

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.



© ATOM 2015

A **STUDY GUIDE** BY KATY MARRINER



AUSTRALIAN TEACHERS OF MEDIA

<http://www.metromagazine.com.au>

ISBN: 978-1-74295-617-6

<http://www.theeducationshop.com.au>



Running
time: 87
mins

CONTENTS: • 3 CURRICULUM LINKS • 4 MALALA YOUSAFZAI • 5 USING *HE NAMED ME MALALA* IN THE CLASSROOM
• 7 1. MALALA YOUSAFZAI • 8 2. MALALAI • 9 3. CONFLICT • 10 4. EDUCATION • 11 5. PEACE
• 14 6. ANALYSING A DOCUMENTARY • 14 *HE NAMED ME MALALA* ONLINE • 15 BOOKING *HE NAMED ME MALALA* AT YOUR CINEMA
• 16 IMAGE NATION ABU DHABI • 16 PARKES/MACDONALD PRODUCTIONS

He Named Me Malala

'There is a moment when you have to choose whether to be silent or to stand up.'
– Malala Yousafzai

He Named Me Malala is a feature documentary directed by David Guggenheim. The documentary is a portrait of Malala Yousafzai, who was wounded when a Taliban gunman boarded her school bus in Pakistan's Swat Valley on October 9, 2012 and opened fire. The then fifteen-year-old teenager who had been targeted for speaking out on behalf of girls' education was shot in the face. No one expected her to survive.

The documentary follows the story of her recovery. Now living with her family in Birmingham, England, Malala has emerged as a leading campaigner for the rights of children worldwide and in December 2014 became the youngest-ever Nobel Peace Prize Laureate.

Teachers can access the *He Named Me Malala* trailer at:



<https://www.youtube.com/watch?v=jtROMdwtJE>



THE DOCUMENTARY EXPANDS AND ENRICHES STUDENTS' UNDERSTANDING OF HUMAN EXPERIENCES AND HIGHLIGHTS HOW INDIVIDUAL ACTIVISM CAN MAKE A DIFFERENCE.

Curriculum links

He Named Me Malala is a story of a remarkable young woman. The documentary provides an inspirational account of Malala Yousafzai and her commitment to her goals, no matter what the obstacles. As a curriculum resource, the documentary expands and enriches students' understanding of human experiences and highlights how individual activism can make a difference.

The documentary is also an exploration of human rights issues common to our global humanity. Malala's story offers students the opportunity to develop a knowledge and understanding of conflict in Pakistan and to consider the particular situation of girls and women subject to Taliban rule. *He Named Me Malala* endorses gender equality and encourages conversations about girls' education. In addition, *He Named Me Malala* can be used to discuss the use of the documentary format.

This study guide to accompany *He Named Me Malala* has been written for secondary students in Years 7 – 12. It provides information and suggestions for learning activities in Civics and Citizenship, English, Geography, Global Politics, History and Media. Teachers are advised to consult the Australian Curriculum online at <http://www.australiancurriculum.edu.au/> and curriculum outlines relevant to their state or territory.

The study guide is structured as a series of discussions about Malala and the issues raised by her life story. Teachers may select from the information and activities to support students' viewing and close analysis of the documentary.

Key knowledge

This knowledge includes an understanding of:

- the text including events, characters, settings, ideas, issues and themes;
- the ways filmmakers create meaning and build the world of the text;
- the political, social and cultural forces that shape our world;
- contemporary global issues and how people can participate as active and informed global citizens;
- the notion of a common humanity, in which there are shared responsibilities and rights that transcend national boundaries.

Key skills

These skills include the ability to:

- identify, explain and analyse events, characters, settings, ideas, issues and themes presented in texts;
- identify, explain and analyse how texts are created in and for different contexts, audiences and purposes, and the choices made by filmmakers to meet these;
- research, organise and analyse information and evidence to identify key points, points of view, perceptions and interpretations;
- present findings in appropriate forms for different audiences and purposes.



Malala Yousafzai

Malala Yousafza was born July 12, 1997 in Mingora, Pakistan. She was ten years old when the Taliban took control of the Swat Valley.

As a child growing up in Mingora, Malala attended a school that her father, Ziauddin Yousafzai, had founded. In September 2008, after the Taliban began attacking girls' schools in the Swat Valley, Malala gave a speech in Peshawar, Pakistan, titled 'How dare the Taliban take away my basic right to education?' In 2009, she began writing a blog for the BBC using the pseudonym Gul Makai, explaining what life was like under Taliban control.

In 2011, Malala was awarded Pakistan's National Youth Peace Prize for her services towards promoting girls' education in her hometown. The prize was subsequently renamed the National Malala Peace Prize in Malala's honour.

