

KEY STAGE 5:

HE NAMED ME MALALA

UNIT OVERVIEW

This six-lesson unit is rooted in exploring the themes and issues portrayed in the *He Named Me Malala* documentary. The film introduces students to discussions surrounding unity, peace and education in the face of terrorism. These thought-provoking topics help to facilitate discussion among students, introduce them to writer's purpose, as well as stimulate creative and non-fiction writing. These lessons are designed to help students develop their skills in English Language and Literature at Key Stage Five level for both the UK and Scottish Curriculum.



SYNOPSIS

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 realised through her organisation, the Malala Fund, which "empowers girls through quality secondary education to achieve their potential and inspire positive change in their communities."

CLIPS

Lesson Objectives (LO)

LESSON 1:

LO: To compare and contrast the writer's craft in two texts

CLIP 1: *Background of Malala's story*

LESSON 2:

LO: To create a convincing narrative voice

CLIP 2: *Malala's prognosis and forgiveness*

LESSON 3:

LO: To contribute to a group discussion

CLIP 3: *Malala in Nigeria*

LESSON 4:

LO: To clearly summarise and present information

CLIP 4: *Malala Visit to Syrian Refugee Camp*

LESSON 5:

LO: To craft language to persuade

CLIP 5: *Malala Speaks Out*

LESSON 6:

LO: To shape language to suit purpose and audience

CLIP 6: *Malala's UN Speech*

ASSESSMENT OVERVIEW

The key assessment pieces in this unit are:

- **LESSON 1** Comparison of the writer's craft
- **LESSON 2** Crafting language to develop a convincing narrative voice
- **LESSON 3** Using discussion to make a thoughtful and meaningful contribution
- **LESSON 4** Using non-fiction texts to explore a writer's choices
- **LESSON 5** Crafting language to suit audience and purpose
- **LESSON 6** Adapting language to suit audience and purpose

CONTENTS

Lesson 1: Introducing Malala

Lesson 2: Finding Forgiveness

Lesson 3: Malala Campaigns in Nigeria

Lesson 4: Malala's Visit to a Refugee Camp

Lesson 5: Speaking Out

Lesson 6: United Nations

READING ASSESSMENT OBJECTIVES

KS5 (ENGLISH LITERATURE)

- AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
- AO2 Analyse ways in which meanings are shaped in literary texts

KS5 (ENGLISH LANGUAGE)

- AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
- AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
- AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
- AO4 Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study

SCOTTISH CURRICULUM (HIGHER)

ENGLISH: ANALYSIS AND EVALUATION (HIGHER)

The purpose of this Unit is to provide learners with the opportunity to develop listening and reading skills in the contexts of literature, language and media. Learners develop the skills needed to understand, analyse and evaluate detailed and complex texts.

ENGLISH: CREATION AND PRODUCTION (HIGHER)

The purpose of this Unit is to provide learners with the opportunity to develop talking and writing skills in a wide range of contexts. Learners develop the skills needed to create and produce detailed and complex language in both written and oral forms.

1 LESSON ONE: INTRODUCING MALALA

LESSON OBJECTIVES

LO: To compare and contrast the writer's craft in two texts.

NATIONAL CURRICULUM

(KS5) English Language: AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

(KS5) English Literature: AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

SCOTTISH CURRICULUM:

Understanding, analysing and evaluating detailed and complex texts, as appropriate to purpose and audience in the contexts of literature, language and media.

STARTER

Students are shown set of images and asked to infer what the people have in common. This will help the teacher to assess prior knowledge as well as generate interest in the unit topic. Teacher should highlight that all of the individuals have campaigned for social justice using non-violent methods.

MAIN ACTIVITY

Watch *Clip 1: Background of Malala's story* and make notes based on the prompt questions (1.3).

Students will need to complete a profile for Malala based on the information from the clip, as well as their own independent research.

Students to read an extract from the Prologue of *I Am Malala* and an extract from Nelson Mandela's autobiography, 'Long Walk To Freedom' (1.4).

Next, they should write a comparative essay to discuss the similarities and differences between the two writers' language choices.

