

Malala - A Girl with a Book

A play about Malala Yousafzai by Nick Wood

30th May 2022 – February 2023

The English Theatre
Frankfurt

A Girl with a Book
MALALA

Malala – Mädchen mit Buch
A play for young audiences by **Nick Wood**

Director **PJ Escobio**

COMMERZBANK  tel (069) 242 316-20 www.english-theatre.de

The English Theatre Frankfurt - Teachers' Resource Pack

This teachers' pack includes information as well as tasks and topics to be dealt with in the classroom. The tasks do not necessarily build on each other. Cut and paste as you please, and please consult the official program for additional information.

Background Information to *A Girl with a Book*

The author – Nick Wood



Before writing plays for theatre, Nick Wood worked as an actor and journalist. Today, he is an author and lecturer for scenic writing and his plays are being performed all over Europe and North America. He also writes audio books for BBC Radio 4. He particularly appreciates the immediacy and simplicity of theatre, where dialogues do not only consist of words, but of movement, gestures and sound.

<https://theaterinkempton.de/nick-wood/>

The Director – PJ Escobio

PJ has directed for the English Theatre Frankfurt *Huck Finn*, *Shockheaded Peter* (Covid cancelled) and for this season will direct *Girl with a Book* by Nick Wood. He is the Artistic Director of Shakespeare Frankfurt, for whom he directed the film *Spiritus Vitae*, *The Breath of Life*, and for the 2021-22 season is directing *Travelers*, *Fools and Thieves*, *Antony and Cleopatra* and next year's Garden production *As You Like It*. Other plays he has directed for SF include, *Trojan Women* by Euripides, Shakespeare's *King Lear*, *Macbeth*, *Othello*, *A Midsummer Night's Dream*, *Twelfth Night*, *The Comedy of Errors* (Covid cancelled) and *An Enemy of the People* by Henrik Ibsen. His production of *The Pillowman* by Martin McDonagh was at the Internationales Theater Frankfurt in the Fall of 2019. From 2015-18 he was the Director in Residence at The LOFT, where he directed *Shakespeare in the Garden:*



Hortus Inclusus, Shakespeare's *The Tempest*, *Grounded* by George Brandt and was the co-creator of *Where*. For 10 years he was the Artistic Director of Shakespeare Anyone? founded in New York City in 2005, where he directed, produced and/or performed roles from all but 5 of Shakespeare's plays. He was the Associate Artistic Director of WordBRIDGE Playwright's Laboratory. He also cast and directed BFA playwriting thesis projects for NYU's Tisch school of the arts. He has taught Acting, Scene Study, Stage Combat and Shakespeare courses at the collegiate level as well as high schools and private institutions for over 20 years. He holds a Master of Fine Arts from the University of Missouri-KC in Acting and Directing.

A Girl with a Book – Synopsis

A Girl with a Book is an honest response to the story of Malala Yousafzai, who was shot by the Taliban. The play raises serious questions about the West's complex relationship with and attitudes to the Muslim world. *A Girl with a Book* is based on the true story of Nobel Peace Prize-Winner Malala Yousafzai. In 2012, gunmen stopped a bus in Pakistan and shot three young girls. Their crime? Wanting to go to school. Knowing nothing about the situation, able to offer little more than outrage, the writer is forced out from behind her desk and in the search for answers to help her tell the story of a brave young woman's fight for girls' education, but when her research uncovers attitudes at odds with her liberal convictions, she has to face what she learns about herself. *A Girl with a Book* examines Malala's story through a series of questions, for instance, whether a middle-aged, middle-class white woman could ever understand the world of a young Pakistani girl. Using quotes from Malala, the two other girls involved in the shooting, and Malala's father, the writer's journey attempts to piece together the story and come to an understanding of the issues surrounding it.

The Characters

The writer

The writer is a white middle-aged British woman living in the UK. She is facing a writer's block and is lacking inspiration for her writing when she comes across the story of Malala Yousafzai, a young Pakistani activist for girls' rights who was shot in the head by the Taliban in 2012 and is now a globally known speaker and ambassador for women's rights.

