

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 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



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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.

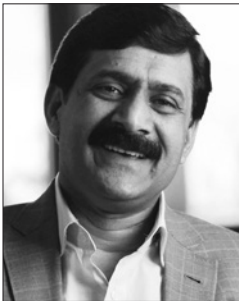


A Letter From Malala and Ziauddin Yousafzai



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*





Women's Education, Health, and Economic Development

Enduring Understandings

- Girls have an intrinsic right to an education that can help them secure the future they dream of for themselves.
- Improving girls' educational opportunities will improve health, especially for children.
- Improved education will result in better employment opportunities and therefore benefit poor communities.
- The United States is beginning a major initiative to improve girls' education globally.

Essential Questions

- How does the lack of girls' education affect health and economic development?
- Why is the United States interested in supporting education for girls around the world?

Notes to the Teacher

The Center for Global Development reports, "Educated mothers are 50 percent more likely to immunize their children than mothers with no schooling." A child born to a literate mother is 50 percent more likely to survive past the age of five. The World Bank has determined that an extra year of education enables a girl to earn up to 20 percent more as an adult and reinvest 90 percent of her income into her family. Over the past 40 years (particularly from 2000 to the present), women's education has prevented more than 4 million child deaths.

Girls' education improves family health, which in turn keeps girls in school longer, resulting in a constructive cycle of family and community welfare. Culturally astute, locally led education and public health campaigns have reduced or prevented the transmission of disease, created and maintained sources of clean water, and saved lives.

However, a faulty or inadequate education can be a public health nightmare of staggering proportions. Public health professionals must confront female genital cutting, child marriage, poor maternal care, HIV-AIDS transmission, human trafficking, gender-based attacks, and limited access to health services, protections, or mechanisms to advocate for girls and women.

In several parts of the world, any successes in education have evaporated where public health education campaigns are insufficient and where women are not empowered. The



World Health Organization (WHO) estimates that over 40 million children below the age of 15 are victims of abuse and neglect, many of whom are denied access to health and social care. In sub-Saharan Africa, women between the ages of 15 and 24 are at much higher risk of living with HIV and 30 percent more likely to be infected with HIV than men.

In the economic arena, poor families may not comprehend the longer-term financial benefits of removing girls from the task of carrying water so that they may attend school, especially when families are required to pay school fees for uniforms or supplies. Investing in girls' education can boost agricultural output in sub-Saharan Africa by 25 percent; nevertheless, UN Women reports that sub-Saharan African women continue to be more likely than men to live in poverty. Despite performing 66 percent of the work in the world and producing 50 percent of the food, women earn only 10 percent of the income and own just one percent of the assets.

In this lesson, students read and analyze information about the links between women's education and health around the world, including HIV, fertility, and infant mortality. They also study materials on the significance of women's education for overall economic development. They make poster presentations about the connections between girls' education, health, and economic development. Finally, they watch a video to learn about the U.S. program for improved girls' education around the world. (If you do not have time to watch the 23-minute video or your school does not permit the use of YouTube, there is a fact sheet about the Let Girls Learn initiative available at <https://obamawhitehouse.archives.gov/the-press-office/2016/10/11/fact-sheet-let-girls-learn-comprehensive-investment-adolescent-girls>.) As a final assignment, students write a reflective journal entry about their contemporaries' views on the importance of education.

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.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a 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.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.





Duration of the Lesson

Three class periods

Assessments

Class discussions

Poster presentation

Journal entry

Materials

HANDOUT 1: AN UNFAIRLY DISTRIBUTED FUTURE

Access to “Keeping the Promise: Five Benefits of Girls’ Secondary Education,” at <http://files.eric.ed.gov/fulltext/ED500794.pdf>.

Poster board or large sheets of construction paper and markers

Video on Let Girls Learn (23 minutes) at <https://www.youtube.com/watch?v=AuFQz1zbNog>.

Student notebook or journal

Procedure

PART 1: Assessing Global Health

1. The day before the lesson, ask students to locate and read an article online about health issues in one developing country. Suggest that they look at country profiles from the World Health Organization or Commonwealth Health Online. Tell them to be sure to include fertility rates (the number of babies born per woman) and child mortality rates.
2. On the day of the lesson, ask students to share what they found in their reading. What seem to be commonalities among poor countries? (High fertility rates, high rates of child mortality, high rates of disease) Ask them to speculate: What could cause high child mortality? (Poor food, lack of clean water, little access to doctors, low rates of vaccination, poor maternal care before birth) Why would there be such high fertility rates? (Lack of access to birth control, fear of losing children because of high mortality rates)
3. Ask students to hypothesize: Would increasing the number of girls attending school have any effect on these health problems? Why, or why not? Hold a class discussion on this topic, sharing information from Notes to the Teacher.
4. Distribute **HANDOUT 1: AN UNFAIRLY DISTRIBUTED FUTURE**. Explain to students that this is an excerpt from *The State of the World’s Children in 2015*, a report published by UNICEF. Work through the list of statements in this excerpt, asking students if improving access to girls’ education would alter the situation for poorer countries. If so, how? If not, why not?