PLENARY

Students should peer assess their partner's work by swapping books and identifying their strongest inference.

HOMEWORK

Students should complete a research task based on people throughout history who have campaigned using non-violent methods.

EQUIPMENT/ RESOURCES

Clip 1: Background of Malala's story.
Copies of student worksheets.

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

LINK TO OTHER CURRICULUM AREAS

Citizenship.

LESSON ONE: RESOURCES

1.1 WHAT DO THESE PEOPLE HAVE IN COMMON?

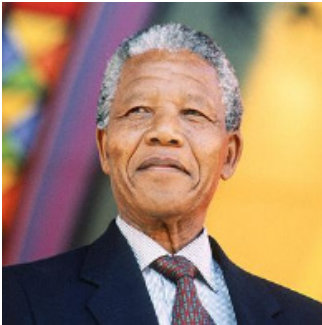
Feel free to research any individuals you haven't encountered before.



Malala Yousafzai



Dietrich Bonhoeffer



Nelson Mandela



Mahatma Gandhi

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LESSON ONE: RESOURCES

1.2 IN YOUR PROFILE, TRY TO PROVIDE SOME KEY INFORMATION ABOUT MALALA TO PRESENT BACK TO THE CLASS.

- Malala’s personal background
- Social context
- Political activism
- Interests and values
- What can you infer about Malala’s character, from her interests and values?

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LESSON ONE: RESOURCES

1.3 AS WE WATCH THE CLIP, THINK ABOUT:

- Who is Malala
- What happened to her?
- What was the reaction of the population of Pakistan?

Now create your own Malala profile using info from the clip as well as your own research.

1.3 TASK:

Now read the extracts (1.4 and 1.5). The first is taken from the Prologue of *I Am Malala* and the second is taken from Nelson Mandela's autobiography, *Long Walk To Freedom*.

Compare and contrast the writer's language choices in both texts.

Write a comparative short essay and try to consider:

- The writer's choice of individual adjectives
- Sentence length/structure. Use of tone/ register.

1.4 EXTRACT 1 PROLOGUE: THE DAY MY WORLD CHANGED

I come from a country which was created at midnight. When I almost died it was just after midday.

One year ago I left my home for school and never returned. I was shot by a Taliban bullet and was flown out of Pakistan unconscious. Some people say I will never return home but I believe firmly in my heart that I will. To be torn from the country that you love is not something to wish on anyone.

Now, every morning when I open my eyes, I long to see my old room full of my things, my clothes all over the floor and my school prizes on the shelves. Instead I am in a country which is five hours behind my beloved homeland Pakistan and my home in the Swat valley. But my country is centuries behind this one. Here there is any convenience you could imagine. Water running from every tap, hot or cold as you wish; lights at the flick of a switch, day and night, no need for oil lamps; ovens to cook on that don't need anyone to go and fetch gas cylinders from the bazaar. Here everything is so modern one can even find food ready cooked in packets.

When I stand in front of my window and look out, I see tall buildings, long roads full of vehicles moving in orderly lines, neat green hedges and lawns, and tidy pavements to walk on. I close my eyes and for a moment I am back in my valley - the high snow-topped mountains, green waving fields and fresh blue rivers - and my heart smiles when it looks at the people of Swat. My mind transports me back to my school and there I am reunited with my friends and teacher. I meet my best friend Monica and we sit together, talking and joking as if I had never left.

Then I remember that I am in Birmingham, England.

Extract from *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Christina Lamb and Malala Yousafzai. 2013. Published by: Orion Publishing Group, Limited

1.5 EXTRACT 2 A COUNTRY CHILDHOOD

Initiation

That first night, at midnight, an attendant, or khaukatha, crept around the hut, gently waking each of us. We were then instructed to leave the hut and go tramping through the night to bury our foreskins. The traditional reason for this practice was so that our foreskins would be hidden before wizards could use them for evil purposes, but, symbolically, we were also burying our youth. I did not want to leave the warm hut and wander through the bush in the darkness, but I walked into the trees and, after a few minutes, untied my foreskin and buried it in the earth. I felt as though I had now discarded the last remnant of my childhood.