Malala Yousafzai

Malala Yousafzai was born in Mingora in the Swat valley in Pakistan on 12 July 1997. Malala's parents and especially her father, Ziauddin, were determined to give their daughter as many opportunities to learn and grow as a boy would have. Malala went to a girls' school in Swat valley where her father was the head teacher. She loved learning and enjoyed going to school. In 2008, the Taliban, an Islamist terrorist group, took control of



Malala's hometown, banning things like owning a television, listening to music and not allowing girls to go to school anymore. Whoever would not abide by their rules would face harsh punishments. At just 11 years, Malala was forced to stop learning and stay home – a fact neither her father nor Malala herself were willing to accept without resistance. While Ziauddin travelled to other cities in Pakistan, organizing protests and speaking to government officials, Malala and the rest of the family had to flee, and Malala started to speak up publicly, advocating for girls' right to education. As she continued to give speeches and interviews, she was becoming a well-known activist for equality and girls' rights, not only in Pakistan but in other parts of the world, too. This made her a target for the Taliban as she publicly criticised them and sought to let the world know about the horrible situation of girls' education in Pakistan. In October 2012, when Malala was 15 years old and had already been a known activist for some time, her school bus was stopped by the Taliban on its way back from school. A masked armed man boarded the bus, asking for Malala and shooting her in the left side of her head. Two other girls were shot as well. Malala as the most seriously injured was flown to a hospital in Birmingham, UK, where she woke up 10 days later. Undergoing many surgeries, she was able to make a full recovery after a few months.



After what Malala had been through, she decided not to stop advocating for her cause and was determined to keep fighting for girls' rights in her home country and everywhere in the world. With the help of her father, she established the *Malala Fund*, a charity for girls' education, and was invited to speak at the United Nations and at various occasions all over the world. In 2014, just two years after the attack, Malala was the youngest person ever to be awarded the Nobel Peace Prize in recognition of her outstanding activism for gender equality. In 2018, Malala started studying Philosophy, Politics and Economics at the University of Oxford, UK, where she graduated in 2020.

Today, she is still an advocate for equality and education rights, travels to different countries to meet other activists, and continues to inspire people all over the world.

<https://malala.org/malalas-story?sc=header>

https://en.wikipedia.org/wiki/Malala_Yousafzai

<https://www.sueddeutsche.de/politik/friedensnobelpreis-verleihung-in-oslo-malala-kann-sich-zukunft-als-ministerpraesidentin-vorstellen-1.2260466>

Timeline Malala's activism and life

12 July 1997

Malala Yousafzai is born.

2007- 2009 - First Battle of Swat

Founding of TTP, the Pakistan Taliban. Their influence in Swat Valley, Pakistan increases. They destroy 400 schools until the end of 2008.

2008

When Yousafzai is 11 years old, her father takes her to a local press club in Peshawar to protest the school closings, and she gives her first speech—"How Dare the Taliban Take Away My Basic Right to Education?"

03 January 2009

Malala's first Blog entry about life in Pakistan is published on BBS Urdu. She uses the pseudonym Gul Makai. She gives an account about life under the Taliban.

15 January 2009

TTP member Maulana Fazlullah announces via radio Mullah FM, that girls are banned from school in Swat from January 15th.

February/March 2009

The Pakistan government declare peace with the Taliban. Girls are allowed back to school. Malala stops writing her blog.

April 2009

The TTP break the peace treaty by taking control of Swat.

May 2009 - Second Battle of Swat starts

The Pakistan army begins war against Taliban. Malala and her family flee and become displaced persons. Her family gets separated: Her father goes to Peshawar to protest and lobby against the Taliban. Malala, her siblings and her mother stay with family on the countryside.

July 2009

The Pakistan government declares victory over the TTP in Swat Valley. Malala's family returns to Mingora. Her blog identity is no longer a secret.

August 2009

Malala returns to school.

July/August 2010

There is a flood in Pakistan. TTP uses the catastrophe for their propaganda.

December 2011

Malala is awarded Pakistan's first National Peace Prize.

August 2012

TTP threaten Malala on the internet for spreading secular thinking.

09 Oktober 2012

Malala is shot on her way home from school by a TTP terrorist. Badly injured, she is transported first to Peshawar and then to Birmingham, Great Britain, where she and her family stay in order to escape TTP terrorism.

12 July 2013

Malala speaks before the United Nations in July 2013, and had an audience with Queen Elizabeth II in Buckingham Palace.

September 2013

Malala is awarded the International Children's Peace Prize.

October 2013

She meets with US President Barack Obama and his family; during that meeting, she confronts him on his use of drone strikes in Pakistan.

Malala's Biography „I am Malala“ is published. Praised abroad, her book is regarded as highly controversial in Pakistan.

September 2014

Two years after the attack on Malala, the alleged offenders are seized.

October 2014

Malala is awarded the Nobel Peace Prize together with Indian social reformer, Kailash Satyarthi who campaigns against child labor in India and for children's right to education.

