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# Activity Toolkit

*He Named Me Malala*

Stand #WithMalala

**[docacademy.org/malala](https://docacademy.org/malala)**

**These ideas are designed to expand on the DocAcademy lesson plan surrounding the *He Named Me Malala* documentary, and to engage pupils with local and global activism. Students can take action and Stand #WithMalala, think about their own rights and issues, and take action for their own causes.**

**Activities like these can be used alongside the DocAcademy lesson plans, to engage after-school groups, form and tutor groups, as part of assemblies or year-group projects.**

1. **EXPLORE AND IDENTIFY**
2. **IT'S ALL ABOUT CONTEXT**
3. **NETWORKS AND SUPPORT**
4. **CONNECTING WITH  
YOUR CAUSE**
5. **CREATE AND SHARE**
6. **THINK BIG**



# EXPLORE AND IDENTIFY

To follow Lesson 1:

*Introducing Malala*





## To follow Lesson 1: *Introducing Malala*

### GETTING STARTED

As the students are introduced to Malala and the documentary, individually or in groups they should **start a blog** to collate the aspects of their research that they find interesting.

Students should **share examples** of other blogs or feeds they like and follow. They can be about music, news, sport, fashion. Encourage students to identify what makes their favourite blogs so engaging.

Students can explore the Malala Fund [blog](http://blog.malala.org/) (<http://blog.malala.org/>) entries as a primary resource — encourage them to really immerse themselves in the subject matter, follow their line of interest and **gather key information** from different posts and sources.

Introduce tools like Pinterest and Tumblr to **create** project scrapbooks and moodboards — students are collecting information and assets that they can use as the basis for campaign and fundraising projects.



Share your students' blogs by sending links to [docacademy@britdoc.org](mailto:docacademy@britdoc.org)

### ACTION

Students can use their blog material to:

- produce a **feature** for the school website and newsletter on the #YesAllGirls campaign
- Prepare a **presentation for their tutor groups** on the importance of 12 years of education for all girls
- Develop an **idea for the year-group assembly** that shares some of the success stories from Malala Fund projects in Nigeria, Sierra Leone, Pakistan, Kenya and with Syrian refugees.

### TAKING IT FURTHER

Inspired by Malala and her connection to the cause she is so passionate about, students should start identifying **their own** areas of interest and the related issues or causes. Get them thinking about **other issues** and **role models** that really resonate.

- Create a profile** on someone who advocates for an issue that you care about. They could be someone in your own friendship group, in your local community, or someone further afield. If you don't know someone local you could choose a cultural figure who speaks out about issues that matter to you today.
- Are there magazines, websites or blogs that publicise and follow issues that you care about? You could profile a group rather than an individual, they can be well-known or under the radar...
- How could you **reach out to them** to show solidarity? How could you get involved?





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**IT'S ALL ABOUT CONTEXT**

To follow Lesson 2:

*Finding Forgiveness*



# IT'S ALL ABOUT CONTEXT

## To follow Lesson 2: *Finding Forgiveness*

### GETTING STARTED

Forgiveness was a significant part of the context of Malala's story and the way she moved forward, the action she took.

Forgiveness could be a worthwhile value to explore on a school level. This could be celebrated with a school display to feature quotes and reflections prompted from the students' classroom work.

A series of assemblies around forgiveness that students can help plan or deliver as part of their form tutor sessions. Teachers can look at resources like [The Forgiveness Project](http://theforgivenessproject.com/resources/#ourfilms) (<http://theforgivenessproject.com/resources/#ourfilms>) for stimulus.

### ACTION

When working on their self-led projects, students can consider

- Is forgiveness a part of the context of your chosen issue? e.g. where are there grounds for forgiveness in your own community? Where could things be improved by working together or building bridges? How possible or challenging does that feel?
- Think about the context that surrounds the issue you have identified. What are the events or circumstances that led to it? Who is involved, what do you know about the different sides or perspectives in the mix.

### TAKING IT FURTHER

- Conduct interviews** with individuals and groups who have a connection or perspective on your chosen subject. Record audio and make notes. Draw key insights from your research and add them to your project blog.
- Draw a 'family tree'** of an issue or state of events, to consider context and make connections in a completely different way. It will vary project to project, but see if students can plot the context of their own issue from the research and interview content they have gathered.



## NETWORKS & SUPPORT

To follow Lesson 3:

*Malala Campaigns in Nigeria*





## To follow Lesson 3: *Malala Campaigns in Nigeria*

### GETTING STARTED

Action is made more tangible by connecting with like minded people and groups around a particular issue.