We lived in our two huts thirteen in each while our wounds healed. When outside the huts, we were covered in blankets, for we were not allowed to be seen by women. It was a period of quietude, a kind of spiritual preparation for the trials of manhood that lay ahead. On the day of our reemergence, we went down to the river early in the morning to wash away the white ocher in the waters of the Mbashe. Once we were clean and dry, we were coated in red ocher. The tradition was that one should sleep with a woman, who later may become one's wife, and she rubs off the pigment with her body. In my case, however, the ocher was removed with a mixture of fat and lard.

At the end of our seclusion, the lodges and all their contents were burned, destroying our last links to childhood, and a great ceremony was held to welcome us as men to society. Our families, friends, and local chiefs gathered for speeches, songs, and gift-giving. I was given two heifers and four sheep, and felt far richer than I ever had before. I who had never owned anything suddenly possessed property. It was a heady feeling, even though my gifts were paltry next to those of Justice, who inherited an entire herd. I was not jealous of Justice's gifts. He was the son of a king; I was merely destined to be a counsellor to a king. I felt strong and proud that day. I remember walking differently on that day, straighter, taller, firmer. I was hopeful, and thinking that I might someday have wealth, property, and status.

Extract from *Long Walk To Freedom: The Autobiography of Nelson Mandela* by Nelson Mandela. 1995. Published by: Hachette UK.

2 LESSON TWO: FINDING FORGIVENESS

LESSON OBJECTIVES

LO: To develop a convincing narrative voice

NATIONAL CURRICULUM

(KS5) **English Literature**

AO1 Use coherent, accurate written expression.

(KS5) **English Language**

AO4 Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

SCOTTISH CURRICULUM

Creating and producing detailed and complex texts, as appropriate to purpose and audience in a wide range of contexts.

STARTER

Students to engage with the powerful image of the Reconciliation statue in Coventry Cathedral (2.1). Following students' initial responses, teacher to explain significance of reconciliation and forgiveness in the aftermath of WW2.

Afterwards, an engagement with Nelson Mandela's quote (2.2) will be a further opportunity for students to reflect on the power of forgiveness.

MAIN ACTIVITY

Watch *Clip 2: Prognosis and Forgiveness* and answer the discussion questions (2.3).

Students should research a number of individuals in history who has also discovered the importance of forgiveness.

They should now write a creative piece from the perspective of somebody who finds themselves in a situation where they need to forgive. Their work can be inspired/ informed by their earlier research.

PLENARY

Exhibition of Work: Students should present their work to the class and peer assess one another's writing. Teacher should encourage students to draw comparisons with Waite's writing.

HOMEWORK

Students to research a case-study based on forgiveness and reconciliation.

EQUIPMENT/RESOURCES

Clip 2: Prognosis and Forgiveness.
Copies of student worksheets.

ASSESSMENT

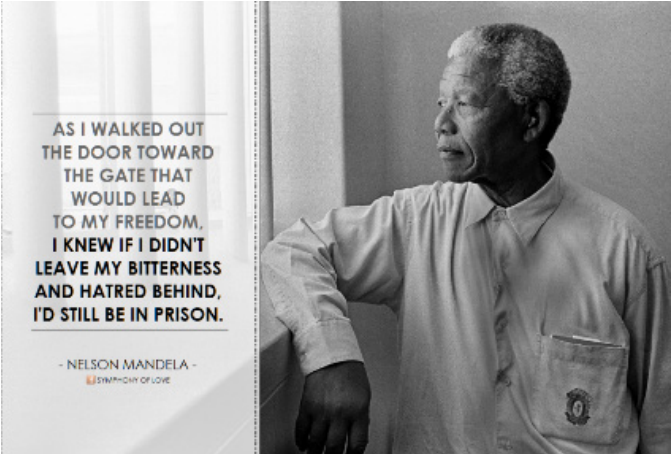
There will be regular opportunities for mini plenaries throughout the lesson. Students will peer assess their work at the end of the lesson.

LINK TO OTHER CURRICULUM AREAS

ICT, RS, Citizenship.