When Malala was fourteen, the Taliban issued a death threat against her. Although she and her family feared for her safety, they also believed that the Taliban would not harm a child. On October 9, 2012, on her way home from school, a man boarded the bus Malala was riding in and fired at her, hitting Malala in the face. Two other girls were also injured in the attack.

Since the attack on her life, Malala has emerged as a leading campaigner for the rights of children worldwide. She has published a book about her life – *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. *Time* magazine featured Malala as one of the 100 Most Influential People in the World in 2013. In the same year, on her sixteenth birthday, she gave a speech at the United Nations. In 2014, Malala was awarded the Nobel Peace Prize for braveness in fighting for children and women's

right to education. She is the youngest person ever to be given the honour.

A foundation called the Malala Fund has been established to help empower girls in four specific countries – Pakistan, Nigeria, Jordan and Kenya.

Malala now lives in Birmingham, England. She has just completed her secondary education at Edgbaston High School, receiving 6A*s and 4As in her GCSEs.

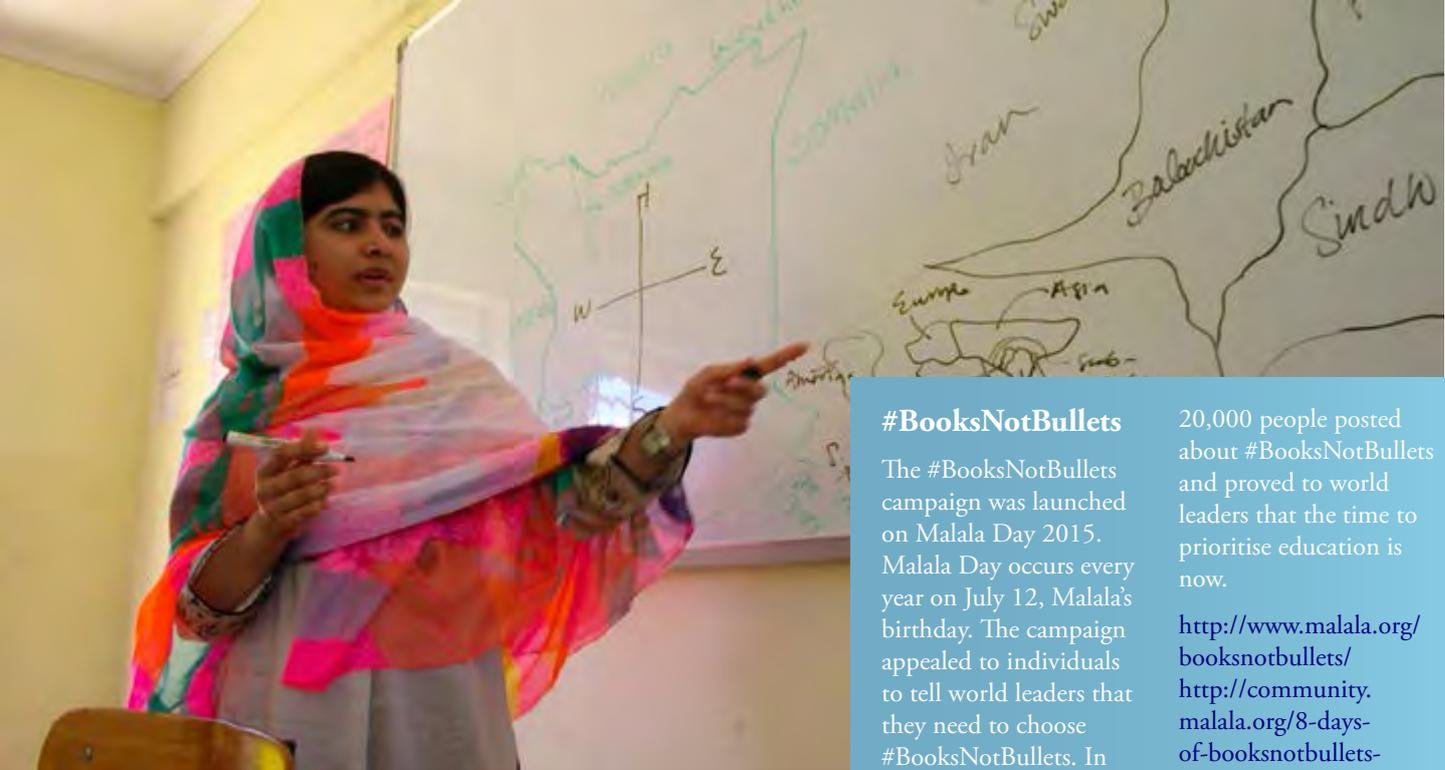
<http://www.malala.org/malalas-story/>

Malala Fund

The Malala Fund is a nonprofit organisation working to empower adolescent girls globally through a quality secondary education. It advocates at the international, national and local level for policy and system changes that give girls access to a high quality education at a community level. The organisation amplifies Malala's work by championing the voices of other girls, highlighting what works

in girls' education and calling on leaders to do more. In addition, it invests in local and national nonprofit organisations delivering quality secondary education for girls in the most vulnerable communities.