PART 2: Poster Presentations

1. Divide the class into five groups. Assign each group to read and discuss one of the following sections of *Keeping the Promise: Five Benefits of Girls' Secondary Education*.
Group 1: pages 32–34 (on improving primary education)
Group 2: pages 36–38 (on social benefits)
Group 3: pages 40–44 (on health benefits)
Group 4: pages 46–56 (on combating HIV-AIDS)
Group 5: pages 59–64 (on alleviating poverty)
2. Distribute poster board or construction paper and markers. Have student groups each design one or more informative posters to use for a presentation about the impact of girls' education, using the information that they gleaned from *Keeping the Promise*. Give them time to design the poster and plan the presentation.
3. Have students present their posters in the classroom or before another student audience.

PART 3: What Next?

This initiative ended when the Trump Administration (in 2016) came to the White House. It is typically for new administrations to end initiatives like this of previous administrations. However, we have kept the questions and activity here as an option as students can still learn from it. Additionally, you can expand this activity by having students research new initiatives like this.

1. Show the video about the Let Girls Learn initiative at <https://www.youtube.com/watch?v=AuFQz1zbNog>. Before you start the video, ask students to listen carefully for the reasons the United States is launching this initiative, how the program will be implemented, and the implications for students in the United States.
2. Conduct a class discussion about what students learned from the video about the program, the reasons for launching the Let Girls Learn initiative, and what First Lady Michelle Obama says about students in this country. Ask what students like or dislike about this initiative. Do they think it will work? What suggestions would they offer to improve it?
3. What would Malala say about the Let Girls Learn initiative? After students have offered their opinions, tell them that she visited the United States in the summer of 2015 and urged Congress to support the First Lady and the Let Girls Learn program.
4. Ask students to write a journal entry on the following topic: In general, do U.S. students feel that their education is important? Give examples from your experience to support your opinion. How do you feel about your own education?





Handout 1

An Unfairly Distributed Future⁹

Directions:

As you read each of the statistics below comparing the lives of citizens in the richest and poorest countries, think about how improving girls' education might help either (a) health or (b) economic development.

- The richest 20 percent of the world's women are 2.6 times more likely than the poorest 20 percent to have a skilled attendant present at delivery. In South Asia, the richest women are 3.5 times more likely than the poorest to have this benefit.
- Worldwide, 78 percent of the richest children under the age of 5 have their births registered but only 49 percent of the poorest enjoy the right to an official identity. And while 79 percent of children living in cities are registered, registration is done for only 50 percent of those living in the countryside.
- The poorest 20 percent of the world's children are about twice as likely as the richest 20 percent to be stunted by poor nutrition and to die before their fifth birthday. Children in rural areas are at a disadvantage compared with those who live in urban areas.
- Nearly 9 in 10 children from the wealthiest 20 percent of households in the world's least developed countries attend primary school—compared with only about 6 in 10 from the poorest households. The gap is most dramatic in countries in West and Central Africa. In Burkina Faso, for example, 85 percent of children in the wealthiest households attended school, compared with 31 percent of children in the poorest households.
- Regardless of wealth, girls continue to be held back from schooling. For every hundred boys enrolled in primary school in West and Central Africa, only 90 girls are admitted. The exclusion is worse in secondary school, where only 77 girls are enrolled for every hundred boys.
- Girls are much more likely to be married or in union during adolescence than their male counterparts, and less likely than boys to have comprehensive knowledge of HIV. In South Asia, boys are twice as likely as girls to have this knowledge with which to protect themselves.
- Of the estimated 2.5 billion people without improved sanitation in 2012, most of these people—1.8 billion, or 70 percent—live in rural areas. Disparities persist even within rural areas: in half of the countries with data, increases in rural coverage since 1995 have not been equitably distributed, with the wealthy gaining most of the benefits of improved sanitation.

⁹ UNICEF, The State of the World's Children 2015: Reimagine the Future at <http://sowc2015.unicef.org/report/part-2/>





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