LESSON TWO: RESOURCES

2.2 WHAT DO YOU THINK OF NELSON MANDELA'S PERCEPTION OF FORGIVENESS? WHY COULD THIS BE CONSIDERED A HEALTHY AND POSITIVE MINDSET?



2.3 AS WE WATCH THE CLIP, THINK ABOUT:

- What sort of changes did Malala encounter in her life?
- Why was forgiveness important?
- Where do you think Malala drew her strength from in order to forgive?

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3 LESSON THREE: MALALA CAMPAIGNS IN NIGERIA

LESSON OBJECTIVES

LO: To contribute to a group discussion.

NATIONAL CURRICULUM

(KS5) English Literature

AO1 Articulate informed, personal and creative responses.

(KS5) English Language

AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.

SCOTTISH CURRICULUM

Listening, talking, reading and writing skills, as appropriate to purpose and audience.

STARTER

Students to be shown a set of numbers and should guess how they are linked to the picture.

Afterwards, teacher can reveal the significance of the numbers (See right).

14 April 2014

Number of girls: 276

57 girls have managed to escape

2.3 million tweets for #bringbackourgirls

MAIN ACTIVITY

Watch *Clip 3: Malala in Nigeria*.

Students should now create their own Model UN in order to discuss the question: How should Nigeria react to the kidnappings? Advisable group size would range from 3-4 people. Each student should assign themselves an appropriate role (e.g. Peacekeeper, Politician etc).

PLENARY

Socratic Discussion to create a forum for students to listen, track and peer assess.

HOMEWORK

Students can research further into the Bring Back Our Girls campaign. They should prepare a presentation to share their research with the class. A good starting point for research would be visiting www.malala.org.

EQUIPMENT/RESOURCES

Clip 3: Malala in Nigeria.

Copies of Student worksheets.

ASSESSMENT

Mini plenaries will be used throughout the lesson and peer assessment of speaking and listening task.

LINK TO CURRICULUM AREAS

Citizenship, Politics.

LESSON THREE: RESOURCES

3.3 DISCUSSION: HOW SHOULD WE RESPOND TO *BRING BACK OUR GIRLS*?

Each member of the group should identify and assume a different role before engaging in group debate.

Use the available space to make notes on the various roles in your group. Think about: How would this person be involved/affected? With whom are they likely to agree/disagree?



ROLE A

ROLE B

ROLE C

ROLE D

4 LESSON FOUR: MALALA'S VISIT TO A REFUGEE CAMP

LESSON OBJECTIVES

LO: To comment on the purpose and audience of a text.

NATIONAL CURRICULUM

(KS5) English Literature

AO2 Analyse ways in which meanings are shaped in literary texts.

(KS5) English Language

AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

SCOTTISH CURRICULUM

Understanding, analysing and evaluating detailed and complex texts, as appropriate to purpose and audience in the contexts of literature, language and media.

STARTER

Students to review a collection of headlines (4.1) and pictures linked to the Syrian refugee crisis. They should begin to group the headlines according to the tone created and message conveyed.

MAIN ACTIVITY

They should now look carefully at the article (4.2) and make notes based on the prompt questions (4.1). The same article can be found at the following website: www.theguardian.com/global-development/2015/jul/09/syria-refugees-4-million-people-flee-crisis-deepens

Students should then watch the clip of MY's visit to Syria and record their thoughts/feelings (4.3)

Finally, students should write an article based on the Syrian crisis. They are encouraged to conduct their own research around the topic and think carefully about the advice given in 4.4.

PLENARY

Presentation of articles and socratic discussion to talk through responses

HOMEWORK

Students should research the situation surround girls' education in developing countries. With this information they should create a resource (e.g. leaflet) to educate the Western world about the plight of the girls. An excellent resource can be found at www.malala.org/girls-education

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

EQUIPMENT

Clip 4: Malala's Visit to Syrian Refugee Camp
Copies of student worksheets

LINK TO CURRICULUM AREAS

Media, Citizenship, ICT.

LESSON FOUR: RESOURCES

4.1 READ THE ARTICLE (4.2) AND MAKE NOTES ON THE FOLLOWING:

Who is the target audience of this article?
How do you know?