Students can visit [this](http://blog.malala.org/post/121689742472/northern-nigerian-girls-tell-their-abducted-chibok) (blog.malala.org/post/121689742472/northern-nigerian-girls-tell-their-abducted-chibok) page about Chibok students supporting the abducted girls on the Malala Fund website, to learn about the letters written to the Nigerian girls as a gesture of solidarity. Students can spend time **writing their own letters** of hope, solidarity and comfort for the girls.

Students can upload their artwork to the gallery at [www.withmalala.org](http://www.withmalala.org)

### ACTION

Students can use websites like Interpal and Pen-Pal.com to **find international penpals** from other parts of the world. Students can search for fellow students from the countries that the Malala Fund works in.

This letter-writing endeavour could develop into a **school-wide project**, giving students the opportunity to reach out to other students from around the world. Give different Houses or year-groups a particular continent to reach out to.

Students can **create their own pieces of artwork** — whether video, audio, painting, photography, graphics, drawing or spoken word - in support of the campaign for the right to education for every girl. **Share the class' work online** as part of the global Adobe #WithMalala project.

### TAKING IT FURTHER

Students should get a feel for the social environment of their chosen cause.

- What different types of group can you identify? **Look** for protest groups, forums, volunteering networks
- There may be lots of groups already active, there may be none. Take a step further and **join** or sign up to a group that inspires you. If you can't find a group, **think about starting one** at school, on facebook...
- If your issue is not yet represented, who would you gather together to get started?
- What support can you find for your issue on a local politics level? Students should **identify their MP** and local councillors and **write to them** about their chosen issues
- Find out** when matters relating to this issue might be discussed in council meetings and **attend** as a class
- Invite** the local MP to the school to speak to students about their chosen issue



# CONNECTING WITH YOUR CAUSE

To follow Lesson 4:

*Malala's Visit to a Refugee Camp*





# CONNECTING WITH YOUR CAUSE

## To follow Lesson 4:

### *Malala's Visit to a Refugee Camp*

## GETTING STARTED

**Imagine** you had to leave your home tonight, as soon as you got home from school. You don't know where you'll be going, or if you will ever come back. You won't be travelling with your friends or family.

You can take one small backpack. What items would you fit in that backpack, and why? Encourage students to consider different items and their worth; to protect, to aid survival, communicate, entertain, comfort.

## ACTION

Using **Clip 4 Malala's Visit to a Refugee Camp** as stimulus, students can conduct their own research into the refugee crisis here in the UK.

- Read aloud as a class** from testimonials of people who have travelled to the UK to seek asylum. What were their reasons for having to flee? What was their journey like? What has been their experience resettling in the UK?
- How many refugees has the UK has taken in?
- Where are the people and families living? Encourage students to find out.
- Which organisations are responding to the needs of people once they arrive within UK borders? How are the needs being met? **What do the organisations need**, donations of items, fundraising, volunteers?

## TAKING IT FURTHER

Encourage groups or classes to devise and run a **local fundraising or collection campaign** for the center closest to your school.

**Students can research some of the Malala Fund campaigns** (<http://blog.malala.org/tagged/BooksNotBullets>) and investigate awareness-raising strategies and methods that relate to their own issue.

What are the specific needs — are there things members of the public can contribute to? Is **fundraising** the best course of action? Do you need to raise awareness of your issue or cause?

A photograph of Malala Yousafzai speaking at a podium. She is wearing a patterned headscarf and looking towards the right. A microphone is in front of her. The podium has a nameplate that reads "MALALA YOUSAFZAI". The image has a red overlay and text in the top left and top center.

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**CREATE AND SHARE**

To follow Lesson 5:

*Malala Speaks Out*

**MALALA YOUSAFZAI**



# CREATE AND SHARE

## To follow Lesson 5: *Malala Speaks Out*

### GETTING STARTED

This is the exciting part – encouraging students to **develop a creative expression** to voice their perspective. Students can work in groups if they have gravitated around shared interests, or individually.

Discuss the importance of **sharing** your vision for change and **inspiring** others to join you. Could you produce a social media campaign, zine, podcast, speech, article, short documentary? A visual art project or music project?

### ACTION

What format or medium best suits your chosen issue, and the audience you are trying to reach? E.g. if you chose the refugee crisis researched in session 4, you could create:

**A podcast** that brings together different perspectives on the story. Find interviewees who have had some firsthand experience themselves or are working with refugees and conduct interviews, write and record your own sections to bring the recordings together and express your point of view.

Share your student's creative projects with us by sending to [docacademy@britdoc.org](mailto:docacademy@britdoc.org)

Edit and share with the class, provide feedback on each other's work.

