



I AM MALALA:

A TOOLKIT FOR AFTER-SCHOOL CLUBS

*Adapted from "I Am Malala: A Resource Guide for Educators,"
which can be viewed and downloaded for free at malala.gwu.edu.*

The Global
Women's Institute

THE GEORGE WASHINGTON UNIVERSITY





THEMES

1. Memoir as Literature and History	3
2. Education: A Human Right for Girls	5
3. Cultural Politics, Gender, and History	9
4. Religion and Religious Extremism	12
5. Malala and Violence Against Women and Girls	15
6. Malala and Women’s Leadership	18
7. Malala and the Media	20
8. Global Feminisms: Speaking and Acting about Women and Girls	23

This toolkit was designed for use by high school/secondary school students in after-school clubs.

BEFORE YOU BEGIN

The goal of this toolkit is to foster a healthy environment for sharing ideas and experiences, not to put anyone on the spot, or be made to feel exposed or unsafe. Develop ground rules for you and your club.

EXAMPLES INCLUDE:

1. Before you begin exploring each theme with your club, take a minute to gauge the comfort levels of your members. Ask them if they are comfortable discussing difficult topics. If there are any topics that make someone feel particularly uncomfortable, suggest it as something to be read or researched at home, or discussed at a different time. You may also ask your club advisor to lead a blind vote to ensure members feel comfortable expressing their true opinions.
2. Everyone should feel safe saying they are uncomfortable with a discussion.
3. Everyone should respect others’ opinions, allowing conversations to be safe, productive, and constructive.
4. Violence against women and girls can trigger many reactions within each individual due to various backgrounds and experiences. That being said, it is an incredibly important topic to learn about and discuss if your club is able.

BACKGROUND



“Malala Yousafzai started her campaign for girls’ education at the age of 10 when the Swat Valley was being attacked by terrorists and education was threatened. She came to public attention at the age of 11 by writing for BBC Urdu about life under the Taliban. Using the pen name Gul Makai, she often spoke about her family’s fight for girls’ education in her community. In October 2012, Malala was targeted by the Taliban and shot in the head as she was returning from school on a bus. In recognition of her courage and advocacy, Malala was the winner of Pakistan’s National Youth Peace Prize in 2011.¹”

WHO IS MALALA?

Malala Yousafzai is a young Pakistani girls’ education activist. She gained global attention in 2012 when she survived a shot at point-blank range after being targeted by the Taliban for her education advocacy. In her memoir, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, Malala tells the story of her experiences as a young girl living in the Swat Valley in the face of violence and religious extremism. Using her intelligence, compassion, and sheer force of will, Malala is a voice for change and a beacon of hope for girls worldwide. At only 17 years old, Malala is the youngest recipient of the 2014 Nobel Peace Prize for her outstanding contributions to peace.

With her father, Ziauddin, Malala co-founded the Malala Fund in 2013, an organization dedicated to enable girls to complete 12 years of a free, safe, quality education so that they can achieve their potential and be positive change-makers in their families and communities.

THE TOOLKIT: PEERS EDUCATING EACH OTHER

This is where you come in! As an after-school group, you have the unique opportunity to join Malala’s movement by learning from her story and implementing change in your school, your community, and your world. The eight themes in this toolkit provide a deeper understanding of key concepts from Malala’s story. Each theme starts with a quote from Malala’s memoir, background information, activities for your club, and additional discussion questions and resources to deepen your knowledge. The goal of this toolkit is to empower young, passionate people like you to **take action**.

Using Malala’s story and this toolkit, you can work together to educate yourselves and each other and be the driving force behind real change in your community.

“
To all the girls who have faced injustice and been silenced.
TOGETHER WE WILL BE HEARD.

—MALALA YOUSAFZAI

¹ from *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*

MEMOIR AS LITERATURE AND HISTORY*



“

Who is Malala? I am Malala and
THIS IS MY STORY.

—MALALA YOUSAFZAI

BACKGROUND

So what’s a memoir? And what’s the difference between a memoir and an autobiography? Or a diary?

There are a few things that make a memoir stand out from other nonfiction books. A memoir focuses on a “personal account of an event, a season, or a memory that is generally very personal, evocative, and focused.”

But isn’t that the same thing as an autobiography? Not quite. Memoir differs from autobiography in that the memoir concerns a specific, concentrated period within a life, whereas an autobiography tends to recount the story of a life that is generally more all-embracing, with a greater chronological sweep and more linear structure.

I Am Malala is a memoir because Malala walks us through her experience of being attacked by the Taliban. She gives us her own insights and a very personal perspective of what her life was like for a specific period of time. Memoirs make powerful witnesses to history, and, in Malala’s case, a strong testament to injustice. Malala’s memoir illustrates the power of contrasts—from descriptions of her assailant’s shaking hand as he shoots her at close range to teenage preoccupations with *Twilight* books and arguments with Munneba, her loving but possessive best friend.



© National Geographic

*Adapted from resource guide material written by Julie Donovan

ACTIVITY

Now that you know what a memoir is, it's time to try it yourself! Part of being an advocate for girls is self-reflection and this is an opportunity for you to do just that. Take a moment and think about an experience in your life that stands out to you. It can be positive, like a year you discovered something you love. It may also be a challenging time in your life, like a fight with a friend or a family tragedy.

Once you have that moment in mind, it's time to get creative! Think of SIX words to describe it—no more, no less. You can add illustrations, incorporate movement, or even dance out your six words!

SHARE YOUR SIX-WORD MEMOIRS AS A GROUP AND TALK ABOUT YOUR REACTIONS:

- Why did you choose that moment?
- Was it difficult to come up with a way to describe that moment in your life in only six words? If so, why?
- Why do you think a memoir might be more compelling to read than an autobiography or a diary?

DISCUSS

- How might your six-word memoir help others understand something better in their lives, give someone comfort, or help someone grow?
- Can Malala's memoir help us understand something better in our lives? In the lives of others? If so, how?
- What might Malala's six-word memoir be?

TAKE IT FURTHER!