What is the purpose of this article?
How do you know?

How does the image support the purpose
of the article?

Make annotations on the article to help you
develop your ideas.

4.2 SYRIAN REFUGEES: FOUR MILLION PEOPLE FORCED TO FLEE AS CRISIS DEEPENS

Largest exodus from a single conflict in a generation places humanitarian system under increasing financial strain.



A young Syrian refugee eats bread at a camp in Adana, Turkey. He is one of 4,013,000 people who have fled to Syria since the conflict started five years ago.

The conflict in Syria has now driven more than four million people – a sixth of the population – to seek sanctuary in neighbouring countries, making it the largest refugee crisis for a quarter of a century, according to the UN.

On Thursday, the UN refugee agency, UNHCR, said the total number of Syrian refugees in Turkey, Lebanon, Iraq, Jordan, Egypt and other parts of north Africa stood at 4,013,000 people.

With at least 7.6 million people forced from their homes within Syria, almost half the country's people are either refugees or internally displaced. The conflict, now in its fifth year, has killed more than 220,000 people.

António Guterres, the UN high commissioner for refugees, said the exodus was the biggest refugee population from a single conflict in a generation and called on the international community to step up. He said: "It is a population that needs the support of the world but is instead living in dire conditions and sinking deeper into poverty.

"Worsening conditions are driving growing numbers towards Europe and further afield, but the overwhelming majority remain in the region. We cannot afford to let them and the communities hosting them slide further into desperation."

Turkey is now the largest refugee-hosting country in the world, sheltering 1,805,255 Syrians. Lebanon has taken in 1,172,735 Syrian refugees, Jordan 629,128, Iraq 249,726 and Egypt 132,375. About 24,055 Syrians are refugees elsewhere in north Africa. The latest UN figures do not include the more than 270,000 Syrians applying for asylum in Europe, nor the thousands resettled from the region elsewhere.

Extract from *Syrian refugees: four million people forced to flee as crisis deepens* by Sam Jones and Kareem Shaheen.
Published by: The Guardian on Thursday 9 July 2015 13.23 BST

5 LESSON FIVE: SPEAKING OUT

LESSON OBJECTIVES

LO: To craft language to persuade

LINKS TO NATIONAL CURRICULUM

(KS5) English Language

AO1 Use coherent and accurate written expression

(KS5) English Literature

AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression

SCOTTISH CURRICULUM

Creating and producing detailed and complex texts, as appropriate to purpose and audience in a wide range of contexts.

STARTER

Students should look carefully at the image (5.1) and reflect on the symbolism shown in the picture. Teacher will then reveal and engage students with the idea of silenced communities.

MAIN ACTIVITY

Teacher to introduce students to the connection between voiceless communities and girls' education.

Students will complete the table (5.2) with their ideas and reactions to the education for girls in developing countries. Students may want to visit www.malala.org to collate extra information. Teacher might instruct students to complete this as a silent task in order to engage with the idea of being voiceless.

Students watch *Clip 5: Malala Speaks Out* and answer the questions (5.4).

Finally, students will write a letter to their Headteacher to persuade them to facilitate a fundraising event for the Malala Foundation (5.5).

PLENARY

Students to swap books and peer assess. Teacher might like to model this under the visualiser (if available).

HOMEWORK

Students should look into some famous speeches and listen to recordings. While listening, they should take notes of any rhetorical devices.

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

EQUIPMENT/RESOURCES

Clip 5: Malala Speaks Out
Copies of student worksheets

LINKS TO CURRICULUM

Citizenship.

LESSON FIVE: RESOURCES

5.2 IMAGINE WHAT IT WOULD BE LIKE FOR YOUR VOICE NOT TO BE HEARD

This activity is a **silent discussion**.

Work in pairs to complete the table below.
You may only use writing to express yourself/
ask questions.

