

The Story of Malala: A New Life of Global Advocacy

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 IMA MALALA DIRECTED BY JASON CARPENTER MUSIC BY THOMAS NEWMAN EDITOR ERICH ROLAND EXECUTIVE PRODUCERS GREG FINTON, ACE, BRIAN JOHNSON, BRAD FULLER
EXECUTIVE PRODUCERS MUHAMMAD AL MUBARAK, 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.

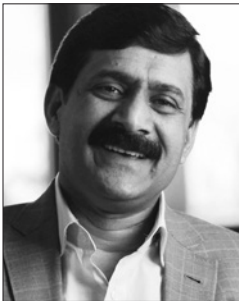


A Letter From Malala and Ziauddin Yousafzai



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.

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.”¹ More about the Malala Fund can be found at 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: A New Life of Global Advocacy

Enduring Understandings

- Many girls around the world do not have access to education, and their lives are profoundly shaped by this lack.
- Advocating on behalf of others can help the lives of those being helped as well as advance society as a whole.

Essential Questions

- For which groups of students does Malala advocate? What are the challenges facing these groups?
- How do news organizations represent the events surrounding these groups?
- Why is advocacy like Malala's important in our society?

Notes to the Teacher

Since her recovery from the assassination attempt, Malala Yousafzai has been involved in advocating for girls' education in many parts of the world. Because of her courage, she has become a leading figure in pressing for change.

In this lesson, students conduct research to find out about girls' access to education, especially secondary education, but it is important to understand that simple access is not sufficient. The quality of education is also critical. The education girls receive must be relevant to their lives, giving them the skills they need to meet their potential and succeed in a 21st century world. An excellent example of this is the NairoBits Trust project in Kenya, in which 300 out-of-school girls aged 16–18 from slums in Nairobi will study technology and entrepreneurship.

Before the lesson, print copies of news articles about one of the five populations the Malala Fund supports: the Nigerian girls kidnapped by Boko Haram, girls in Kenya without access to education or technology, girls in Pakistan whose education the Taliban threatens, Syrian refugees, and children in Sierra Leone whose schools closed due to the Ebola outbreak. (See list of articles below.) Be sure you have enough copies so that each student at a station to be assigned has one, even if some are duplicates. If desired, print a few extra copies for each station to allow flexibility for students who are more advanced to read more than one article. Feel free to add similar articles to update information.



This lesson is based on a jigsaw activity in which students become “experts” and then teach what they have learned to others. If you are not familiar with this type of cooperative learning, a simple explanation of it can be found at <https://www.jigsaw.org/>.

Arrange five stations in your room, each with enough chairs to accommodate a fifth of your class. Put up a sign labeling each station with the name of one of these countries: Nigeria, Pakistan, Sierra Leone, Kenya, and Syria. Equip each station with copies of news articles about one of these populations; see the list of articles under Resources. You may wish to search for more recent news articles as conditions change or new information becomes available. If you have a large class, make a few duplicates or locate additional articles to print.

At the start of the lesson, students will discuss Malala’s life after the assassination attempt and her transition to a global leadership role. Students will read an article about a group she supports and analyze it. After sharing the information with their “expert” group, students will move to a “home” group to teach other students what they have learned. Finally, students will reflect more broadly on the power of education and advocacy by reacting to a quotation from *He Named Me Malala* in a short, persuasive essay that incorporates evidence from the film, history, or their own lives.

Students may be interested in knowing that the United Nations designated July 12, Malala’s birthday, as Malala Day in 2013, when she addressed the UN. Malala Day 2014 found Malala in Nigeria, where she spoke to demand the return of the schoolgirls kidnapped by Boko Haram. On her birthday in 2015, Malala opened a new girls’ school in Lebanon. Each year, the Malala Fund encourages children

and adults to engage in activities and to sign petitions to show their support for education. In 2015, for example, Malala Day marked the culmination of a campaign for #BooksNotBullets, urging governments worldwide to fund education fully.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.W.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.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.