Why not make this digital? Build awareness and create interest in Malala's memoir by making Malala's six-word memoir into posters and social media posts. Get permission to put up the posters around school. Nothing gets students talking like clues, puzzles, and a game of "Guess Who?" Make your posters into a guessing game and then reveal Malala's identity over the school PA system. You can do this for other inspiring women leaders on March 8, International Women's Day, too!

ADDITIONAL RESOURCES

Check out the following memoirs to learn more about how impactful one person's story can be:

Persepolis by Marjane Satrapi

Three Little Words by Ashley Rhodes-Courter

Model by Cheryl Diamond

The Bite of the Mango by Mariatu Kamara

EDUCATION: A HUMAN RIGHT FOR GIRLS*



“

Though we loved school, we hadn't realized how important education was until the Taliban tried to stop us.

GOING TO SCHOOL, READING AND DOING OUR HOMEWORK WASN'T JUST A WAY OF PASSING TIME, IT WAS OUR FUTURE.

—MALALA YOUSAFZAI

BACKGROUND

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), education is a human right and essential for the exercise of all other rights. The Convention on the Elimination of All Forms of Discrimination Against Women calls upon states to take all appropriate measures to eliminate discrimination against women in order to ensure them equal rights with men in the field of education.

While girls are gaining access to primary education, gender disparities still remain high. Around the world, girls are unable to attend school for discriminatory reasons, including fear of violence. Girls are often discouraged from continuing in STEM fields, expected to do more housework as young adults than boys, and in many areas of the world are subject to forced and early child marriage. In 2013, 123 million young people worldwide lacked basic literacy skills, and girls comprised 61% of that total. Improving the socio-economic outcomes for girls and young women is of central importance not only for girls and women themselves, but also for their communities and future generations.

In July 2016, Malala spent her 19th birthday, Malala Day, visiting girls struggling to go to school in refugee camps in East Africa to make sure the world hears their stories. She launched the #YesAllGirls campaign during her visit to remind world leaders that they have promised 12 years of free, safe, quality education to all girls, including refugees.

Malala believes that access to quality education is a human right, for every girl as well as every boy. Education allows us to learn more about others and ourselves, and engage meaningfully with our world. However, across the world more than 130 million girls are denied this right as a result of poverty, lack of access, violence, or discrimination.



UNHCR / Jiro Ose / March 2014

ACTIVITY

The purpose of this activity is to get you thinking about how power and privilege can influence our lives, sometimes without us even realizing it. The goal is to identify and understand how even the simplest privilege—say, getting a ride to school from a parent—can affect one's education. By understanding that these privileges are not universal, we can identify the gaps in equality so as to work towards ensuring that all girls have the same opportunities to learn.

*Adapted from resource guide material written by Michele A. Clark and Larisa Warhol

EDUCATION PRIVILEGE WALK*

INSTRUCTIONS:

Find a large room with open space, enough for each member of your group to stand an arm's length apart in a straight line.

Choose one person, either a club leader or member, to be the moderator. This person will be giving the instructions that determine whether you step forwards, backwards, or stay in place during the walk.

To be read by the Moderator:

"We all come from different walks of life. Today, we're going to illustrate just how some walks are different from others—literally!

This activity is meant to engage each member of the group in an exercise on privilege, as it relates to education as a human right for girls. I will say various statements out loud with instructions and, as they pertain to you, you will step forward, backwards, or stay in place. This activity should be done in silence. As you hear each question out loud, think to yourself about how it relates to you, your peers, and girls all over the world.

Remember: If at any time you feel uncomfortable with a statement as it's read, you can stay where you are.

Everyone form a straight line with an arm's length apart."

STATEMENTS:

1. If the language spoken at your school is your first language, **take one step forward**
2. If either of your parents or guardians graduated from college, **take one step forward**
3. If you were/are being encouraged to apply for college by your family members, **take one step forward**
4. If you have visible or invisible learning disabilities, **take one step backwards**
5. If your work and school holidays coincide with your religious holidays that you celebrate, **take one step forward**
6. If you have ever studied the culture and history of your ancestors in school, **take one step forward**
7. If you have been bullied based on something you cannot change (gender, ethnicity, sexual orientation), **take one step backwards**
8. If you were ever offered a job or opportunity based upon your relationship with a friend or family member, **take one step forward**

*Adapted from the Privilege Walk Activity from State University of New York, found at: http://www.albany.edu/ssw/efc/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf

9. If you feel you were ever passed over on a job or opportunity based on your gender, ethnicity, or age, **take one step backwards**
10. If you come from a family environment that encourages taking challenging courses in your educational career, **take one step forward**
11. If you receive a regular allowance from your family, **take one step forward**
12. If you were ever uncomfortable about a joke or statement you overheard about your race, ethnicity, gender, appearance, or sexual orientation but felt unsafe confronting the situation, **take one step backwards**
13. If you rely on public transportation to get to school, **take one step backwards**
14. If you have ever felt unsafe walking at night, **take one step backwards**
15. If you have ever felt like your opinion was valued less than another classmate's by your instructor or peers based on your race, ethnicity, gender, appearance, or sexual orientation, **take one step backwards**
16. If you can look at the mainstream media and find people of your race/ethnicity represented fairly and in a wide range of roles, **take one step forward**

To be read by the Moderator:

"Take a minute to look around you, and, without speaking, think about where you ended up. Where are you in relation to your peers? What statements, if any, struck you in particular? Where might you be if this activity was being done in another country, such as Pakistan?"

When everyone has taken a moment to gather themselves, take a break. Grab a snack or sip of water and allow yourself a moment to decompress. When you're ready, come back as a club to discuss.

DISCUSS

- What was your initial reaction to where you found yourself at the end of this list of privileges?
- Have you come to any new realizations? If so, which one has the strongest impact?
- What challenges/gaps in equality do girls face when it comes to education?
- What can we do to minimize those gaps?
- Where do you think Malala would be standing at the end of the Education Privilege Walk? Why?

TAKE IT FURTHER!

Join Malala's movement! Visit malala.org to learn how you can Stand #withMalala and demand a quality education for every girl. Use your creativity and passion to take an active role by spreading awareness or advocating for every girl to get 12 years of a free, safe, quality education.

