

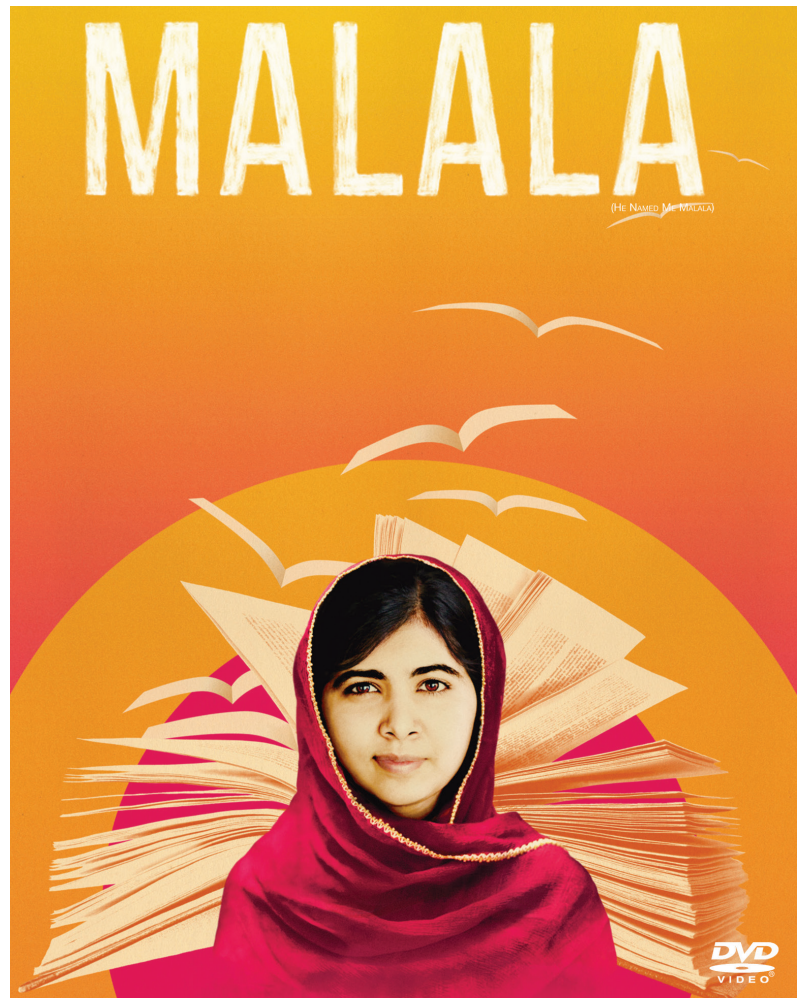
The documentary, **He Named Me Malala**, tells the story of Malala Yousafzai, a young Pakistani schoolgirl. It looks at her life in Pakistan before she was attacked by the Taliban, and her life and international work carried out after the attack, including her speech to the United Nations. The film combines real life scenes with beautiful animation to paint a touching portrait of this brave girl's life.

Target audience:

Secondary 12 to 18 year olds
Adults

[Activities for Teens](#)

[Activities for Adults](#)



Before you watch

1. Look at the pictures on the front and back of the film. What do you think the film is about?

2. Do you know anything about Malala? What would you like to know about Malala? Write down anything you know and three questions you'd like to know the answers to. (Add to KWL chart if using.)

3. The following words appear in the film. What do you think they could refer to in the story?

bullet • teacher • Pakistan • boyfriend • the Taliban
education • girls • TV • weapons • prize

While you watch

1. Complete Malala's message to the soldiers. It is better to live like a _____ for one day than to live like a _____ for a hundred years.
2. Who shot Malala and why?

3. True or false? When Malala woke up in hospital, her first question was, 'Where's my mother?'

4. What did Malala's father do to the family tree?

5. Why does Malala feel different to the other girls in her school?

6. What does Malala get that rock stars don't?

7. Why did Malala's mum stop going to school?

8. Why did the Taliban say girls shouldn't go to school?

9. True or false? *Malala won the Nobel Prize for Literature.*

10. Complete Malala's message. One child; one _____; one book; one _____.

After you watch

Discussion

Ask and answer the following questions in pairs or small groups. Then share your opinions with the class.

1. Did you enjoy the film? Why? / Why not?

2. Was there a part of Malala's story that shocked, surprised or inspired you? Why?

3. Would you recommend the film to a friend or someone in your family? Who and why?

Follow up tasks

Task 1: Celebrate girls!

On October 11th people celebrate International Day of the Girl (IDG).

Work with a partner or small group and think of three activities you could do in your school to celebrate the lives of girls.