Duration of the Lesson

Two or three 45–60 minute class periods

Assessments

Guided Article Analysis (**HANDOUT 1**)
Group collaboration and presentation
Quotation response essay

Materials

Student access to the Internet or a selection of articles printed for each student group
Copies of **HANDOUTS 1** and **2** for each student
Projector or copies of this posting from The Malala Fund to hand out to students: <https://malala.org/our-work?sc=header>

Procedure

PART 1: Reading About a Population in a Malala Project

- 1.** Have the students sit in five groups (“home” groups).
Ask students to think back to the scenes in the film that occurred in the time after Malala was shot. Start a general discussion using questions such as these:
 - a.** How did she survive? (She was rushed first to a military hospital in Pakistan and then to a hospital in Birmingham, England.)
 - b.** What permanent injuries did she have? (Damage to her ear and facial nerves)
 - c.** Why did her family stay in England? (Too dangerous for her to go back to Pakistan, where the Taliban said they would kill her)
 - d.** What has she done in the years after she was shot? (Pursued her own education; given speeches for numerous causes around the world; spoken upon her acceptance of the Nobel Peace Prize.
 - e.** Ask students to recall scenes in *He Named Me Malala* that show her interacting with the students on whose behalf she advocates. What groups do they remember her visiting? (Kenyan girls’ school, Syrian refugees, parents of girls taken by Boko Haram, Nigerian politicians)
 - f.** What sorts of things do they remember her doing? (Visiting schools to encourage young women, meeting with children who are not in school, delivering speeches, accepting awards, meeting with world leaders, meeting with the families of children)





2. Explain to students that they will now gather information on one of the populations Malala works with to present to the class. Project the webpage from The Malala Fund that briefly describes groups of girls for whom Malala advocates: <https://malala.org/our-work?sc=header>.
3. Send members of each “home” group to the previously arranged stations to form new “expert” groups. Be sure there is at least one member of each “home” group at each “expert” station.
4. Hand out the articles you have printed for each group and have each group divide the articles among their group members. Each student should have one article to analyze.
5. Distribute and have students individually complete

HANDOUT 1: GUIDED ARTICLE ANALYSIS.

6. Give students an opportunity to share their work from the Guided Article Analysis with their group in the chronological order in which the articles were written, so that they understand the sequence of events. After each student has shared his or her reading, write the following questions on the board and ask them to discuss:
 - a. Why doesn't this population have access to regular education?
 - b. Who are the students most affected by this? In what ways are they affected?
 - c. Has the students' access to education improved at all since the issue arose? If so, what steps were taken to foster improvement?

- d. What do you think the future holds for this population of students?
- e. What might students in our class do to help?

PART 2: Teaching the “home” group

1. Have students assemble back in their “home” groups.
2. Once the “home” groups are reassembled, have each student teach about the population his or her “expert” group studied.
3. When all students have given their presentations to the “home” group, pull together the entire class and lead a general discussion of advocacy. Consider the following questions:
 - a. What is the purpose of advocating for a group of which you are a part? (People are typically passionate about groups of which they are a part, and their stories can be both captivating and influential.) What about a group of which you are not a part? (Those outside of the group are sometimes better positioned to advocate on behalf of a group because they are seen as unbiased.)
 - b. What are some examples of this sort of advocacy from your own lives? (Answers will vary.)
 - c. Do you believe that speaking out is advocacy enough? What about protests? What is the role of violence in this sort of work? (Answers will vary, but encourage students to see the power of words and nonviolent action.)



- d. Should boys be involved in advocating for girls' education? (Encourage students to see that boys have a vested interest in seeing that girls are educated, and vice versa.)
4. Explain to students that, now that they have looked at these specific cases, they will broaden their reflection on advocacy to a general level by responding to a quotation from the movie. Pass out **Handout 2**, essay topics for students
5. Have students write an essay that responds to a quotation from *He Named Me Malala*, listed on **Handout 2**.

Extension Activities

- Have each student compose and deliver an impassioned speech on a topic of his or her choosing.
- Have students write a letter advocating for equal rights to education for all students. They can focus on access for female students or choose another group of students to support.

Resources

All groups should reference The Malala Fund's website for a summary of the issues for which she fights: <https://malala.org/our-work?sc=header>

Nigerian Girls Kidnapped by Boko Haram:

April 21, 2014: <http://www.usatoday.com/story/news/world/2014/04/21/parents-234-girls-kidnapped-from-nigeria-school/7958307/>

April 14, 2015: <http://www.npr.org/sections/goatsand-soda/2015/04/14/399440165/campaigners-refuse-to-let-kidnapped-nigerian-girls-be-forgotten>

April 28, 2015: <https://www.foxnews.com/world/more-than-200-girls-rescued-in-nigeria-chibok-schoolgirls-kidnapped-by-boko-haram-not-among-them>

June 29, 2015: <http://www.bbc.com/news/world-africa-33259003>

July 9, 2015: <https://www.foxnews.com/world/boko-haram-willing-to-release-chibok-girls-in-exchange-for-detainees>