Want to try this activity again? Download Girl Up's "A Walk in Her Shoes" (<http://bit.ly/2erueM8>), which takes you through the journey of both Ethiopian refugee girls and Guatemalan indigenous girls in UN programs as they struggle for their education as well.

ADDITIONAL RESOURCES

WATCH:

“HE NAMED ME MALALA”

DVD is available for purchase at:
<http://www.henamedmemalalamovie.com>

Gather a group of friends or classmates for a screening of the film on campus or at your after-school club. Visit malala.org/students for more information and resources, including the discussion guide to help facilitate a conversation following the film.

You can also watch the video about the Malala Fund:
<https://vimeo.com/141199855>

WATCH:

“A GIRL WHO DEMANDED SCHOOL: KAKENYA NTAIYA”

http://www.ted.com/talks/kakenya_ntaiya_a_girl_who_demanded_school

Kakenya Ntaiya made a deal with her father: She would undergo the traditional Maasai rite of passage of female circumcision if he would let her go to high school. Ntaiya tells the fearless story of continuing on to college, and of working with her village elders to build a school for girls in her community. It's the educational journey of one that altered the destiny of 125 young women.

Discuss:

1. What is female genital mutilation (FGM) and why is it prevalent in Kenya? How does it affect girls?
2. If you were a human rights expert, what could you do to challenge this practice? How is Kakenya Ntaiya an inspiration to girls and women around the world?

WATCH:

“TO EDUCATE A GIRL,” UNICEF

<https://www.linktv.org/shows/viewchange/episodes/to-educate-a-girl>

In 2010, filmmakers Frederick Rendina and Oren Rudavsky traveled to Nepal and Uganda, two countries emerging from conflict and struggling with poverty, to find the answer to one question: what does it take to educate a girl? Framed by the United Nations Girls' Education Initiative (UNGEI) to provide equal access to education for girls by 2015, “To Educate a Girl” takes a ground-up and visually stunning view of that effort through the eyes of girls out of school, starting school or fighting against the odds to stay in school.

Discuss:

1. What are some challenges that girls face when trying to obtain equal access to an education? Compare and contrast Uganda and Nepal.
2. What are major organizations doing to address the challenges of educating girls? What more can be done to ensure girls have the opportunity to attend school?

WATCH:

DARE TO EDUCATE AFGHAN GIRLS: SHABANA BASIJ-RASIKH

http://www.ted.com/talks/shabana_basij_rasikh_dare_to_educate_afghan_girls#t-548954

Imagine a country where girls must sneak out to go to school, with deadly consequences if they get caught learning. This was Afghanistan under the Taliban, and traces of that danger remain today. 22-year-old Shabana Basij-Rasikh runs a school for girls in Afghanistan. She celebrates the power of a family's decision to believe in their daughters—and tells the story of one brave father who stood up to local threats.

Discuss:

1. What are the consequences of not educating girls around the world, especially in places like Afghanistan?
2. What do you find inspiring about Shabana, her father, and their belief in education?

CULTURAL POLITICS, GENDER, AND HISTORY*



“

We talked about how things happen for different reasons, this happened to me, and how education for females not just males is one of our Islamic rights.

**I WAS SPEAKING UP FOR MY RIGHT AS A MUSLIM
WOMAN TO BE ABLE TO GO TO SCHOOL.**

–MALALA YOUSAFZAI

BACKGROUND

“Culture” is the social context of a group of people. Culture can include values, beliefs, religions, laws, and arts which shape life for that group. Culture can change throughout history.

Throughout history and across regions, women have frequently faced discrimination and abuse in the name of culture. Pakistan became an independent country in 1947. From its inception, there were tensions between Hindus and Muslims. During Pakistan’s independence movement, there was heightened ethnic conflict, and women became targets of violence and discrimination. We see these trends continue in Malala’s story; as she grew up in Swat Valley, Pakistan under Taliban rule, girls tended to have far fewer privileges than boys—including the right to be educated.

Much of Malala’s story both illustrates and combats this “cultural privileging” of boys, particularly as it relates to education. A few examples of “cultural privileging” include:

- **Birth of a child:** The birth of a son is often greeted with celebration, whereas the birth of a daughter can be a cause for mourning. In some parts of the world, women who give birth to sons are honored, whereas women who give birth to daughters are shamed.
- **Son Preference:** In some parts of the world sons are preferred over daughters so much that families practice sex-selective abortion, favoring boys over girls.
- **Food distribution:** Men and boys are served food first; women and girls are served last. In times of hardship, women and girls may bear the brunt of food scarcity more than men and boys.
- **Education:** With limited resources, a family will invest in the education of a son rather than a daughter since the daughter is believed to inevitably marry and live with her husband’s family. Moreover, the predominance of male teachers contributes to the under-matriculation of girls, notably in conservative cultures where girls and boys are educated separately. In co-educational schools, sexism leads to boys getting more attention and praise than girls, particularly in regards to math and science. This unequal treatment affects female students’ self-conception and success.
- **Child Marriage:** Child marriage is the marital union a person enters into before reaching the age of 18. Often child brides are dependent on their husbands and denied fundamental rights to education, health, and safety. Child marriage often occurs due to cultural traditions and poverty.
- **Bride Price:** Bride prices are monetary sums given to impoverished families in exchange for a girl or woman to be married.

*Adapted from resource guide material written by Kavita Daiya

Malala was raised in a culture that does not support female education. Some view the education of girls as counter-cultural and a negative Western conspiracy and ideology. As a result, Malala has met much opposition. But the challenges she has faced have only strengthened her mission and amplified her voice. Malala continues to challenge barriers to girls' access to education around the world.

The U.S. has its own cultural privileges that favor men. For example, the No Ceilings Campaign reports that a U.S. woman on average earns about 78 cents for every man's dollar (an African American and Latina woman, on average, earn even less); the U.S. is one of nine countries worldwide that does not provide paid maternity leave; and, while women make up a majority of moviegoers, they only constitute 7% of the directors.