<http://www.malala.org/malala-fund/>
<https://www.facebook.com/MalalaFund>
<https://instagram.com/malalafund/>
<https://twitter.com/malalafund>



#BooksNotBullets

The #BooksNotBullets campaign was launched on Malala Day 2015. Malala Day occurs every year on July 12, Malala's birthday. The campaign appealed to individuals to tell world leaders that they need to choose #BooksNotBullets. In just eight days, over

20,000 people posted about #BooksNotBullets and proved to world leaders that the time to prioritise education is now.

<http://www.malala.org/booksnotbullets/>
<http://community.malala.org/8-days-of-booksnotbullets-r-1251427035.html>

Using *He Named Me Malala* in the classroom

Teachers may choose to begin an analysis of *He Named Me Malala* by discussing students' enjoyment of the film.

- Did you enjoy *He Named Me Malala*? Share your thoughts about the film with others in the class.
- What moments of *He Named Me Malala* did you find inspiring?
- Why is it important to tell the stories of people like Malala Yousafzai?
- Use Think, Pair, Share to establish the central concerns of *He Named Me Malala*.
- Why is *He Named Me Malala* an important film?

Other engagement tasks include:

- What do you admire about Malala?
- Ask students to construct a KWL chart about Malala Yousafzai. Prior to viewing *He Named Me Malala* ask students to use the 'K' column of the chart to record what they know about Malala Yousafzai and to use the 'W' column of the chart to record what they would like to know about Malala Yousafzai. After viewing *He Named Me Malala* ask students to use the 'L' column of the chart to record what they have learned about Malala Yousafzai.
- All a-twitter. Tweet a 140 character film review of *He Named Me Malala*. The approved hashtags for *He Named Me Malala* are: #henamedmemalala #malalafilm





'I'M STILL AN ORDINARY GIRL. BUT IF I HAD AN ORDINARY FATHER AND AN ORDINARY MOTHER, THEN I WOULD HAVE TWO CHILDREN NOW.'

MALALA YOUSAFZAI

1. Malala Yousafzai

Interviewer: Who would you have been if you were just an ordinary girl from the Swat Valley?

Malala: I'm still an ordinary girl. But if I had an ordinary father and an ordinary mother, then I would have two children now.

Malala Yousafzai spent her childhood in Mingora in the Swat Valley in Pakistan. *He Named Me Malala* depicts the beauty of Malala's childhood home, as well as the sense of terror and displacement caused by Taliban control.

- What? Why? How?
What does *He Named Me Malala* tell the audience about Malala's childhood?
Why does the director tell the audience about Malala's childhood?
How does *He Named Me Malala* portray Malala's childhood?

Malala's family – her parents, Ziauddin and Tor Pekai and her younger brothers, Khushal and Atal, feature in *He Named Me Malala*. The director of *He Named Me Malala*, David Guggenheim, uses family photographs, interviews with family members and footage of the family interacting at home to convey Malala's experience of family and her relationship with her parents and siblings.

- For 300 years the names on the Yousafzai family tree were the names of male family members. Malala's father added her name. It was the first female name added to the family tree.
Explain the symbolism of Ziauddin's writing of Malala's name on the Yousafzai family tree.
- Choose three adjectives that best describe Malala's relationship with her:
 - father - mother - brothers
 Match each adjective with a moment from *He Named Me Malala* that endorses your choice.
- Compare and contrast
How is Malala's relationship with her father Ziauddin

similar to and different from her relationship with her mother Tor Pekai? How have they shaped their daughter to be the young woman that she is today?

While Malala thinks of herself as first of all Swati, then Pashtun, and then Pakistani, she now resides in Birmingham, England. Of her former home she says, 'I dream one day I will go back.'

- What? Why? How?
What does *He Named Me Malala* tell the audience about Malala's life in Birmingham?
Why does the director tell the audience about Malala's life in Birmingham?
How does *He Named Me Malala* portray Malala's life in Birmingham?
- Do you live in the country where you were born?
Have you moved away from your childhood home?
Was the experience of moving a positive or a negative one?
How has moving from one place to another shaped you as a person? How did it shape your life?
Share your experiences of relocating with the class.
If you still live in the place where you were born and spent your childhood, how do you think staying put has shaped you as a person and shaped your life?

Guggenheim shows Malala launching her book, giving interviews, walking the red carpet and meeting Barack Obama, providing the audience with an insight into the extraordinary life that she lives. He also shows her completing her homework, agonising over test results and admitting that she has a crush on Roger Federer.

