

Malala Yousafzai's Story

Anne There are a number of different books available that tell Malala's story, including biographies written by her or this version by Rebecca Langston-George.



Wellbeing Objectives:

Lesson 1:

I understand why an education is important to me.

Lesson 2:

I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

Lesson 3:

I know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (Only use this example in the lesson if it is appropriate for the context of your class i.e. the children in your class are at direct risk of this.)

Lesson 4:

I can challenge something I don't agree with.

Lesson 5:

I understand the term extremism and can recognise extremist behavior.

All our lessons are structured using the STORY method below.

S

Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.

T

Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.

O

Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story.

R

Read: Read the story and discuss the following guided reading questions as a class:

Y

You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.



S

Settle: *Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.*

Malala was named after an Afghan Warrior woman and poet, the name means 'grief stricken'. Ask children to spend a few minutes quietly thinking about their name. Where did it come from? Do they like it? Do they have any nicknames. They could share their thoughts with a partner.

T

Training: *Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.*

Choose images from the book to look at during each session and discuss the emotions displayed in these images.

O

Objective: *Introduce a wellbeing objective for children to focus on when they are listening to the story.*

I understand why an education is important to me.

R

Read: *Read the story and discuss the following guided reading questions as a class:*

Why does Malala desperately want to go to school? What is Malala's school like?

Y

You: *To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.*

Ask children to imagine that they were told they were no longer allowed to go to school. How would they feel? Ask them to think beyond their initial reaction and think about how they would feel if they were told they couldn't go forever? Encourage children to share their opinions with the class. In the book we were told about how girls are not allowed to have an education under the Taliban rule. Ask the female children to imagine that the Government suddenly said girls aren't allowed an education here, or the male children to imagine that the Government suddenly said boys aren't allowed to have an education. Give children the opportunity to write a letter to the prime minister explaining why they need an education. You could go over some of the main points as a class first.

Malala Yousafzai's Story – Lesson 2 - I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

S

Settle: *Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.*

Malala was named after an Afghan Warrior woman and poet, the name means 'grief stricken'. Ask children to spend a few minutes quietly thinking about their name. Where did it come from? Do they like it? Do they have any nicknames. They could share their thoughts with a partner.

T

Training: *Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.*

Choose images from the book to look at during each session and discuss the emotions displayed in these images.

O

Objective: *Introduce a wellbeing objective for children to focus on when they are listening to the story.*

I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

R

Read: *Read the story and discuss the following guided reading questions as a class:*

What is unfair in this story? Why is Malala treated unfairly?

Y

You: *To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.*

Explain to children that what the Taliban are doing breaks the United Nations Declaration of the Rights of the Child. Give children the chance to research what the Universal Rights of the Child are or share a child friendly version of the rights such as: <https://www.unicef.org/sop/convention-rights-child-childfriendly-version> and give children a chance to ask questions about it. Ask children which universal rights were broken in the book. Give children an individual right or a right in pairs to create a poster for. The poster should explain why it is important for Governments to protect that right.

Malala Yousafzai's Story – Lesson 3 - I know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (Only use this example in the lesson if it is appropriate for the context of your class i.e. the children in your class are at direct risk of this.)

S

Settle: *Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.*

Malala was named after an Afghan Warrior woman and poet, the name means 'grief stricken'. Ask children to spend a few minutes quietly thinking about their name. Where did it come from? Do they like it? Do they have any nicknames. They could share their thoughts with a partner.

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Training: *Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.*

Choose images from the book to look at during each session and discuss the emotions displayed in these images.

O

Objective: *Introduce a wellbeing objective for children to focus on when they are listening to the story.*

I know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) (Only use this example in the lesson if it is appropriate for the context of your class i.e. the children in your class are at direct risk of this.)

R

Read: *Read the story and discuss the following guided reading questions as a class:*

What parts of the story would be against the law in Britain?

Y

You: *To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.*

Explain to children that The Taliban don't follow the rights of the child and that in Britain their actions would be illegal. Explain that some cultures choose to set their own rules, which go against laws. For example it is against human rights to force someone to get married to someone they don't want to, but some cultures do this. Ask the class why some cultures would choose to do this? How do they get away with it if it is illegal. Some points to be raised are that people may do this for religion, or because their family tell them too. They might be too scared to get help or might not know where to get help. Ask the class what they think someone should do if they were being asked or forced to do something illegal because of their culture? E.g. they could call 999 or childline on 0800 1111, they could tell a trusted adult at school. Give the class a chance to practice what they would say if they needed help in this situation.

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O

Objective: *Introduce a wellbeing objective for children to focus on when they are listening to the story.*

I can challenge something I don't agree with.

R

Read: *Read the story and discuss the following guided reading questions as a class:*

What does Malala disagree with? How do you know she disagrees?

Y

You: *To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.*

Explain to the class that there are some situations where we need to get an adults support and others where we can challenge something ourselves. For example if we don't agree with how someone is being treated on the playground or we don't agree with the film being chosen for movie night etc. Ask the class if they can think of a situation they have been in where they didn't agree with something. What didn't they agree with? When children share ideas of what they didn't agree with ask the class what they could do about it. Should they just ignore it or take action. Try to highlight with the different scenarios that children bring, that sometimes you can take action, other times you can't. E.g if someone is being bullied you can take action and help them, but if you disagree with the start time of school it would be hard to change this. Ask children to choose a scenario where they could have taken action and to prepare a role play about how they would do that.

Malala Yousafzai's Story – Lesson 5 - I understand the term extremism and can recognise extremist behaviour.

S

Settle: *Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.*

Malala was named after an Afghan Warrior woman and poet, the name means 'grief stricken'. Ask children to spend a few minutes quietly thinking about their name. Where did it come from? Do they like it? Do they have any nicknames. They could share their thoughts with a partner.

T

Training: *Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.*

Choose images from the book to look at during each session and discuss the emotions displayed in these images.

O

Objective: *Introduce a wellbeing objective for children to focus on when they are listening to the story.*

I understand the term extremism and can recognise extremist behaviour.

R

Read: *Read the story and discuss the following guided reading questions as a class:*

What words would you use to describe the Taliban in this book?

Y

You: *To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.*

Ask children to think about the Taliban in the book. Why do they think the Taliban act in the way they do? Explain to children that sometimes people believe that doing illegal or violent things is a way to show how much they care about something. This is called extremism. Explain that the word extremism comes from the word extreme. Check children know the meaning. Some people feel extreme about their religion, like the Taliban and believe they need to do violent things to show their belief in the religion. Other people have extreme views about things like wearing fur or fox hunting. They believe these things are bad and are willing to behave in an extreme way to show their beliefs. Give children a chance to share their views on these subjects and discuss ways people can make a difference in these areas without being violent. Ask children to imagine they saw one of their friends acting in an extreme way or talking in an extreme way. What would they do? Explain that they should get help from a trusted adult.

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