It is often thought that culture is intractable and cannot be changed. The fact is culture CAN be changed. Everyone comes from a different culture and EVERY culture has elements that don't serve the rights of all in the community. You CAN change it and people have changed negative elements of their culture across the world.



Girl Up / Neel Dhanesha / December 2015



Girl Up / Lameck Luhanga / September 2015

ACTIVITY

The purpose of this activity is to expose you to the different kinds of feminist organizations and activists across the globe—and to become one of them! By understanding the interconnected relationship between history, culture, and gender, we can better understand how to engage with these concepts to promote equality.

As a group, study one or two different feminist activists or women's organizations. They can be based in the United States or abroad. Identify the focal issue for the activists or organizations—be it education, human rights, domestic violence prevention, rural development, etc. Be sure to also research the tools they use to accomplish their goals. (Tip: A great place to start your research is MAKERS, a website devoted to accomplished and powerful U.S. women across many different fields.)

Once you've chosen an activist or organization, think about the ways in which those focal issues are addressed. How do they spread their message? Do they have a website, make videos or use social media to promote grassroots campaigns?

TAKE IT FURTHER!

As a group, choose one issue you'd like to address and create your own action plan!

- **Talk about the history behind the issue**—find the context and the cultural or political factors that motivate each side—the Who? What? Where? When? and Why? of the issue will give you the background information needed for your action plan.
- **What are your goals?** What people do you want to educate? Your classmates, your parents, or the larger community? How do you want to educate people? You could write a blog post, table at your school, or find a real life organization at which to volunteer.
- **Spread the word!** Create a "Did You Know?" poster, photo series, Prezi, or PowerPoint and ask a teacher to share it in the classroom! Include information about your issue, what you think could be done to help solve it, and how others can join your movement.

ADDITIONAL RESOURCES

LISTEN:

“THE LIVES OF WOMEN IN AFGHANISTAN: INTERVIEW WITH LEILA”

<http://muslimvoices.org/lives-women-afghanistan-interview-leila>

Discuss:

1. How was Leila’s life shaped by cultural politics, particularly her status as a refugee?
2. How is Leila different than the stereotypical image that is generally presented of Muslim women?
3. What is Leila’s opinion of the Taliban occupation of Afghanistan?
4. Think about your own culture—is there anything in your culture that discriminates against women?
5. What groups are working to address any cultural discrimination that may be occurring in your culture?

WATCH:

“SASA! A FILM ABOUT WOMEN, VIOLENCE, AND HIV/AIDS”

https://youtu.be/jzR_UINbvZg

“Sasa” is a Kiswahili word, meaning “now.” Now is the time to begin thinking differently about preventing violence against women and HIV/AIDS. The 30-minute documentary film tells two women’s personal stories of violence and HIV/AIDS.

Source: *Raising Voices: SASA! A film about Women, Violence and HIV/AIDS*

Discuss:

1. What are the commonalities between the women in the film?
2. What is a bride-price and what influence did it have on women’s relationships with their husbands?

WATCH:

“WAYLOWAYLO,” TOSTAN INTERNATIONAL

<https://youtu.be/DFrEfByP89I>

Waylowaylo takes place in the community of Tankanto Maoundé. Waylowaylo means “change” in Pulaar, and the film shows the changes in attitude in the community towards girls’ education through the story of a girl named Maoundé Baldé and her father, Mamadou Baldé, the Village Chief.

Source: *Tostan International*

Discuss:

1. What cultural factors led Maoundé’s father to initially not allow her to continue her education?
2. What role do men play in ensuring equal opportunity for women?
3. What impact will Maoundé’s education have on future generations? What impact will your education have on future generations?

RELIGION AND RELIGIOUS EXTREMISM*



“

Because of the Taliban, the whole world is claiming we are terrorists. This is not the case. We are peace-loving. Our mountains, our trees, our flowers—everything in our valley is about peace.

—MALALA YOUSAFZAI

BACKGROUND

“Islam is arguably the most misunderstood religion of the 21st century.”²

WHAT IS ISLAM?

Islam is a monotheistic religion. It began in the 7th century AD in what is now Saudi Arabia, led by the Prophet Muhammad^ﷺ³ who Muslims believe is the last prophet of Allah (the Arabic word for God). Followers, known as Muslims, adhere to the Qur’an, the central text of Islam, and follow 5 pillars of faith:

1. **Shahada:** There is only one god, God, and Muhammad^ﷺ is his prophet
2. **Salat:** Ritual prayer five times a day
3. **Zakat:** Giving alms to the poor
4. **Hajj:** Pilgrimage to Mecca during the month of Dhu al-Hijjah
5. **Sawm:** Fasting during the month of Ramadhan

WHERE IS ISLAM PRACTICED?

Over 1.5 billion people in the world are adherents of Islam. In other words, 23% of the world’s population is Muslim. Islam is the religion of various people around the world in places such as North America, Europe, the Middle East, Africa, and Asia. Islam is often exclusively associated with the Middle East, although only 15-18% of the world’s Muslim population is Arab. In fact, the country with the largest Muslim population in the world is Indonesia. Approximately five to six million Muslims live in North America. A number of leading scientists, physicians, athletes, and scholars are Muslims.

*Adapted from resource guide material written by Kelly Pemberton

²Kelly Pemberton, Associate Professor of Religion and Women’s Studies, The George Washington University

³The salawat, “salah allahu alaihi wa sallam”, is a phrase that Muslims use to pronounce blessings upon the Prophet Muhammad^ﷺ. Sometimes the phrase is abbreviated as SAW or PBUH for “peace be upon him,” but these abbreviations are controversial and to some, suggest a lack of respect. With this in mind, we have used the full salawat in Arabic, as a superscript, in line with contemporary literary conventions seen in texts about Islam.

WHAT IS RELIGIOUS EXTREMISM?

Religious extremism is any behavior, attitude, or belief outside the norm of religious beliefs or practices. Often, this extremism manifests itself in the form of violence or the creation of smaller groups or cults. Religious extremism is present in *all* religions.