- When did Guggenheim highlight that Malala is a typical teenage girl living a typical teenage existence? Why do you think he wanted to establish that Malala's life is as ordinary as it is extraordinary? Is the 'private' Malala like or unlike the 'public' Malala?
- How can Malala's story encourage others, particularly other girls and women, to achieve their potential?



2. Malalai

'I chose this life and now I must continue it.'

Malala's father named her after Malalai.

Malalai is a Pashtun heroine known for her courage. Afghanistan was occupied by British-Indian forces that were attempting to colonise the area and annex it with what was then British India (now Pakistan and India). Malalai rallied local Pashtun fighters against the British troops at the 1880 Battle of Maiwand. She fought alongside Ayub Khan, the Afghanistan military commander, and was responsible for the Afghan victory at the Battle of Maiwand. After the battle, Malalai was honoured for her efforts and buried in her native village of Khig, where her grave remains today.

Malala's story is one of courage, so too are the stories of her mother and father. Malala and her parents are all people who have shown courage when faced with adversity.

- What does *He Named Me Malala* reveal about how Malala got her name?
- Describe Malala's response to David Guggenheim's suggestion that in calling her Malalai, her father chose her destiny.
- How has Malala lived up to her name? Endorse your answer with evidence from *He Named Me Malala*.
- Who and/or what have inspired Malala's courage? Endorse your answer with evidence from *He Named Me Malala*.
- Do you think you would have responded as courageously as Malala did to the challenges of her childhood and early adolescence?

- Can you recall a time in your life, when you behaved in a courageous way?
- If you were Malala's parent, would you have encouraged her to challenge the injustice of her world?
- What's in a name?
What is your first name? Do you have a middle name? Do you know how you came by your name(s)? Research the origin and meaning of your name. Do you think your name is representative of you and of your past, present or future? Use the answers to these questions to create a mini digital story about you and your name.

'I CHOSE THIS LIFE AND
NOW I MUST CONTINUE IT.'

QUOTE NAME





3. Conflict

'Life was normal and life was happy.'

'They were not about faith. They were about power.'

- Using a world map online locate Pakistan and the region where Malala lived.

He Named Me Malala portrays life in Mingora before and after it fell under Taliban control. Malala recollects the beauty and peace of Mingora and then the destruction and violence that followed.

Maulana Fazlullah, nicknamed 'Radio Mullah' is a militant Islamist who has served as the leader of the Tehreek-e-Nafaz-e-Shariat-e-Mohammadi, an organisation aiming to enforce Sharia in Pakistan, and was the leader of the Tehreek-e-Taliban-e-Pakistan in Swat Valley. *He Named Me Malala* describes how Fazlullah used an illegal radio broadcast to indoctrinate and threaten the people of the Swat Valley.

- What is terrorism? Working as a class, identify acts of terrorism that are described in *He Named Me Malala*.
- What is the Taliban?
What are Malala's recollections of Taliban rule in Mingora?
Describe life in Mingora prior to Taliban rule.
Describe life in Mingora after it was influenced by Taliban rule.
What is sharia law?
Why did some residents of the Swat Valley prefer sharia law?

The Taliban prohibited girls from attending school in Mingora, claiming the education of girls was against Islam.

- What does *He Named Me Malala* reveal about Ziauddin's decision to challenge the rulings of the Taliban?
- Why did the Taliban destroy the schools in Mingora?

In 2008, Aamer Ahmed Khan of the BBC Urdu website and his colleagues decided that a schoolgirl blog would be a unique way of covering the Taliban's growing influence in Swat. The BBC Peshawar correspondent, Abdul Hai Kakar, contacted Ziauddin Yousafzai. When Ziauddin could not find a student willing to take on such a dangerous task, he suggested Malala could write the blog. Malala used the pseudonym Gul Makai, although it did not take long for

her identity to be revealed. On 3 January 2009, Yousafzai's first entry was posted to the BBC Urdu blog. She would hand-write notes and then pass them on to a reporter who would scan and e-mail them. The blog records Yousafzai's thoughts during the First Battle of Swat.

- Malala: When we returned home we were hopeful. In May 2009, the Pakistani Army moved into the Swat Valley to regain control. Mingora was evacuated and Yousafzai's family was displaced and separated. What does *He Named Me Malala* reveal about the Yousafzai family's experience as refugees in their own country?
Why were the Yousafzai family hopeful about returning to Mingora?

The Taliban targeted Malala because she continued to speak out against the prohibitions imposed by the Taliban. Malala received death threats. Her father was also in danger. He changed his routine and kept a random schedule.

