

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, AGE, BRIAN JOHNSON, BRAD FULLER
PRODUCED BY MUHAMMAD AL MUBARAK, MICHAEL GARRIN, JEFF SKOLL, SHANNON DILL WRITTEN 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



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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.

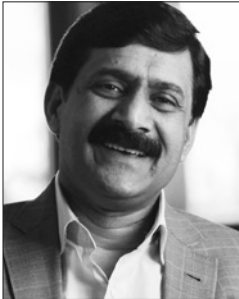


A Letter From Malala and Ziauddin Yousafzai



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 United Nations and the Rights of Women and Children

Enduring Understandings

- The United Nations has been attempting to improve access to education for girls and young women for decades.
- The United Nations' current focus on access to education for girls and young women has been met with unprecedented international support; this global attentiveness presents a tremendous opportunity for young people to get involved.

Essential Questions

- What does the UN say about access to education for girls and young women?
- How does the UN encourage nations to focus on these issues and enforce the statements of their Conventions? How effective is enforcement of UN policies on these issues?
- How are nongovernmental organizations and individuals addressing this issue? What are young people saying and doing about this issue?

Notes to the Teacher

Malala has often said that education is a right. The United Nations fully agrees and has codified that belief in several important documents. The United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted in 1979. Article 10 addresses gender equity in education. The Convention of the Rights of the Child (CRC) was adopted in 1990. UNICEF states that the “Convention on the Rights of the Child is the most widely and rapidly ratified human rights treaty in history.” Articles 28 and 29 address gender equity in education. Currently, the United States is the only member nation that has not ratified the CRC or the CEDAW, although the United States is a signatory to both Conventions. Students may not be aware that the United States Constitution requires that even though a treaty has been signed by the President or his representative, two-thirds of the Senate must “advise and consent” if a treaty is to be ratified and go into effect.

The Committee on the Elimination of Discrimination Against Women monitors the progress of women's rights in CEDAW nations. Every four years, these nations submit reports on the steps that they have taken to improve the condition of women. The committee meets twice a year to review and comment on these reports; the committee also identifies problems that predominantly affect women and makes recommendations to members of CEDAW on how to address them.



The Committee on the Rights of the Child monitors the implementation of the CRC. The committee meets in Geneva and holds three sessions a year. Every five years, CRC states and parties must submit reports on the conditions affecting children in their territory. The committee reviews these reports and in turn makes recommendations to CRC states and parties.

In addition to these documents, the United Nations set up Millennium Development Goals for 2000–2015 that included calls for equal access to education. Good progress has been made in the area of primary education, with many countries reporting similar enrollment rates for boys and girls. In secondary education, however, the gender disparity increases radically. The Sustainable Development Goals (SDG) authorized in 2015 call for equal access to secondary education as well. The SDG targets include the following:

- Ensure that all girls and boys complete free, equitable, and quality primary and secondary education.
- Ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education.
- Ensure equal access for all women and men to affordable quality technical, vocational, and tertiary education, including university.
- Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.⁸

These SDG targets are some of the global development goals that governments, including that of the United States, have been and will be working to achieve. An organization known as Project Everyone (<http://www.project-everyone.org/>) has made an effort to “make the SDGs famous” so that all students can better understand these global commitments and start to hold their governments accountable.

In developing nations, roughly two-thirds of the 130 million children not in school are girls. Girls and women make up the same proportion of the more 700 million people across the world who are illiterate. Approximately 60 percent of the world’s 120 million illiterate 15- to 24-year-olds are female. Right now, about 30 million primary school-aged girls are not in school. However, educated mothers are more than twice as likely to send their daughters to school—so the problem can be addressed.

In Pakistan, poor girls in rural areas are 16 times less likely to be in secondary school than boys from the wealthiest households in rural areas. In Syria, more than 500,000 refugee children are not participating in educational activities. In Kenya, fewer than 50 percent of girls enroll in secondary school.