- Some groups, like the Taliban, have interpreted select Islamic religious practices in ways which have suppressed human rights. Likewise, extremist Christian, Buddhist, and Hindu groups have committed acts of violence that do not align with the core values of the religions they claim to represent.
- Because of terrorism and the media, many misunderstand Islam and often mix up the practices of a small minority with the entire religion. Many Islamic people challenge extremism in their own religion.
- Malala remains a devout Muslim while condemning the religious extremism of the Taliban.

ACTIVITY

The purpose of this activity is to gain a broader understanding of religious extremism and how it can be dangerously confused with mainstream religious principles. By distinguishing the two, and by understanding that religious extremism pervades every major religion, not just Islam, we can better understand how many more things there are that bring us together than there are that divide us.

Originally an “ice breaker”, this activity was designed to find commonalities among various groups of individuals. Here, we’re looking to find both similarities and differences, but not in individuals: in **religions**. Then, after the activity, you’ll come together to discuss what you found.

As a club, pick 3–5 religions to compare and contrast. There are hundreds of different religions, so get creative! Keep in mind that there will be more information readily available on the more prominent religions, but don’t let it discourage you—the information is out there! To better understand Malala’s backstory we do recommend choosing Islam as one of your religions.

Below are a few resources from which you can gather information:

<http://www.bbc.co.uk/religion/religions>

<http://www.uri.org/kids/world.htm>

<http://www.globalreligiousfutures.org>

<http://www.infoplease.com/ipa/A0113529.html>

<http://hrr.hartsem.edu/ency>

Once you’ve decided on religions to analyze, create a massive Venn-Diagram or other chart. Under each religion, be sure to identify:

- The origin of the religion
- Fundamental beliefs
- Where the religion is practiced
- Leader(s) within the faith
- Interesting facts
- Anything you want!

Then, highlight in different colors the commonalities between religions. You might be surprised by just how much these religions have in common.

- After you’ve created your chart, host a discussion with your club. You might discuss what surprised you about the similarities and/or differences between religions. You can also share something you learned about another religion that you previously did not know. How many people do you personally know who practice each religion identified in the game? What impact do you think personal relationships have on understanding religions different from your own?

TAKE IT FURTHER!

Turn your country research into a game. Brainstorm enough religions for each club member to select one out of a hat. Give everyone no more than five minutes to gather information. Then, it's time to start playing!

- As a group, form a circle of chairs, with one person standing in the middle. One by one, go around the circle and state the religion you are representing.
- The person standing in the middle will start off the game. Think of an aspect of the religion you represent, and say "Stand up if your religion...[insert aspect]", finishing that sentence with a fact about the religion you researched.
- Anyone whose religion identifies with the statement will stand up, and must quickly move and try to find a new chair. This includes the person in the middle.
- You cannot move to a chair that is next to you.
- One person will be left without a seat. This person will take his/her place in the middle of the circle, and start again.

Think about your core values or religious identity. Based on this game, which concepts resonate most with you? Which the least?

ADDITIONAL RESOURCES

LISTEN:

"WOMEN IN ISLAM: RELIGIOUS STUDY"

<http://muslimvoices.org/women-islam-religious-study>

Discuss:

1. How does Islam guide the lives of the various women in the interview?
2. How do the women define Islam differently?
3. What does the last woman say about misuse of power (particularly against women) in Islam? What is the difference between culture and religion and how do they intersect?

LISTEN:

"WOMEN IN ISLAM: TASLIMA NARIN"

<http://muslimvoices.org/women-in-islam-taslima-nasrin>

Discuss:

1. What is Taslima's opinion about the separation of religion and state?
2. What are the roots of women's oppression according to Taslima?
3. Who does she blame for Islamic Fundamentalism?
4. What are Taslima's views about secular education and criticism in Islam?

LISTEN:

"HERE IS WHY GOVERNMENT CORRUPTION CAN SPAWN RELIGIOUS EXTREMISM AROUND THE GLOBE"

<http://www.pri.org/stories/2015-01-28/bribery-fraud-spawn-religious-extremism-worldwide-author-says>

Discuss:

1. What are some examples of government corruption in the news story? What are some examples of government corruption in your community?
2. Discuss how government corruption can spawn religious extremism.

WATCH:

"RHETORIC, RELIGION AND THE FIGHT AGAINST EXTREMISTS"

<http://www.cbsnews.com/videos/rhetoric-religion-and-the-fight-against-extremists>

Discuss:

1. When you discuss extremist groups, how can you avoid making generalized statements about the religious groups extremists claim to represent?
2. What are your thoughts on the president's new approach to discussing extremist religious groups?

MALALA AND VIOLENCE AGAINST WOMEN AND GIRLS*



“

There is not a country in the world devoid of abuse, violence, and discrimination against women. However, thanks to the courage of girls like Malala and men like Ziauddin Yousafzai, Malala’s father, international efforts to end all forms of violence against women and girls have become increasingly visible.

—MARY ELLSBERG, DIRECTOR OF THE GLOBAL WOMEN’S INSTITUTE

BACKGROUND

Violence against women and girls (VAWG), also referred to as gender-based violence (GBV), is one of the most pervasive and underreported human rights violations in the world.

According to the United Nations Declaration on the Elimination of Violence Against Women (1993), violence against women “...refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

This definition includes but is not limited to:

- Physical violence, such as slapping, kicking, hitting, or use of weapons
- Emotional abuse, such as systematic humiliation, controlling behavior, degrading treatment, insults, and threats
- Sexual violence, including coerced sex or being forced into sexual activities considered degrading or humiliating
- Denial of resources, services, and opportunities also known as economic abuse, such as restricting access to financial, health, educational, or other resources with the purpose of controlling or subjugating a person

Malala’s memoir includes examples of violence against women and girls. By standing up for her right to an education and an equal opportunity to learn, Malala risked death at the hands of the Taliban. The Taliban responded violently to Malala’s courageous acts in order to silence her voice and reinforce patriarchal and extremist values. Unfortunately, this scenario is not limited to the case of Malala, as women and girls around the world continue to be discriminated against in the name of tradition, religion, honor, and male entitlement.