5.3 AREA

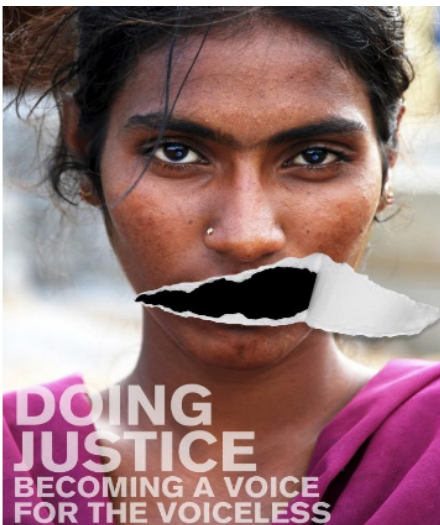
POTENTIAL PROBLEMS/RISKS

Family

E.g. By educating a girl, you can improve the quality of life for her future children and her family.

Health

Which other areas
can you think of?



5.4 MANY WOMEN AND YOUNG GIRLS AROUND THE WORLD ARE SILENCED DUE TO A LACK OF EDUCATION.

Providing an education for girls lies at the heart of the Malala Foundation. What are some of the dangers/ risks attached to girls being denied an education?

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6 LESSON SIX: UNITED NATIONS

LESSON OBJECTIVES

LO: To adapt language to suit purpose and audience.

LINKS TO NATIONAL CURRICULUM

(KS5) English Literature

AO1 Use coherent and accurate written expression.

(KS5) English Language

AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

SCOTTISH CURRICULUM

Listening, talking, reading and writing skills, as appropriate to purpose and audience.

STARTER

Students should look at a range of speakers and connect them with their relevant quotes (6.1 and 6.2). This will give students the opportunity to begin engaging with the idea of oracy and the art of the spoken word.

MAIN ACTIVITY

Students will now listen to Malala's father give a TED talk. They should consider the questions provided in order to reflect on the purpose and features of a TED talk.

Students to listen to the clip of Malala's UN speech and record any effective features they hear, as well as respond to the questions (6.3).

Finally, students should adapt Malala's speech into a TED talk. They may find the prompt questions useful.

PLENARY

Deliver the TED talk to the class and peer assess the rhetorical features. Students can use the peer assessment grid (6.5) to record their reflections and observations.

HOMEWORK

Students should design a Malala campaign leaflet or microsite to educate the rest of the school about the vision and aims of the Malala Fund.

EQUIPMENT

Clip 6: Malala's UN Speech

Malala's Father's TED talk www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala

Copies of student worksheets

Students might want to explore other TED talks at www.ted.com/talks

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

Peer / self assessment of written work.

LINKS TO CURRICULUM AREAS

Citizenship, Politics

MAKE SURE YOU:

Carefully choose a target audience.

How can you make sure your language and content are appropriate?

LESSON SIX: RESOURCES

6.1 TASK: HOW MANY SPEAKERS FROM BELOW DO YOU RECOGNISE?

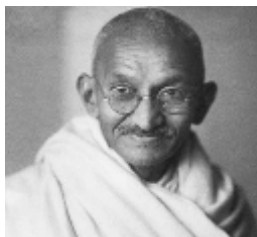
Can you match the speaker with their famous quote?

What are some of the features of an effective speech? Write a list and try to think of examples.

Do any of the features from your list appear in the examples? Use appropriate features for a newspaper article.

6.2 INSPIRING QUOTES

1. ***“The only real prison is fear. And the only real freedom is freedom from fear.”***
2. ***“The time is always right to do what is right”***
3. ***“One child, one teacher, one book and one pen can change the world.”***
4. ***“Be the change that you want to see in the world.”***
5. ***“Change will not come if we wait for some other person or some other time. We are the change that we seek.”***



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AS YOU LISTEN TO MALALA’S FATHER’S TED TALK, THINK ABOUT:

What do you learn about Malala from the talk?

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What is the purpose of a TED talk?

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How does the speaker convey this in his language choices?

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LESSON SIX: RESOURCES

6.5 PEER ASSESSMENT

Now listen to your peers deliver their speeches. Record your observations and reflections in the table below.

Name of speaker	Which topic are they discussing?	Oracy Evaluation: Write down any examples of rhetorical features you can identify? Which are the most effective? Why?