Syrian refugees:

December 2, 2013: <http://www.theguardian.com/global-development/2013/dec/02/syrian-refugees-strain-on-jordan-schools>

March 14, 2014: <http://www.brookings.edu/blogs/education-plus-development/posts/2014/03/14-syria-educating-refugees-ackerman-jalbout-peterson>

June 22, 2015: <http://www.al-monitor.com/pulse/originals/2015/06/iraq-displaced-camps-kurdistan-education.html>

June 29, 2015: <https://www.news.com.au/technology/gadgets/mobile-phones/young-syrians-share-selfies-and-stories-of-how-is-has-destroyed-their-lives/news-story/cobd79cd22c992a41c353cce79efdbae>

June 29, 2015: <http://www.cnn.com/2015/06/26/middleeast/jordan-malala-of-syria/>

Adolescent girls in Pakistan:

October 9, 2013: <http://blogs.wsj.com/indiarealtime/2013/10/09/in-swat-battle-for-girls-education-continues/>

January 16, 2014: <http://www.wsj.com/articles/SB10001424052702304049704579318592003912998>

February 28, 2015: <http://www.csmonitor.com/USA/Foreign-Policy/2015/0228/Many-girls-in-Africa-and-the-Middle-East-are-under-pressure-to-leave-school>

June 10, 2015: <https://www.vice.com/en/article/the-girl-who-escaped-from-the-taliban-and-became-a-soccer-star/>

Children in Sierra Leone, where schools closed to stop the spread of Ebola:

November 13, 2014: <http://www.nytimes.com/2014/11/14/opinion/ebola-and-the-lost-children-of-sierra-leone.html>

November 14, 2014: <https://reliefweb.int/report/liberia/school-lessons-radio-sierra-leone-liberia>

November 17, 2014: <http://allafrica.com/stories/201411171964.html>

June 20, 2015: <http://www.thesierraleonetelegraph.com/?p=9548>

June 24, 2015: <http://www.theguardian.com/global-development/2015/jun/24/sierra-leone-ban-pregnant-girls-school-attendance-access-education>

Kenyan Girls:

July 16, 2012: <http://www.npr.org/2012/07/16/156840541/kenyas-free-schools-bring-a-torrent-of-students>

December 3, 2012: <http://www.npr.org/2012/12/03/166400491/a-battle-for-the-stolen-childhoods-of-kenyan-girls>

October 11, 2013: <http://www.theguardian.com/global-development-professionals-network/2013/oct/11/day-of-the-girl-early-pregnancy-education-kenya>

November 10, 2013: <http://www.cnn.com/2013/03/14/world/africa/cnnheroes-ntaiya-girls-school/>

March 22, 2014: <http://www.commdiginews.com/world-news/government-and-private-groups-work-to-educate-kenyas-girls-12851/>



**Handout 1 ▶ P. 1** **Guided Article Analysis**

Your name _____

Title of article _____

Author _____

Name of publication _____ Date of publication _____

1. What kind of a publication is it?

2. What sort of bias do you suspect this publication may have in light of the issue you're researching?

3. Write a four- or five-sentence summary of the article.

4. Write out the three most interesting things you learned from this article.
 - a.

 - b.

 - c.



**Handout 1 ▶ P.2** **Guided Article Analysis**

5. Does the author of the article take a stance? If so, describe the author's stance. If not, why do you think the author refrains from doing so?

6. Do you agree with all of the information in the article? Why, or why not?

7. What questions do you have about this subject after reading the article?





Handout 2

Essay Topics

Directions:

Write an essay that responds to one of the quotations below from the documentary *He Named Me Malala*. Give specific references from the film, your research, the research done by your classmates, and your own life experience and knowledge to support your response.

1. Malala: “We realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. We believe in the power and the strength of our words. Today is the day of every woman, every boy, and every girl who have raised their voice for their rights.”
2. Malala: “Let us pick up our books and our pens; they are our most powerful weapons. One child, one teacher, one book, and one pen can change the world.”
3. Ziauddin (Malala’s father): “If I keep silent, I think, then you lose the right to exist, the right to live. If my rights are violated and I keep silent, I should better die than to live.”
4. Malala: “I tell my story not because it is unique, but because it is not. It is the story of many girls. I am Malala, but I am also Shazia, I am Kainat, I am Kainat Sonro, I am Mozoun, I am Amina, I am those sixty-six million girls who are deprived of education. I am not a lone voice, I am many. And our voices have grown louder and louder.”





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