**A short documentary.** Research and identify a group or an individual who has a refugee story. It could be a distant memory, it could be someone who has very recently volunteered to help during the crisis, it could be someone in your community who originally migrated to live in the UK and needed to seek asylum, or someone from your school who has been affected by the crisis in some way. Once you have their commitment and permission to begin the project, schedule time when you can follow them about their lives, film them interacting or carrying out work in relation to their story, interview them and their friends and family. Use school camera and sound equipment, flipcam, or a mobile phone camera to record. Students can edit their footage using Windows Video Editor or iMovie, both are free to download and there are easy-to-follow tutorials online. You might find that a series of short clips works better than an edited film. Think about how and where people would watch them.

**Online campaign** – start a group to rally support in your school and local community. Create artwork or memes to share awareness-raising messages, create short vine or snapchat videos, invite other campaigners or opinion-holders to comment and share their perspectives, and encourage your audience to donate, share and volunteer.

### TAKING IT FURTHER

After working on a creative output students can be tasked with sharing it publicly – they could give their finished speech in assembly, post or share their podcast or film, submit their articles to a relevant magazine or blog, etc.

Throughout the project, encourage students to consider:

1. Who do you want to reach with your piece of work?
2. What do you want them to do after watching / listening / reading it?
3. How will you track this, and follow the response your work gets?
4. Students can use the #WithMalala, #DocAcademy and their **own project hashtags** to track the journey of their idea

Think about:

- A community screening or school exhibition – invite parents, neighbours, students
- Local radio and press – engage and ask them to air and provide coverage
- Inviting your local MP and councillors to your exhibitions or presentation of work - students can talk directly to them about the issues raised and their responses and opinions



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**THINK BIG**

To follow Lesson 6:  
*Malala's UN Speech*





## To follow Lesson 6: *Malala's UN Speech*

### GETTING STARTED

After learning about the right to education through the Malala documentary, and considering a range of other issues where **individual's rights are challenged**, work with your class to develop a **student-written Bill of Rights**.

### ACTION

Open with a **class-wide brainstorming session**, all ideas welcome. Students should contribute everything they feel important.

What is a fundamental right for a human being in the UK?

Should these rights be afforded to all citizens, irrespective of their context?

Think from your own experiences – what do young people specifically need as a right?

Once all ideas are captured, engage the class in debate around the rights suggested. Conduct a **class-wide vote of preference** to arrive at a final Bill.

Please send us your class' Bill of Rights – we at Doc Academy would love to hear how the exercise went. Send with the subject heading **RIGHTS** to [docacademy@britdoc.org](mailto:docacademy@britdoc.org)

### TAKING IT FURTHER

It might be interesting to compare the class Bill with other examples – the former UK Human Rights act, the US Bill of Rights; what do those amendments mean in real terms?

What about places like Germany, Poland, Australia, Venezuela, China? Which countries have their own Bill of Rights and which adhere to the Universal Declaration of Human Rights?

# THINK BIG

## To follow Lesson 6: *Malala's UN Speech*

### GETTING STARTED

After learning about standing up and speaking out for girls around the world, through the Malala documentary, and considering a range of other issues where **individual's rights** are **represented**, work with your class to develop ideas for a **new form of union**.

What would a union that represents the rights of young people look like? **How do young people want to be recognised**, what do they want to contribute, what do they need or feel lacking?

Start with a review of some existing examples like the Student union, or Teachers unions. Students can review the National Youth Agency, the Children's Rights Alliance.

### ACTION

Open up to a class-wide brainstorming session, all ideas welcome. Students should contribute everything they feel important.

- What kind of issues do you think need a real youth perspective?
- Where and how would you want your union to be active?
- How would you decide who can join the union?
- Who would run it, how would it be organised?
- How would you make sure it represented young people's voices, concerns, opinions?
- Would you restrict membership by location or age?
- How would people take part in it – how do you reach and communicate with members?
- Should members be allowed to vote?
- What would you call yourselves?

### TAKING IT FURTHER

Once all ideas are captured, engage the class in debate around the principles of the union.

Please send us your class vision of a youth union – we at Doc Academy would love to hear how the exercise went. Send with the subject heading **UNION** to [docacademy@britdoc.org](mailto:docacademy@britdoc.org), or add it to the Feedback Loop section at the bottom of this toolkit.



## **FEEDBACK LOOP**

**Teachers – which activities  
did you use?**

**We would love to hear your  
about the issues your students  
chose for their activities, and how  
you found the toolkit to work  
with. Please send all feedback  
and constructive criticism to  
[docacademy@britdoc.org](mailto:docacademy@britdoc.org)**

**Stand #WithMalala  
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