⁸ United Nations Sustainable Development Goals at <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>.

In this lesson, your students will use computers to research CEDAW and CRC. If your school uses computer labs, you may want the class to meet in a lab instead of your classroom. **HANDOUT 1, THE UN ON ACCESS TO EDUCATION FOR GIRLS AND YOUNG WOMEN**, has all the links students will need. You are encouraged to preview the links before class. If students are going to access the handout electronically, post it to a location that can be accessed from both school and home. Do this before class. If students are going to access the handout in hard copy, make as many copies as needed before class.

If time restraints or the makeup or size of your class make completing the entire lesson difficult, differentiate the lesson by having students complete the small group portions of the lesson individually, or in a separate class period. Students who are better suited to work individually than in small groups can complete the entire lesson on their own. If you have students who are better suited to research with partners or in small groups, you can encourage that in the first portion of the lesson.

COMMON CORE STANDARDS ADDRESSED BY THIS LESSON

GRADES 6–8

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

GRADES 9–10

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

GRADES 11–12

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.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



Duration of the Lesson

One or two class periods

Assessment

Independent research on the Convention on the Elimination of All Forms of Discrimination Against Women and the Convention on Rights of the Child.

Active participation in small-group or class brainstorming sessions on enforcement and individual involvement regarding gender equity in education.

Materials

Internet access (preferably one computer for each student).

Student notebooks, pens, and pencils

HANDOUT 1: THE UN ON ACCESS TO EDUCATION FOR GIRLS AND YOUNG WOMEN (one electronic or hard copy for each student)

Chalkboard, whiteboard, or smartboard

If possible, a number of different colors of chalk or marker—six to 10 should be enough.

Procedure

1. Write the following statement on the board before class:
“In this school, girls and boys have equal chances of success.”
2. As students come in, tell them to consider silently the gender equity statement on the board for a minute or two. Ask them to decide whether they agree or not, and to come up with at least one example to support their decision. If you are meeting in a computer lab, have students log in as your school requires and then consider the statement. In this way, computers will be ready when needed later in the lesson.
3. After time to consider the statement, have some students share their thoughts. You can do this in different ways, depending on the tone you want to set:
 - To ensure gender equality, have the same number of girls and boys share their thoughts.



- To get students thinking about gender inequality, allow only the boys—or only the girls—to participate in the discussion for two or three minutes—enough to make the point without unduly offending one gender or the other. If you choose this method, include some time for students of both genders to give their thoughts on this process at the end. (Students might comment on the unfairness of gender exclusion, the ways that gender exclusion makes discussion less valuable because opinions aren't as diverse, or, if it has happened, the ways that individual students ignored the rule and participated anyway.)
4. After a few minutes of discussion, distribute **HANDOUT 1**, or if the UN handout is to be used electronically, have them access it and tell students that they are going to do some research. Show them that all the links and procedures they will need are on the handout and tell them how much time they will have for individual research before meeting in small groups. Once you clarify any questions, have students begin their individual research. As students work individually to complete the UN handout, move around to answer questions, help them focus their work, and prompt or engage them as needed. Occasionally remind students of the time left for individual work, especially toward the end of the allotted time. Note: If computer lab time is limited, the rest of the lesson can be completed without Internet access.
 5. After the allotted time for individual work has expired, point out to students that they have listed individual ideas for enforcement and looked at ways the Conventions are actually being enforced; this information is recorded in #6 and #7 of the handout. Have students move into small groups and discuss their ideas for enforcement.
 6. After the groups have had a few minutes to discuss enforcement ideas, have them select a student to report the group's discussion and findings to the class. While students are reporting, write notes for each group on the board. If possible, write the notes for each group in a different color.
 7. Once all groups have reported on enforcement, guide students to look at all the ideas on the board. (Possible suggestions: UN proclamations or resolutions; military or peacekeeping presence; trade assistance or restrictions including agreements, embargoes, and sanctions; economic incentives [loans, loan forgiveness, etc.]) Allow some discussion. Point out some ideas that you think are noteworthy and frame questions and share information about UN policies from the Notes to the Teacher section.