12 July 2015

On her 18th birthday, Yousafzai opened a school in the Bekaa Valley, Lebanon, near the Syrian border, for Syrian refugees. The school, funded by the non-profit Malala Fund, offers education and training to girls aged 14 to 18 years.

2017

Malala graduates from High School and starts studying Philosophy, Politics and Economics at Oxford.

2020

Malala graduates with a Bachelor of Arts Degree from Oxford.

Important locations in Pakistan

Malala was born in Mingora in the Swat valley, where she grew up with her parents and her brothers. After the Taliban attacked her hometown, the family had to flee to Islamabad (Pakistan's capital), Peshawar and Bannu. While the family could then return to Mingora after a while, Malala's father Ziauddin went back to Peshawar, speaking to government officials and planning protests against the Taliban. The attack on Malala took place in Swat Valley in 2012, she was then taken to the UK for surgery, where she attended University and lives with her family. In 2018, Malala returned to Pakistan for the first time after the attack, visiting friends and family and speaking to Pakistani government and army officials in Islamabad.



<https://pixabay.com/de/vectors/asien-grenzen-land-flagge-karte-1296989/>

<https://www.deutschlandfunk.de/friedensnobelpreistraegerin-malala-yousafzai-emotionale-100.html>

Politics in Pakistan

Political stability in a setting of extremism and weak institutions and infrastructure

Since gaining independence in 1947, Pakistan has spent long periods under military rule. With the parliamentary and presidential elections in 2008, the country completed a peaceful transition from military rule to democracy. In 2013, Pakistan managed, for the first time in its history, a handover from one democratically elected government to the next.

In 2010, a constitutional amendment was adopted. Among other things, it strengthened parliament, the position of the Prime Minister, the powers of the provinces vis-à-vis central government and the independence of the judiciary. The right to information and the right to education were also enshrined in the constitution. However, the military continues to have a great deal of influence, especially on foreign and security policy.

In May 2018, the constitution of Pakistan was amended again in order to make what used to be called the Federally Administered Tribal Areas (FATA) part of the Province of Khyber Pakhtunkhwa. This reform was a decisive step towards completing Pakistan's unity and towards establishing the rule of law and democracy in the region.

On 25 July 2018, parliamentary elections took place, which were won by Imran Khan and his Pakistan Tehreek-e-Insaf Party (PTI, Pakistan Movement for Justice). Even though significant restrictions were imposed during the election campaigning, the elections can be described as democratic, leading to the second peaceful change of government in succession. The new government had promised a number of socio-economic reforms and efforts against corruption. So far, its record has been mixed, and its fiscal space is limited. The socio-economic situation remains difficult, not least because of the impacts of the COVID-19 pandemic.

Terrorist attacks

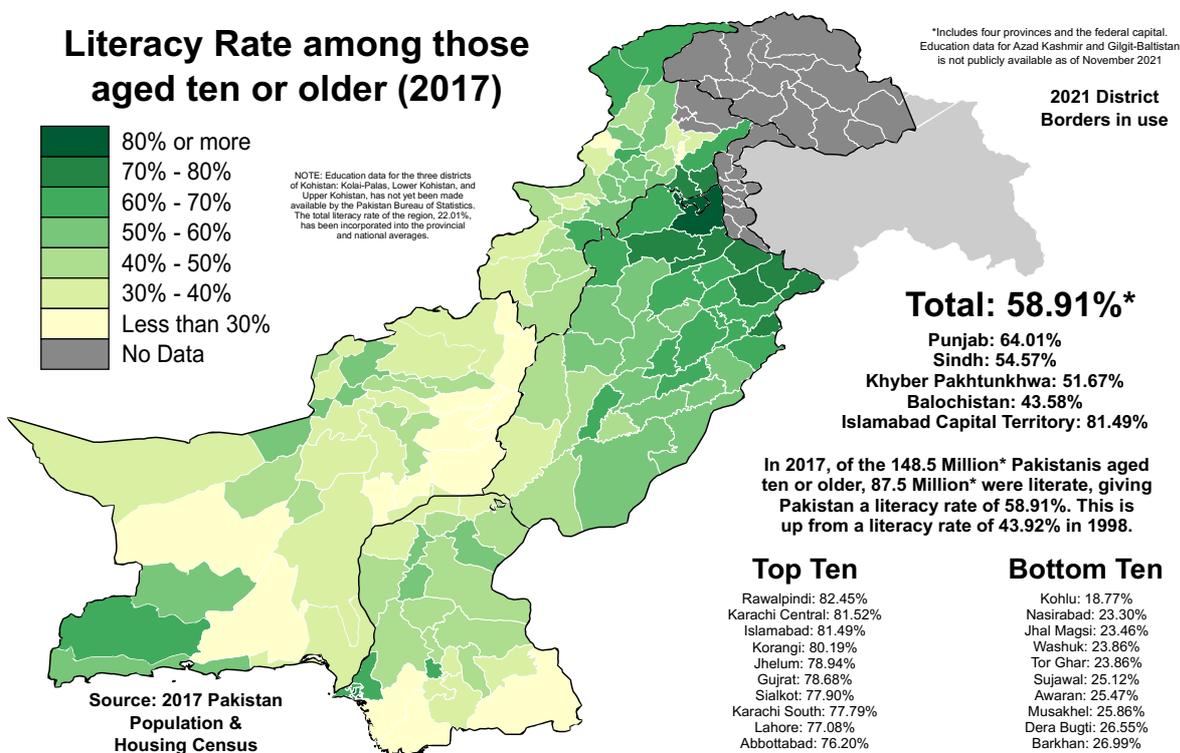
Pakistan's internal security is threatened by terrorism, extremism and separatist movements. The security situation in the Province of Khyber Pakhtunkhwa, in the former tribal areas and in the Province of Balochistan is constantly tense.

