

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 EDITED BY THOMAS NEWMAN PRODUCTION DESIGNER 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





# Working for Change

(SOCIAL STUDIES/COMMUNITY SERVICE)



## Duration of the Lesson

This lesson will require one class period for explanation and to prepare the students to begin their research. Additional time in class or the school library may be used for research, or you may require the students to complete this on their own time. One or two class periods will be needed for students to present their findings to the class.

A field trip could be arranged, if practical, for students to visit an organization in their community that is working to educate women and children. A representative from an organization in the community could also be sought out to speak with the students about what they do and how the students could get involved with their work.

## Assessments

**HANDOUT 1** research notes

Oral presentation about an organization that is working to promote women's education.

Works Cited page

## Materials

Computers, laptops, tablets

Internet access

PowerPoint, Prezi, or other presentation software

## Procedure

1. After viewing the film, lead a class discussion about what Malala's goals are for women and children around the world, listing students' ideas on the board.
2. Ask students if this is a women's issue only or whether it is an issue that men and boys should care about as well. (Try to elicit the concepts that if women are more educated, societies as a whole will be healthier, families will have greater earning power, and there will be a stronger labor force for economic development. Also discuss the issue of basic human rights.) Why is it important for males to help ensure that girls have equal access to education?
3. Ask students to write down the names of any people or organizations they know of that are pursuing Malala's goals. Students may need a few minutes for this. If they are struggling to come up with names, allow them to use their phones, laptops, or other resources to do a quick search. If none are available, use the list of organizations provided in Notes to the Teacher.
4. Distribute **HANDOUT 1** and review the directions with your students. Encourage students to consider additional research that may allow them to reflect on how they might engage with a similar organization in their community.
5. Review your preferred methods and the correct format for creating a Works Cited page. See Notes to the Teacher for additional information.

6. Assign separate deadlines for completion of research, for the Works Cited page, and for the presentation. Allow time for research in the classroom, in the school library, or at home.
7. Review the rubric on **HANDOUT 2** with your students so that they understand how they will be graded. You may also wish to prepare your own rubric to fit the needs of your curriculum. Be sure students know how grades will be assigned based on rubric scores.
8. Have students rehearse their presentations. If you wish, you may have students do their own preliminary assessment of their rehearsal.
9. Allow time in class for research presentations and score using the rubric.
10. Conclude with a class discussion: Why is it important for all people to receive a quality education?

## Extension Activity

Have students design and host a community fair that allows nonprofit and education centers in their communities to explain and demonstrate their work. Students should be responsible for working in small groups to contact a local organization, work with that organization over the course of a few weekends, and then prepare a visual to present at the community fair. Leaders from the organizations should be asked to come with the student presenters to help provide information to supplement what the students learned and to provide resources about how others in the school and community at large can get involved.

## Additional resources

Educating Girls Matters

<http://www.educatinggirlsmatters.org/howtohelp.html>

Partners for Prevention

<http://www.partners4prevention.org>

TEDTalk — Ziauddin Yousafzai [https://www.ted.com/talks/ziauddin\\_yousafzai\\_my\\_daughter\\_malala?language=en](https://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala?language=en)

TEDTalk — Kakenya Ntaiya

[https://www.ted.com/talks/kakenya\\_ntaiya\\_a\\_girl\\_who\\_demanded\\_school](https://www.ted.com/talks/kakenya_ntaiya_a_girl_who_demanded_school)

TEDTalk — Shabana Basij-Rasikh [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)

Handout 1 ► P. 1

## Research Project on Girls' Education

**STUDENT NAME(S)** \_\_\_\_\_

**RESEARCH TOPIC** \_\_\_\_\_

### Directions:

You are going to research an individual or organization that is working to promote women's education. Work individually or with a partner, as your teacher assigns, to do your research. When you have thoroughly studied the individual or organization, prepare a presentation using PowerPoint, Prezi, Explain Everything, or some other presentation format.

Your presentation should be approximately six to eight minutes long and should show teamwork and cooperation, if done as a pair.

As you research, take notes about the following topics:

1. A brief history of the organization or individual
2. Goals and mission statement
3. How does the organization raise the necessary funds?

**Handout 1 ▶ P.2**

## Research Project on Girls' Education

4. How does the organization measure its success?
  
5. How does the organization or individual promote their mission? (Social media, sponsorships, radio, etc.)
  
6. Where is this organization or individual based?
  
7. Does the government support or oppose the work of this group or individual? Why does the government support or oppose the work? How is the support or opposition to this work put into effect?
  
8. How does the organization or individual encourage and empower people to take action?
  
9. Other research question:

Handout 2 ► P.1

# Presentation Rubric: Working for Change

STUDENT NAME(\_\_\_\_\_)

CATEGORY	10	7	4	1
<b>RESEARCH</b>	Student accurately quotes, cites, and references researched material. Contains an MLA formatted Works Cited page at the end of the presentation.	Student mostly quotes, cites, and references researched material. Contains an MLA formatted Works Cited page at the end of the presentation.	Student attempts to quote, cite, and reference researched material. Contains an attempted Works Cited Page at the end of the presentation.	Student makes no attempt to quote, cite, and reference researched material. Does not contain an MLA formatted Works Cited page at the end of the presentation.
<b>CONTENT</b>	Demonstrates comprehensive knowledge of the topic and answered all research questions.	Demonstrates some knowledge of the topic and answered at least five research questions.	Demonstrates knowledge of the topic and answered at least three research questions.	Has little to no understanding of the topic and did not answer the questions.
<b>ANALYSIS</b>	Presentation clearly assessed the success of the organization or individual in working toward women's education.	Presentation mostly assessed the success of the organization or individual in working toward women's education.	Presentation attempted to assess the success of the organization or individual in working toward women's education.	Presentation did not assess the success of the organization or individual in working toward women's education.

Handout 2 ► P.2

## Presentation Rubric: Working for Change

CATEGORY	10	7	4	1
<b>PRESENTATION</b>	Presenters were engaged and enthusiastic about their topic. Engaged their classmates through interactive, creative activities.	Presenters were mostly engaged and enthusiastic about their topic. Engaged their classmates through interactive, creative activities.	Presenters struggled to be engaged and enthusiastic about their topic. Attempted to engage their classmates.	Presenters were not engaged and enthusiastic about their topic. Did not engage their classmates through interactive, creative activities.
<b>LENGTH</b>	Presentation is at least 6–8 minutes long.	Presentation is at least 5 minutes long.	Presentation is at least 4 minutes long.	Presentation is less than 4 minutes long.
<b>INVOLVEMENT</b>	Presentation clearly shows how other students can engage with the organization to help promote the education of women and children.	Presentation attempts to show how other students can engage with the organization to help promote the education of women and children.	Presentation mentions, but does not show, how other students can engage with the organization to help promote the education of women and children.	Presentation does not mention or show how other students can engage with the organization to help promote the education of women and children.
<b>CHECK POINTS</b>	Group met all deadlines assigned.	Group met most of the deadlines assigned.	Group met at least one assigned deadline.	Group did not meet any deadlines.

Total score: \_\_\_\_\_ Comments: \_\_\_\_\_

Grade: \_\_\_\_\_



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