For example, you could make a display using pictures of the girls in your class, family or group of friends, writing something positive about them.

Task 2: What's in a name?

Malala's name came from a folklore hero. What about your name?

Do you know where your name came from?

Who chose your name? Why?

Do you like your name? Why? Why not?

Do you think your name has had an effect on who you are? E.g., your personality, your behaviour.

Do you think your name suits you?

Does someone in your class, family or group of friends have a name you like? Why do you like that name?

Do you have a favourite boy's and/or girl's name? Why do you like it?

Option: Investigate your name. Interview your family and friends. Ask your family about why they chose your name. What do people think about your name? Do they think your name suits you?

Teacher's notes and answers

Before you watch *(Background and vocabulary prediction)*

Option: Make a KWL chart (Know / Want to know / Learned) about Malala on the board or wall and complete it with students. You could also add an 'S' column for things that shocked or surprised the students.

While you watch *(Comprehension check)*

Answers:

1. *It is better to live like a lion for one day than to live like a slave for a hundred years.*
2. *The Taliban shot Malala because she was going to school and standing up to them.*
3. *False. When Malala woke up in hospital, her first question was, 'Where's my father?'*
4. *Malala's father wrote her name on the family tree. Before there were no girls' names.*
5. *The other girls in her school have had boyfriends.*
6. *Malala gets homework.*
7. *Malala's mum stopped going to school because she was the only girl; her cousins and friends didn't go.*
8. *The Taliban said girls shouldn't go to school because they thought it was against Islam.*
9. *False. Malala won the Nobel Peace Prize.*
10. *Complete Malala's message. One child; one teacher; one book; one pen.*

After you watch *(Extension task: Discussion and follow up task)*

Discussion

Have the students work in pairs or small groups then share their ideas with the class.

Follow up tasks

Task 1

Celebrating girls!

Students work in small groups thinking of ideas of things they could celebrate. They could write lists or make posters and then present their ideas to the class.

Task 2

What's in a name?

Students answer the questions about their name individually before sharing their responses and thoughts with a partner or in a small group.

Before you watch

1. Have you heard of Malala? Do you know anything about her story?

2. What do you know about Pakistan? Where is it? Could you find it on a map? What's the capital city?

3. What do you know about the Taliban?

While you watch

1. Why did Malala's father choose her name?

2. Complete Malala's message to the soldiers. It is better to live like a _____ for one day than to live like a _____ for a hundred years.

3. When Malala woke up in hospital, her first question was, 'Where's my father?' Why do you think this was?

4. Why did the Taliban shoot Malala?

5. What did you notice about Malala's family tree? What does this say about tradition at that time?

6. What did the Taliban threaten to do if Malala returned to Pakistan?

7. Why does Malala say her mother is 'not independent, not free'?

8. What happened to the people whose names were read out on the radio?

9. Why does Malala think the Taliban are against girls going to school?

10. Complete Malala's message. One _____; one _____; one _____; one _____.

After you watch

Discussion

Ask and answer the following questions in pairs or small groups. Then share your opinions with the class.

1. What do you think about the film? How did it make you feel?

2. On television, Malala said, 'A woman is more powerful than a man'. What do you think about her comment? Why do you think she said it?

3. Malala said it was not a person who shot her; it was an ideology. Do you think this way of thinking has helped her in any way?

4. How much influence does a person's name have on their life? Write down how you feel about your name. Do you know why your parents gave you this name? Has it had any effect on your life?

Teacher's notes and answers

Before you watch *(Background and vocabulary prediction)*

1. Have students share any information they may have about Malala and Pakistan.
2. Show a map and highlight the countries around it.
3. Briefly discuss what the students know about the Taliban.

While you watch *(Comprehension check)*

Answers:

1. Malala's father named her after a hero.
2. It is better to live like a **lion** for one day than to live like a **slave** for a hundred years.
3. When Malala woke up in hospital, her first question was, 'Where's my father?' Why do you think this was? Accept any relevant answers.
4. The Taliban shot Malala because she was going to school and speaking out against them.
5. It didn't have any female names in it. This indicates, among other things, a male dominated society.
6. The Taliban threatened to kill Malala if she returned to Pakistan.
7. Her mother is 'not independent, not free' because she is not educated.
8. The people whose names were read out on the radio disappeared or were killed.
9. Malala thinks the Taliban are against girls going to school because 'education gives you the power to question things; the power to challenge things; to be independent.'
10. Malala's message: One **child**; one **teacher**; one **book**; one **pen**.

After you watch *(Extension task: Discussion and follow up task)*

Discussion

Have students ask and answer the questions in pairs or small groups then share their opinions with the class. They could make notes or carry out a longer piece of writing for the last question about their name.