- Beside the BBC blog, what other actions did Malala take to challenge injustice in the years 2009 – 2012?
- What? Why? How?
What happened to Malala on October 9, 2012?
Why did the Taliban harm Malala?
How does *He Named Malala* portray the incidents of October 9, 2012?
- Use the Internet to research the response to the shooting. Construct a PowerPoint that provides an overview of the response in Pakistan and internationally. Your PowerPoint should use text, images and audiovisual material.
- Malala: When I opened my eyes I did not know where I was.

After the shooting Malala underwent emergency surgery in a Pakistani military hospital. She was then moved to a hospital in England for further treatment.

- What? Why? How?
What does *He Named Me Malala* tell the audience about Malala's injuries?
Why does Guggenheim inform the audience about the treatment of Malala's injuries?
How does Guggenheim portray this period in Malala's life?

Malala is still recovering from her injuries.

- David Guggenheim asks Malala, 'Have you forgiven them?' He also observes that she doesn't like to talk about her suffering. How does Malala respond?

He Named Me Malala depicts Malala's longing for the Swat Valley. She speaks of wanting to return just once to see her home. It is not only Malala who misses her home. Her mother and father are also homesick.

- Why are Malala and her family unable to return to Mingora?
- How has life in Pakistan changed since the attack on Malala's life?

'ONE CHILD, ONE
TEACHER, ONE
BOOK AND ONE
PEN CAN CHANGE
THE WORLD.'

NAME QUOTE



4. Education

'One child, one teacher, one book and one pen can change the world.'

Education is a basic human right. The international community recognised this right in 1948 through Article 26 of the Universal Declaration of Human Rights. The article affirms the right to free and compulsory education in elementary school and the general availability of technical, professional, and higher education.

- What are the benefits of education?
How has your education benefited you?
How will your education benefit your family?
How will your education benefit society?
- What access do you have to education because you live in Australia?
Do you think you take your access to education for granted?
Have you ever encountered any obstacles in accessing education?
Why is gender equality in education important?

He Named Me Malala informs the audience about Malala's parents and Malala's access to education.

- What? Why? How?
What does *He Named Me Malala* tell the audience about Ziauddin's experience of and view of education?
Why is the information about Ziauddin's education and his experiences as an educator significant?
How has Ziauddin's view of education influenced Malala's education and her view of education?
- Why did Tor Pekai discontinue her education? Why do you think Guggenheim includes the scenes depicting Tor Pekai learning English?

He Named Me Malala draws the audience attention to the status of girls' education in Pakistan and in the global

community, and the importance of girls' education.

In 2009, the Taliban imposed a ban on the schooling of girls in the Swat Valley. Schools were closed and girls had no other choice but to stay home. Even after the Pakistani government intervened and reopened schools in the region, the Taliban still tried to prevent girls from returning to school. The violence perpetrated against Malala was motivated by her vocal campaigning for girls' education in Pakistan. After Malala's shooting, the Pakistani National Assembly of the Right to Free and Compulsory Education Bill of 2012 was passed. The bill mandates education for all.

- According to Malala, why does the Taliban want to prevent girls from being educated?
Why do you think the Taliban feels threatened by the education of women?
- Spend time as a class identifying those moments in *He Named Me Malala* that highlight that Malala values girls' education.

Malala is now recognised as a global advocate for girls' education. She believes that girls around the world should have equal access to education and should be discriminated against because of their gender.

Around the world, 62 million girls are deprived of their right to learn. One of the film's goals is to use the film to activate a global movement fighting to empower girls through education to help them achieve their full potential.

- Working as a class, list the factors that limit girls from accessing education.
Working as a class, identify initiatives and strategies that may overcome these limitations.
- Inquiry question: Why does girls' education matter? Your task is to arrive at an answer to this question. You will be expected to share your response in a class Q & A session.



'IT IS SO HARD TO
GET THINGS DONE
IN THIS WORLD.'

5. Peace

'It is so hard to get things done in this world.'

On July 12 2013, the first ever Youth Takeover of the United Nations (UN) took place, organised by the President of the UN General Assembly, UN Special Envoy for Global Education Gordon Brown and A World at School. Malala was invited to speak. It was her sixteenth birthday.

Read Malala's UN speech overleaf

Watch Malala's UN speech online at https://www.youtube.com/watch?v=QRh_30C8l6Y.

- Why was Malala chosen to speak at the United Nations?
How did you feel as you watched Malala's speech?
How do the audience at the UN respond to Malala's speech?
- What is the key message of Malala's speech?
Choose one quote from Malala's speech that you believe is important. Tell the class, why you chose that quote.
- If you had the opportunity to speak at the United Nations, what would you choose to speak about?
Write your speech. Rehearse your speech. Present your speech to the class.