VAWG is not confined to a specific culture, region or county, or to particular groups of women within a society. The main purpose of the violence is to maintain a system of women’s subordination to men. **1 in 3 women in the world will experience physical or sexual violence at some point during their lifetime.** Such statistics are troubling—but women and girls around the world are standing up to these injustices. In the words of Malala, “Let us remember: One book, one pen, one child, and one teacher can change the world.”

*Adapted from resource guide material written by Mary Ellsberg

ACTIVITY

The purpose of this activity is to give your group an opportunity to lead community education and prevention efforts on violence against women and girls. As you read above, violence against women is not only in far reaches of the globe; it pervades every culture, region, and country, including your own. It affects all of us. By coming together to spread the word about its causes and effects, we all can be Malalas in the fight against VAWG.



HUMAN for Malala Fund / Malin Fezehai

WORDS > VIOLENCE

Come together as a group to brainstorm ideas for spreading what you've learned about VAWG. What messages might be the most impactful? Then, put those ideas to paper! Write an op-ed piece or create an infographic for your school's newsletter/newspaper. If you want to create something more visual, make a poster, banner, or flyer for your school library. During the planning process, be sure to ask yourself what the best medium is to raise awareness.

Things to keep in mind:

- Who is your target audience?
- What is the message you wish to convey?
Try to come up with a one- or two-sentence tagline to express this message.
- What might your community not know about VAWG?

If you would like to do more research on VAWG to inform your project, you can visit the following websites:

- International Center for Research on Women: <http://www.icrw.org>
- FUTURES Without Violence: <https://www.futureswithoutviolence.org>
- The Global Women's Institute: <https://globalwomensinstitute.gwu.edu>

DISCUSS:

- How is violence against women and girls manifested in your own culture and community and what can be done to address this problem?
- What did Malala do to combat violence against women and girls? What is she doing now?

TAKE IT FURTHER!

- Take your project and turn it into a public service announcement (PSA). A PSA is an audio or visual recording meant to disseminate information to a certain audience. Seek to collaborate with a film or photography class and ask for your PSA to be played at school. Make sure you follow proper protocol at your school to air your PSA.
- Invite a guest speaker from a women's rights organization, women's shelter, or find an organization that speaks to you to come and visit your group. Prepare five or six questions for the speaker, and send them in advance so that they have time to prepare answers. Be sure to thank your guest speaker after the meeting!
- Donate items that are needed by women and children affected by violence. Most shelters have a list of requested donations on their website, or you can call and ask what the shelter specifically needs. Never start a collection drive before seeking out what individuals or organizations need. Usually you can find an organization's contact information on their website.
- Volunteer! Use your artistic abilities and offer to teach free arts and crafts lessons at a shelter for women and children affected by abuse. You can also help the shelter create an arts and crafts station by providing them with materials. Arts can be a therapeutic way to process pain and hardship.

ADDITIONAL RESOURCES

EXPLORE: **THE COMMUNICATIONS X-CHANGE WEBSITE**

<http://xchange.gwu.edu>

The Communications X-CHANGE is an online library of materials contributed by organizations and individuals around the world who are working to end violence against women and girls. A wide assortment of international content includes flyers, posters, videos, brochures, educational materials, and more, all of which you can view and download free of charge.

LISTEN: **WOMEN, WAR & PEACE PODCAST:** **“THE TALIBAN VERSUS WOMEN IN PAKISTAN”**

<http://www.pbs.org/wnet/women-war-and-peace/podcast/the-taliban-versus-women-in-pakistan>

Discuss:

1. How has Taliban occupation affected the lives of women and girls in Pakistan?
2. Why has the Taliban prevented girls from going to school and what can be done to prevent this from happening?

WATCH: **“WHAT WORKS TO PREVENT VIOLENCE”**

<https://youtu.be/vN7iKba9ZZU>

Violence against women and girls is preventable. Watch this short video on breaking the cycle of violence.

VISIT: **GBV PREVENTION NETWORK**

<http://preventgbvafrica.org/>

The GBV Prevention Network is a vibrant network of activists and organizations working to prevent violence against women and girls (VAWG), united in their mission to uphold equality in our homes and communities.

WATCH: **“NO TIME TO LOSE: FGM/C & CHILD MARRIAGE,”** **UNICEF**

<https://youtu.be/kpUZXwR5-pw>

Many girls around the world are married as children, and the practice of female genital mutilation (FGM) is still trenchant in many regions. Watch this short video to learn more about child marriage and FGM.

MALALA AND WOMEN'S LEADERSHIP*



“

DEEP IN MY HEART I HOPED TO REACH EVERY CHILD
who could take courage from my words and stand up for his or her rights.

—MALALA YOUSAFZAI

BACKGROUND

Leadership is a complex process that involves the engagement of a community working toward a shared goal, vision, or interest. The concept of leadership is conditioned by cultural, religious, economic, political, and social conditions, and it is informed by historical and contemporary stories. Successful leadership traits include: vision, self-knowledge, critical thinking, problem-solving capacity, communication skills, personal integrity, and responsibility.

Malala is a living embodiment of these leadership qualities. Her work engaging her community—both in Swat Valley and on a global scale—to fight for girls' education is a demonstration of her power to lead and influence. Malala's message has become an important catalyst for inspiring global recognition of the importance of educating women.

ACTIVITY

The purpose of this activity is to demonstrate the power of other female leaders like Malala. What makes a good leader effective is not her ability to stand before large groups of people and order them around. It is her ability to speak up for the rights of others and inspire them to use their own voice to create change, even in the face of those who would rather they not speak at all. Because Malala has stood up for girls' education, many others around the world have begun to use their own voice to fight for the same right.

First, watch the following video. Take note of the people who speak in front of the camera. Are they all women? Are they old or young?

“

PAKISTANI GIRLS ARE JUST LIKE OTHER GIRLS FROM AROUND THE WORLD
—we like singing, skipping, and beautiful flowers.

