Internet access

Access to the film *He Named Me Malala*

Paper (either in a journal or loose-leaf notebook) or computer with a word processor

Writing instrument

## Procedure

1. Tell students that they are about to view a documentary film about the youngest winner of the Nobel Peace Prize, a teenage girl who was almost assassinated for speaking up on behalf of educating girls. Tell them that her name is Malala Yousafzai and write the name on the board. Have them copy the name into their notebooks. Then show the film *He Named Me Malala*.
2. Begin the lesson by asking students what they recall about Malalai of Maiwand from the first part of the film. Use information from Notes to the Teacher to supplement their recollections.
3. Ask students to further consider the meaning of the name Malalai (“grief-stricken”) and ask them whether that meaning is appropriate for Malala Yousafzai.
4. Ask in what ways Malala Yousafzai resembles her namesake. What was Malala fighting for? (Education for girls) Why was it so important to her? What in her childhood prepared her for this fight? (Her father’s role as principal of a school; her own success in school; her father’s example of speaking out in favor of girls’ education and against the Taliban)





5. Place students in pairs. Have one student in each pair interview the other—and then have them reverse roles—using questions such as these and recording the answers in their notebooks.

- What does going to school teach you?
- How does going to school prepare you for the future?
- What would you do if you were not allowed to go to school? (*Initially, students might rejoice at this prospect, but ask them seriously to consider what their reactions would be to being deprived of school.*)
- What would happen to the community if students were not allowed to go to school? What would happen to the country as a whole?

6. Have students share some of their ideas with the whole group and record them on the board. (Students may respond to the third question above with “play video games all day” or “play outside.” Guide students to think about the results of not being able to learn from history or of not understanding math if one is to function as an adult in the real world. Ask students how not being allowed to learn, especially in a school setting, would be a detriment to society.)

7. Ask students to free-write in their notebooks for three to five minutes about any possible obstacles that could get in the way of their education. How do they anticipate overcoming these obstacles?

8. After this written reflection, ask students to share their thoughts with the class. Ask students to think about Malala’s barriers and the choices she had to make. (In Malala’s situation, her choice was between staying at

home or defying the Taliban and going to school, forcing her family and her to face the real threat that they could be killed if she did so.)

9. Assignment: Ask students to reflect on their personal lives in a short personal essay answering these questions: How has your life outside of school shaped your views about yourself? About your education, now and in the future? About the direction of your life after you finish your schooling? Has there been a particular person or group that has had a particular impact on your views in the way that Malala’s father had on her?

## Extension Activities

Remind students that Malala’s name was one of the influences on her character. Ask students to think about their own names. What does their name mean? Why did their parents give them this name? Do they connect with the meaning of their name in any way? Use your own researched name as an example, if appropriate. Ask them to research their names for homework. On the following day, distribute **HANDOUT 1: NAME POEM** and ask students to complete it. After students finalize a good copy of their poems, ask for volunteers to share their poems with the class. (Because some of the poems might be highly personal, avoid requiring any student to read his or her poem.) Be sure to complete your own Name Poem and have it ready to read to the class, perhaps to break the ice.



# Lesson

(ENGLISH LANGUAGE ARTS,  
SOCIAL STUDIES)



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## Handout 1 ► P. 1

# Name Poem Worksheet

### Directions:

Answer the following questions. When you are finished, draft your poem in the appropriate places on the next page.

What is your first name? \_\_\_\_\_

Look up your name in an online directory or printed directory of baby names. After looking it up, write down the meaning of your name. If it does not appear in a directory, ask your parents where your name came from and what it means.

\_\_\_\_\_

Write down the name(s) of your parent(s) or guardian(s):

\_\_\_\_\_

Write down the name(s) of your sibling(s):

\_\_\_\_\_

What have your parents/guardians and siblings given you? (This can be literal, like a material gift, or figurative, like a life lesson or moral that is important in your family, or something inherited, like a special ability.)

\_\_\_\_\_

\_\_\_\_\_

Write your full name: \_\_\_\_\_

Write three adjectives that honestly describe you:

\_\_\_\_\_

Write down two goals that you wish to accomplish in your life:

\_\_\_\_\_

\_\_\_\_\_





## Lesson

(ENGLISH LANGUAGE ARTS,  
SOCIAL STUDIES)

### Handout 1 ► P. 2

## Name Poem

(Your first name:) \_\_\_\_\_

means \_\_\_\_\_.

I am the daughter/son of \_\_\_\_\_

and the brother/sister of \_\_\_\_\_.

My family gave me \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

I am \_\_\_\_\_ , \_\_\_\_\_ ,

and \_\_\_\_\_ ,

And someday, I \_\_\_\_\_

\_\_\_\_\_

My name is \_\_\_\_\_ ,

Now type up or write out a good copy of your poem on plain paper. Use a computer font that seems to fit you and the spirit of your poem. Incorporate pictures if you like, either inserted by computer, glued on, or drawn by hand. Consider graphics that might add to the overall appearance of your poem. When you are satisfied with the poem, print it out.





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