The Nobel Peace Prize is one of five Nobel Prizes created by Swedish inventor Alfred Nobel. Since 1901 the prize has been awarded every year to someone who has promoted peace in the world. Despite the expectation that Malala

would be a recipient of the Nobel Peace Prize in 2013, her achievement was not acknowledged by the Nobel Committee.

Malala was awarded the 2014 Nobel Peace Prize. She is the youngest person ever to receive a Nobel Peace Prize.

- Research recipients of the Nobel Peace Prize online at <http://nobelpeaceprize.org/>. Have you heard of any of the recipients?
Choose a recipient from the list. Create a Prezi that introduces the recipient and explains the reasons why they received the prize. Your Prezi should use text, images and audiovisual resources.
- Why was Malala awarded the 2014 Nobel Peace Prize?
- Malala shares the prize with Kailash Satyarthi. Kailash is a children's rights' advocate from India.
Why did the Nobel Peace Prize Committee choose Kailash?
What do Malala and Kailash have in common?
- Taking action
Malala is an activist.
Do you know of any other activists? What causes do they support? What changes are they advocating should occur in society?
Do you have a cause that you care about deeply? What is it?
Your task is create an activism campaign to address a global issue. Work in a small group.
Present your activism campaign to the class.

Transcript of Malala's UN speech

'In the name of God, The Most Beneficent, The Most Merciful, Honorable UN Secretary General Mr. Ban Kimoon, Respected President General Assembly Vuk Jeremic, Honorable UN envoy for Global education Mr. Gordon Brown, Respected elders and my dear brothers and sisters.

Today, it is an honor for me to be speaking again after a long time. Being here with such honorable people is a great moment in my life.

I don't know where to begin my speech. I don't know what people would be expecting me to say. But first of all, thank you to God for whom we all are equal and thank you to every person who has prayed for my fast recovery and a new life. I cannot believe how much love people have shown me. I have received thousands of good wish cards and gifts from all over the world. Thank you to all of them. Thank you to the children whose innocent words encouraged me. Thank you to my elders whose prayers strengthened me.

I would like to thank my nurses, doctors and all of the staff of the hospitals in Pakistan and the UK and the UAE governments who have helped me get better and recover my strength. I fully support Mr. Ban Ki-moon the Secretary-General in his Global Education First Initiative and the work of the UN Special Envoy Mr. Gordon Brown. And I thank them both for the leadership they continue to give. They continue to inspire all of us to action.

Dear brothers and sisters, do remember one thing, Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of Human rights activists and social workers who are not only speaking for human rights, but who are struggling to achieve their goals of education, peace and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them.

So here I stand.... one girl among many.

I speak - not for myself, but for all girls and boys.

I raise up my voice - not so that I can shout, but so that those without a voice can be heard.

Those who have fought for their rights:

Their right to live in peace.

Their right to be treated with dignity.

Their right to equality of opportunity.

Their right to be educated.

Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

Dear sisters and brothers, I am not against anyone. Neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I am here to speak up for the right of education of every child. I want education for the sons and the daughters of all the extremists especially the Taliban.

I do not even hate the Talib who shot me. Even if there is a gun in my hand and he stands in front of me. I would not shoot him. This is the compassion that I have learnt from Muhammad-the prophet of mercy, Jesus Christ and Lord Buddha. This is the legacy of change that I have inherited from Martin Luther King, Nelson Mandela and Muhammad Ali Jinnah. This is the philosophy of non-violence that I have learned from Gandhi Jee, Bacha Khan and Mother Teresa. And this is the forgiveness that I have learnt from my mother and father. This is what my soul is telling me, be peaceful and love everyone.

Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realized the importance of pens and books when we saw the guns.

The wise saying, "The pen is mightier than sword" was

true. The extremists are afraid of books and pens. The power of education frightens them. They are afraid of women. The power of the voice of women frightens them. And that is why they killed 14 innocent medical students in the recent attack in Quetta. And that is why they killed many female teachers and polio workers in Khyber Pukhtoonkhwa and FATA. That is why they are blasting schools every day. Because they were and they are afraid of change, afraid of the equality that we will bring into our society.

I remember that there was a boy in our school who was asked by a journalist, "Why are the Taliban against education?" He answered very simply. By pointing to his book he said, "A Talib doesn't know what is written inside this book." They think that God is a tiny, little conservative being who would send girls to the hell just because of going to school. The terrorists are misusing the name of Islam and Pashtun society for their own personal benefits. Pakistan is peace-loving democratic country. Pashtuns want education for their daughters and sons. And Islam is a religion of peace, humanity and brotherhood. Islam says that it is not only each child's right to get education, rather it is their duty and responsibility.