—HUMAIRA, “THE OTHER MALALAS”

*Adapted from resource guide material written by Mary Buckley

 **WATCH:**

“THE OTHER MALALAS: MEET GIRLS WHO ARE FIGHTING FOR THEIR RIGHT TO AN EDUCATION”

https://youtu.be/GluooOH_EnE

Next, discuss: Get in a circle or break off into pairs to talk about what you saw in the video. You don't have to go through each question, but try to pick one or two that stand out to you and do a deeper dive. If you split off into pairs, meet back together as a group at the end and report back on what you and your partner discussed.

1. Discuss the situations of the other girls portrayed in this video. Compare and contrast their experiences with Malala's.
2. What leadership qualities do the different girls exemplify?
3. Why do you think this video was made? Who was the target audience and how does that affect its message?
4. What was your reaction to what Mohammed Irfan said about his wife, Rehana, going to school after being married? Was this message inspiring? Why or why not?
5. How do you feel about your own education? Are your feelings similar or different than those of the girls in the video? Do you feel differently about your education after watching the video?

TAKE IT FURTHER!

Part of becoming a good leader is understanding the qualities that both good and bad leaders possess. With this activity, divide up into pairs and together brainstorm the top three qualities of a good leader and the top three qualities of a bad leader. Write each of them down on post-it notes and have the club stick these post-its on opposite sides of the wall. Once every pair has completed the task, nominate a volunteer to read each quality. As a full group, you must try to rank the qualities from best to worst to create one long line. At the same time, come up with examples or case studies that justify your final rank and order.

ADDITIONAL RESOURCES

 **WATCH:**

“ZIAUDDIN YOUSAFZAI: MY DAUGHTER, MALALA”

http://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala

Pakistani educator Ziauddin Yousafzai (and father of Malala) reminds the world of a simple truth that many don't want to hear: Women and men deserve equal opportunities for education, autonomy, and independent identity. He tells stories from his own life and the life of his daughter, Malala. “Why is my daughter so strong?” Yousafzai asks. “Because I didn't clip her wings.”

Discuss:

1. Think about the importance of involving men in the fight for gender equality. What are some challenges you perceive in engaging men and boys? What do you see as effective ways to include them in discussions of gender equality?
2. How has Malala's father inspired her to fight for education and played the part of a role model in her life?

MALALA AND THE MEDIA*



“
I SPEAK NOT FOR MYSELF,
but so that those without a voice can be heard.

—MALALA YOUSAFZAI

BACKGROUND



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The term media refers to methods of communication used to distribute the news to the public. It is necessary to realize that news stories are written, edited, and produced by men and women with differing points of view on certain topics and that no person is truly neutral. The more we are able to understand how stories turn into news events, the better able we will be to form intelligent and accurate opinions of what is going on around the world.

Malala could be considered a “news icon.” She has captured the media’s attention on issues such as children’s education, Pakistan, violence, extremism, war, and gender equality. Her remarkable story speaks to many social movements, including women and children’s rights, education equality, and conflict resolution (particularly in Pakistan and South Asia). However, it is important to note that in some countries Malala is seen as a terrorist and in others as a hero. Be an informed and critical thinker when it comes to mainstream media. Remember that our knowledge of Malala and the multiple issues she represents is filtered through news and images provided by all kinds of different media.

ACTIVITY

SOCIAL MEDIA CAMPAIGN

The purpose of this activity is to think of ways you can use your own media presence to spread Malala’s message and become an icon for social issues within your community. The idea is to engage your friends, family, and community members in conversations on issues about which you are passionate. With social media you can shape any message using your voice. For example, the Communications X-Change is an online website where you can use your social media sites to view, download, and share resources aimed at ending violence worldwide against women and girls.

Malala has used social media and other media resources to shape her own image and highlight important issues. For example, on her 18th birthday Malala launched a #BooksNotBullets social media campaign to encourage world leaders to invest in education over military budgets. Similarly, alongside the release of the documentary film *He Named Me Malala*, she launched a Stand #withMalala social media and advocacy campaign to raise mass awareness, funding, and policy change by activating millions of people worldwide as newfound champions for girls’ education globally. Though Malala grew up lacking power, she found her strength and used it to create positive, lasting change.

*Adapted from resource guide material written by Sean Aday and Silvio Waisbord



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Now it's time to post! Choose your own social media outlet or use one from the list below to post about an issue from this toolkit that matters to you. Develop a calendar and make your posts consistent. You might want to post every day for one week showing that you Stand #withMalala. Or, you may find better results by posting every Monday for an entire month. Be sure to mention The Global Women's Institute, Malala Fund, and/or Girl Up in your posts so that we can share your messages!

Sample tweet one:

"I stand #withMalala because every girl has a right to a quality education! Learn more at malala.org. @MalalaFund @GWUGlobalWomen"

Sample tweet two:

"Learn about how our @GirlUp club stands #withMalala to empower girls everywhere. @MalalaFund @GWUGlobalWomen"

Get creative and remember to use consistent hashtags across each post! Don't forget to check the comments and likes on your posts and reply to comments if it helps move the conversation forward. Encourage all club members to post on their personal pages and handles, too.

Social media outlets include:



Facebook



Twitter



Tumblr



Instagram



Vine



Youtube



Google Plus



Snapchat



Pinterest

TAKE IT FURTHER!

As a group, identify which social media campaigns have really caught your attention. For instance, the #icebucketchallenge took us all by storm in 2014 and raised \$100 million for ALS while #ilooklikeanengineer battled stereotypes by showcasing women and people of color as engineers. What other social media campaigns have stood out to you? How have these social media campaigns filtered and framed certain issues and images? How can you use these real life examples to improve upon your initial social media campaign?

ADDITIONAL RESOURCES

WATCH:

“IT’S ON US” OFFICIAL CAMPAIGN VIDEO AND THE “IT’S ON US” CAMPAIGN VIDEO AT THE GEORGE WASHINGTON UNIVERSITY

<https://youtu.be/wNMZo31LziM>

<https://youtu.be/m1UVPQ39GLM?list=UU-KMXs2GnVdm7vO2q6C1n3A>

“It’s On Us” is a social media awareness campaign committed to ending sexual assault on college campuses. “It’s On Us” asks men and women to make a personal commitment to take a stand against campus sexual assault.