8. Once that discussion ends, have students move back to their groups to consider what they can do about gender equity in education.
 - a. If you want students to focus on what they can do in their own school, tell them to think back to the discussion at the beginning of class. Tell them to come up with some concrete ideas for increasing gender equity in their own school, as well as concrete ideas to ensure that existing equity remains in place. Examples to guide them might include identifying types of courses/levels at which girls are underrepresented (STEM, honors, advanced physical education) and ways in which that can be addressed, or identifying any possible gender disparity between after-school activities or extracurricular opportunities and ways in which that can be addressed.
 - b. If you want students to focus on what they can do globally, tell them to think about the blog posts they read. Tell them to come up with concrete ideas for involvement. Examples to guide them might include fundraising efforts (Who will raise money? How? Where will it go?) and awareness campaigns (Who is the intended audience? What methods would work?).
9. After the groups have had a few minutes to discuss what they can do, have them select a different student to report the group's discussion and findings to the class. Again, while students are reporting, write notes for each group on the board.
10. After each group has reported, lead the students in looking at the full list of ideas. If there are specific ideas that seem to generate real student interest, suggest that a group of students who are most interested come together and create a proposal.



Handout 1 ► P.1

The UN on Access to Education for Girls and Young Women

You are going to evaluate sections of two UN documents, called conventions, on the subject of the rights of women and children.

1. Read Article 10 of the UN Convention on the Elimination of All Forms of Discrimination Against Women (<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>). In one or two sentences, summarize Article 10 below. Your summary should state the purpose of the Article. What is it trying to do? What problems is it trying to address and solve?
2. Now, consider what education might look like if Article 10 had been fully observed after it was written in 1979. In the space below, write a few sentences (or make a sketch) to show how schools and society might look if girls and young women had the same access to education as boys and young men. Be specific. Try to “paint a picture” using the details of the article to help you.





Handout 1 ► P. 2

The UN on Access to Education for Girls and Young Women

3. Analyze the UN Convention on Rights of the Child (Articles 28 and 29) at <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>. Write three specific phrases that stand out from Article 28 and three specific phrases that stand out from Article 29; explain what each phrase means with respect to the UN's goals on educational equity.

Article 28 Phrases/Meanings:

Article 29 Phrases/Meanings:

4. Consider the dates of both conventions (CEDAW and CFC). When were they adopted? What do those dates tell you about the problem of gender equity in education? Why do you think the UN has been trying for so long? Why do you think the world hasn't solved this problem yet?





Handout 1 ▶ P.3

The UN on Access to Education for Girls and Young Women

5. Consider possible ways the UN could implement and monitor the CRC. These are your ideas; be specific and creative.



Handout 1 ► P. 4

The UN on Access to Education for Girls and Young Women

6. Review UN implementation and monitoring strategies for the Convention of the Rights of the Child at <https://www.unicef.org/child-rights-convention/implementing-monitoring>. Summarize the UN's approach in one paragraph. Finally, review your predictions - how close were they to the UN's actual methods? What reasons might there be for differences between them?

7. The readings you just completed mention the importance of nongovernmental organizations and individual citizens. With that in mind, find and read two posts from the UN's Girls Education Initiative blog (<https://www.ungei.org/news-views/blog>) that give good personal accounts about this. Take notes below and conclude with a general statement on how nongovernmental organizations or individuals are helping to enforce the UN conventions you read earlier.

Blog Post 1 Notes (include name of author and the title of post):



Handout 1 ▶ P. 5

The UN on Access to Education for Girls and Young Women

Blog Post 2 Notes: (include name of author and the title of post):

Summing Up: How Nongovernmental Organizations and Individuals Can Help:





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