

Working for Change

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 WRITTEN BY DAVIS GUGGENHEIM



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.

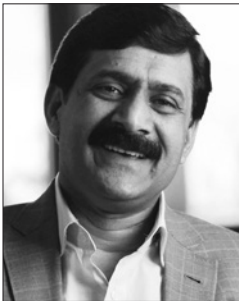


A Letter From Malala and Ziauddin Yousafzai



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*





Working for Change

Enduring Understandings

- Students have the power to effect change.
- Differences in age, gender, race, socioeconomic status, and culture lead to diverse ways of approaching and solving the problems of limited education for women and children around the world.
- It is important to understand differences among various nonprofit organizations and to learn to assess the quality of those organizations.

Essential Questions

- Who are the current world leaders in promoting women's education?
- What organizations are making the most progress in the promotion of women's education?
- How can students help promote the importance of women's education in their communities?
- How are men helping to promote the education of women?
- Why is it important for all people to receive a complete education?

Notes to the Teacher

This lesson is designed to empower students who have seen the film *He Named Me Malala* to take action. Students will be asked to think critically and analytically about the effectiveness of the people and organizations they are researching to assess their effectiveness in their pursuit of providing education to women. Students may find the most beneficial aspects of this experience will come from having leaders in their community come speak with them about how they are working to promote the education of women.

Some international organizations working to promote girls' education:

ActionAid
CARE
Educating Girls Matters
Girls Learn International
Global Campaign for Education
Global Education First Initiative
Global Partnership for Education
Half the Sky
Let Girls Learn: USAID and Peace Corps
Save the Children
Teachers Without Borders
The Working Group on Girls
United Nations Girls' Education Initiative

Encourage your students to find other organizations, as well.



Students will work individually or in pairs to research an organization that is working to promote women's education. Students should use PowerPoint, Prezi, Explain Everything, or some other presentation format to report their findings. Be sure to assign appropriate deadlines for completing research. Students should be expected to explore multiple avenues of research and assessment of their organization. You may wish to provide a separate deadline for a Works Cited page if desired; your school librarian may be a helpful resource.

You may choose to have students brainstorm additional research questions with a focus on how the students themselves can engage with the organization or one similar to it in their community.

For the Works Cited page, follow your school's usual format or see MLA style at a website such as the Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/747/01/>. EasyBib citation generator at <http://www.easybib.com/> may also be useful to your students.

You may wish to invite local community leaders in women's education to come hear the presentations. This may encourage your students to see that their voice truly does matter to the leaders of their community.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.



Lesson

(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

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?

Additional resources

Educating Girls Matters

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

TEDTalk — Ziauddin Yousafzai 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

TEDTalk — Shabana Basij-Rasikh https://www.ted.com/talks/shabana_basij_rasikh_dare_to_educate_afghan_girls

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.



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 appropriate presentation software.

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
RESEARCH	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.
CONTENT	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.
ANALYSIS	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
PRESENTATION	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.
LENGTH	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.
INVOLVEMENT	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.
CHECK POINTS	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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