Discuss:

1. What role did the White House play in this campaign? Why are influencers important in amplifying the impact of social media campaigns?
2. What makes the specific GW “It’s On Us” video unique? Why was making a specialized video important for the GW community?
3. Visit ItsOnUs.org. Beyond spreading awareness, how does this campaign spur action?

EXPLORE:

BOOKSNOTBULLETS CAMPAIGN

For Malala’s 18th birthday, she had one wish: access to education for everyone. She launched the #BooksNotBullets campaign where people could express their support for investing in education. Participants post a photo of themselves holding up their favorite books and sharing why they choose #BooksNotBullets.

Discuss:

1. Why are images an important element of social media campaigns?
2. How much money is invested in military globally each year? How much is invested in education?

EXPLORE:

#NOTBUYINGIT #MEDIAWELIKE

#NotBuyingIt and #MediaWeLike is a social media campaign by The Representation Project that inspires people to join together in celebrating good representations of women in media and bringing attention to the bad—from advertising to merchandising. ads.

Discuss:

1. What was #MediaWeLike’s strategy during the Super Bowl? See: <https://storify.com/RepresentPledge/notbuyingit-mediawelike-at-sb50>
2. Why do you think their tactics have been effective?

Don’t forget to connect with The Global Women’s Institute, the Malala Fund, and Girl Up on our social media sites!

The Global Women’s Institute

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 youtube.com/user/girlupcampaign

GLOBAL FEMINISMS: SPEAKING AND ACTING ABOUT WOMEN AND GIRLS*



“

It was strange to stand up there on the stage and have people address me as Madam Speaker, BUT IT FELT GOOD TO HAVE OUR VOICES HEARD.

—MALALA YOUSAFZAI

BACKGROUND

While framed differently across cultures, feminism at its core is the belief that women should benefit to the same degree as men from equal access to justice, political power, education, and economic opportunities. Feminist movements are organized initiatives in support of women’s rights and interests, and may be centered on a specific issue or cause.

The events that shape Malala’s life include choices made by communities, nations, individuals, families, international organizations, and global political institutions, all of which are shaped by gender norms. It is important to examine how gendered violence and other acts of discrimination against women have impacted Malala’s story. Global feminists ask questions and conduct research in order to find clues about how to create activist responses to this discrimination.



Crown Copyright / Rob Thom

ACTIVITY

 **WATCH:**

“MALALA ACCEPTS THE NOBEL PEACE PRIZE”

<https://youtu.be/MOqIotJrFVM>

Now write your own speech! After hearing Malala talk about her feminism, think about what you’d like to say to the world about your thoughts on feminism, education, and human rights. Write a short speech and deliver it to your club.

TAKE IT FURTHER!

 **WATCH:**

“CHIMAMANDA NGOZI ADICHIE: WE SHOULD ALL BE FEMINISTS”

https://youtu.be/hg3umXU_qWc

Chimamanda Ngozi Adichie is a Nigerian novelist, nonfiction writer, and short story writer who gave a well-known TED Talk about feminism. Adichie’s talk was featured in Beyonce’s hit song, “Flawless.”

1. Before watching this video, how did you or do you define feminism and a feminist?
2. Do you consider yourself a feminist? Why or why not?

*Adapted from resource guide material written by Rachel Riedner

ADDITIONAL RESOURCES

WATCH:

HALF THE SKY DOCUMENTARY

Available on iTunes, Netflix, or DVD:

<http://www.halftheskymovement.org/pages/film>

Half the Sky: Turning Oppression into Opportunity for Women Worldwide, is a four-hour series shot in 10 countries: Cambodia, Kenya, India, Sierra Leone, Somaliland, Vietnam, Afghanistan, Pakistan, Liberia, and the United States. Inspired by Nicholas Kristof and Sheryl WuDunn's book, the documentary series introduces women and girls who are living under some of the most difficult circumstances imaginable—and fighting bravely to change them. The film reflects viable and sustainable options for empowerment and offers an actionable blueprint for transformation.

Discuss:

1. Which country story and theme resonated most deeply with you and why?
2. How does poverty and education in America compare to poverty and education in other countries?
3. Do you think people in the designated countries are aware of the issues discussed in the films? If not, what can be done to raise awareness?

WATCH:

"GIRL RISING: PERU CHAPTER"

<http://girlrising.com/sennas-story>

Senna was named for a fictional warrior princess, but she has been fighting real battles all her life: to survive on a bleak and frigid mountaintop, and to get the kind of education that will help her move beyond it. Senna's father has dreams for her, and so insists she go to school. There, she discovers the transformative power of poetry. Her passion and talent seem to ensure she'll have a better future, and be the success her father dreamed she'd be.

Source: *Girl Rising*

Discuss:

1. Poetry transformed Senna's life and helped her strengthen her voice. Your voice is important. What outlet do you use to express yourself?
2. Senna is rising from her ordinary circumstances to do extraordinary things. In what way do you want to make an extraordinary impact on your community?

READ:

"HAVE WE LEARNED ANYTHING FROM THE COLUMBIA RAPE CASE?", THE NEW YORK TIMES MAGAZINE

<http://www.nytimes.com/2015/05/29/magazine/have-we-learned-anything-from-the-columbia-rape-case.html>

Emma Sulkowicz, a 2015 senior at Columbia University, made headlines all year for carrying her mattress around campus in protest of the administration's handling of her alleged rape. Sulkowicz brought the mattress to her Columbia College graduation on May 19.

Discuss:

1. Can art make a political statement? How can you and your group create art for gender justice?
2. Discuss your rights as a student. Are you aware of what your rights are?

WATCH:

FLIP THE SCRIPT

https://youtu.be/DZ6RESGZAYQ?list=PL2XQi_mM38jih7rNZ967QfTkAxRekf43k

Flip the Script, hosted by Liz Plank, brings you a different story each week that confronts social issues and challenges traditional assumptions people have about the world. The Mic web series combines substance and smarts with fun, wit, and irony.





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