Honorable Secretary General, peace is necessary for education. In many parts of the world especially Pakistan and Afghanistan; terrorism, wars and conflicts stop children to go to their schools. We are really tired of these wars. Women and children are suffering in many parts of the world in many ways. In India, innocent and poor children are victims of child labor. Many schools have been destroyed in Nigeria. People in Afghanistan have been affected by the hurdles of extremism for decades. Young girls have to do domestic child labor and are forced to get married at early age. Poverty, ignorance, injustice, racism and the deprivation of basic rights are the main problems faced by both men and women.

Dear fellows, today I am focusing on women's rights and girls' education because they are suffering the most. There was a time when women social activists asked men to stand up for their rights. But, this time, we will do it by ourselves. I am not telling men to step away from speaking for women's rights rather I am focusing on women to be independent to fight for themselves.

Dear sisters and brothers, now it's time to speak up.

So today, we call upon the world leaders to change their strategic policies in favor of peace and prosperity.

We call upon the world leaders that all the peace deals must protect women and children's rights. A deal that goes against the dignity of women and their rights is unacceptable.

We call upon all governments to ensure free compulsory education for every child all over the world.

We call upon all governments to fight against terrorism and violence, to protect children from brutality and harm.

We call upon the developed nations to support the expansion of educational opportunities for girls in the developing world. We call upon all communities to be tolerant - to reject prejudice based on cast, creed, sect, religion or gender. To ensure freedom and equality for women so that they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave - to embrace the strength within themselves and realize their full potential.

Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education for everyone. No one can stop us. We will speak for our rights and we will bring change through our voice. We must believe in the power and the strength of our words. Our words can change the world.

Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice and ignorance. We must not forget that millions of children are out of schools. We must not forget that our sisters and brothers are waiting for a bright peaceful future.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful weapons. One child, one teacher, one pen and one book can change the world. Education is the only solution. Education First.'



6. Analysing a documentary

He Named Me Malala is a documentary.

A documentary is a non-fiction text that represents events and people from real life. The purpose of a documentary could be to provoke thought, to educate or to persuade. To be successful a documentary also needs to engage its audience.

He Named Me Malala is directed by American film director and producer David Guggenheim. His credits as a producer and director include *Training Day*, *The Shield*, *Alias*, *24*, *NYPD Blue*, *ER*, *Deadwood*, and *Party of Five* and the documentaries *An Inconvenient Truth*, *It Might Get Loud*, *The Road We've Traveled* and *Waiting for 'Superman'*.

- Have you watched other documentaries? Share your experiences of this genre with the class. In what ways is *He Named Me Malala* like other documentaries that you have watched? How does it differ? Share your responses to these questions with the class.
- Who would enjoy watching *He Named Me Malala*? Who do you think should watch the documentary?
- Watch the trailer for *He Named Me Malala*. How does it position a potential audience?
- Why call the documentary *He Named Me Malala* ?
- Make a list of the likely challenges of making *He Named Me Malala*.
- How does the opening sequence of *He Named Me Malala* foreshadow the ideas of the documentary, introduce the subjects and establish viewer expectations? Recall the closing sequence of *He Named Me Malala*. Is it an effective way to resolve the story?
- Spend time as a class discussing Guggenheim's use of animation. When does Guggenheim use animation? Why does Guggenheim use animation? Did you find the use of animation effective?
- Explain Guggenheim's use of television and radio news

reportage to portray Malala and tell Malala's story.

- A recurring shot in the film is that of Malala sitting in the passenger seat of a car looking out of the window. What does Guggenheim want us to see? What does Guggenheim want us to think? What does Guggenheim want us to feel?
- Explain Guggenheim's use of participants other than Malala in *He Named Me Malala*.
- Complete a detailed analysis of one key sequence to consider how *He Named Me Malala* represents a subject and constructs a narrative. Make notes about what is seen and heard and how the sequence contributes to the overall narrative. Shape your notes into a 350 – 500 word response.
- Understanding *He Named Me Malala* involves an investigation of film making techniques employed in telling the story. Working with a partner, describe the way the filmmakers have used one film making technique. Use PowerPoint to present your description to the class. Limit your presentation to five slides.

He Named Me Malala online

Official film page
<http://www.foxsearchlight.com/henamedmemalala/>
 Official Facebook page
<https://www.facebook.com/HeNamedMeMalala>
 Further information about the film can

be accessed via the Internet Movie Database at <http://www.imdb.com/title/tt3065132/> and Wikipedia at https://en.wikipedia.org/wiki/He_Named_Me_Malala.

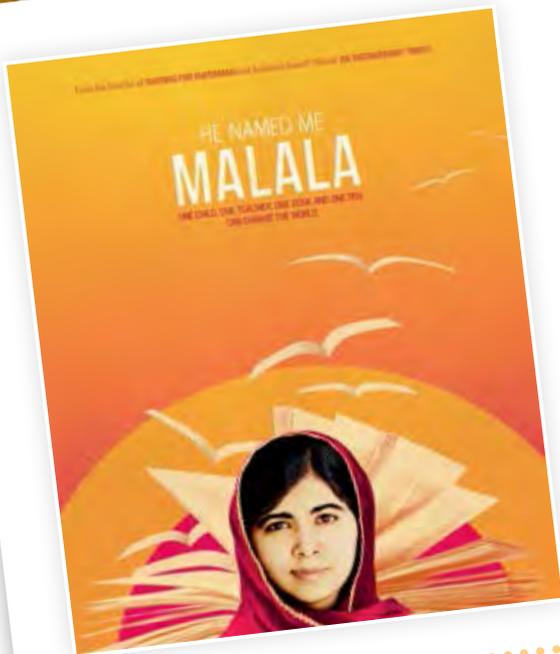
Information about Malala Yousafzai can be found online at <http://www.malala.org/>.



Reward your class with an exciting excursion to the movies!

GREAT DISCOUNTS FOR SCHOOL GROUPS, AND TEACHERS GO ALONG FREE!

IN CINEMAS 12 NOVEMBER 2015



If you're interested in a private school class booking to see **He Named Me Malala**, please contact your local cinema for more details & to make arrangements.

EVENT, GREATER UNION & BIRCH CAROOLL & COYLE CINEMAS
E: events@eventcinemas.com.au
T: 02 9373 6600
<http://www.eventcinemas.com.au>

HOYTS CINEMAS
Christine Kirkpatrick
E: ckilpatrick@hoyts.com.au
T: 02 8071 6110
<http://hoyts.com.au> AND
<http://corporate.hoyts.com.au>

VILLAGE CINEMAS
Event Sales
E: functions@village-cinemas.com
T: 1300 993 150
www.villagecinemas.com.au

READING CINEMAS
Ben Deighton or Alana Growney
E: Ben.deighton@readingrdi.com
alana.growney@readingrdi.com
T: 03 9685 0935 OR 0427 999 249
www.readingcinemas.com.au

WALLIS CINEMAS
Tanya Oxlade
E: tanya.oxlade@wallis.com.au
T: (08) 8352 1377
<http://www.wallis.com.au>

ACE CINEMAS
Katie Langeweg
E: groups@acecinemas.com.au
T: (08) 9250 2620
<http://www.acecinemas.com.au>

GRAND CINEMAS
Nadia Schilling
E: reception@grandcinemas.com.au
T: (08) 9247 7477
<http://www.grandcinemas.com.au/Page/Group-Booking-Enquiry-Form>

Image Nation Abu Dhabi

Since launching in 2008, Image Nation Abu Dhabi has become one of the leading content creators in the Middle East. The company produces filmed content across a wide range of platforms, with a particular focus on audiences in the UAE and Gulf region. Image Nation seeks to fulfill four key commitments: Developing Emirati filmed entertainment; growing the local film and television industry through training and internship programs; supporting Abu Dhabi entities in creating content to meet strategic and marketing objectives; and co-producing an aggressive slate of international films through several strategic partnerships.

Parkes/MacDonald Productions

Parkes/MacDonald Productions was founded in 2005 by Walter Parkes and Laurie MacDonald to develop and produce feature film and television projects. Previously, Parkes and MacDonald served as the founding presidents of Dream Works SKG motion picture studio; during their twelve year tenure, they led the studio to three consecutive Best Picture Oscars. Films produced or executive-produced by Parkes & MacDonald include *Gladiator*, *Men In Black I, II & III*, *Flight*, *Minority Report*, *The Mask of Zorro*, *Catch Me If You Can*, *Lemony Snicket's A Series of Unfortunate Events*, *The Terminal*, *Road to Perdition*, *The Ring*, *The Kite Runner*, *Sweeney Todd: The Demon Barber of Fleet Street*, among many others. Their 2015 slate includes NBC's critically acclaimed *The Slap*, the NBC pilot *Warrior*, *Rings* for Paramount Pictures and *Keeping Up With The Joneses* for Fox.

In 2012, Parkes/MacDonald teamed with Image Nation Abu Dhabi to form Parkes + MacDonald/Image Nation. *He Named Me Malala* is the first film financed by this new partnership.



This study guide was produced by **ATOM**. (© ATOM 2015)
ISBN: 978-1-74295-617-6 editor@atom.org.au

For information on **SCREEN EDUCATION** magazine,
or to download other study guides for assessment,
visit <<http://www.screeneducation.com.au>>.

Join ATOM's email broadcast list for invitations to
free screenings, conferences, seminars, etc.
Sign up now at <http://www.metromagazine.com.au/email_list/>.

For hundreds of articles on Film as Text,
Screen Literacy, Multiliteracy and Media Studies,
visit <<http://www.theeducationshop.com.au>>.