Even though the security situation in significant parts of the country has improved, the government has so far not been able to enforce its monopoly on force throughout the country. Since the Taliban took power in Afghanistan, terrorism has begun to increase again, especially in Balochistan and Khyber Pakhtunkhwa.

Terrorists mainly target military and police installations. But their victims also include their political opponents, representatives of the media, and religious minorities.

<https://www.bmz.de/en/countries/pakistan/political-situation-55752>

Literacy and Education in Pakistan



After independence in 1947, Pakistan inherited a British colonial school system that has changed little in the past years. According to the Constitution of Pakistan, **the government is required to provide free and compulsory education for children ages 5 through 16**, although this is not followed in practice.

Pakistan recognises the UN Convention on Human Rights and the UN Convention on the Rights of the Child. In everyday life, **however, traditional norms are often more important** than formal legislation. As a result, basic rights are not effectively protected - and girls suffer particularly from this.

The educational situation in Pakistan is complex. There are **large disparities between urban and rural areas** as well as **social and economic classes and ethnic groups** related to access to school and school resources. Currently a class-based education system is in place: high-quality private schools for elites, low-cost private and public schools for the poor, and madrassa schools for the poorest of the population. In 2009, primary school attendance for the entire country was only 66 percent, well below the world average of 90 percent.

In 2021, the international civil society organisation Save the Children published a world report on the reality of children's lives. **Pakistan is ranked 147th out of 180 countries according to the index of**

premature childhood endings included in the report. Death, chronic malnutrition, work, school absenteeism, early marriage and motherhood are listed as "childhood enders". The report does not go into detail on gender differences, but proves huge societal problems.

Gender differences, however, are documented in the latest edition of UNICEF's State of the World's Children report. According to the report, **18 percent of boys but 29 percent of girls** in Pakistan **do not go to primary school. 64 percent of boys but only 55 percent of girls complete primary school.** Families are partly responsible for this. 25 percent of girls who finish school early do so at the request of their parents.

According to UNICEF, the gap is even wider in **teenage years**. Only **seven per cent of males but 43 per cent of females in this age cohort are not in school, education or gainful employment**, it said.

Four years ago, the same UN agency published a situation analysis for Pakistan (UNICEF 2017). Among other things, it said that daughters of poor village families do not even spend an entire year in school on average. Sons of wealthy urban families, on the other hand, spent at least ten. Moreover, diarrhoea and respiratory diseases are treated more often in boys - and their vaccination rates are also better.

In any case, gender equality in Pakistan is in a bad way. In the current **Global Gender Gap Report** of the World Economic Forum, **Pakistan is ranked 153 out of 156.** [...]

Harmful traditions

Women in Pakistan are not held in the same esteem as men. There is a social preference for sons, who traditionally take care of their parents in old age. **Daughters**, on the other hand, **are considered an economic burden**, requiring an expensive dowry to marry them and then take care of someone else's family. [...]

Many poor families have limited ability to care for their children, and daughters suffer particularly. Child marriages are often the result of economic hardship. 21 percent of girls marry before their 18th birthday. Ten percent already have a child of their own at this age. Girls marrying as teenagers is considered normal in rural areas.

In consequence, Pakistan has **one of the highest illiteracy rates world wide with 41%** of all citizens aged 10 or older (2017) not being able to read or write. Of all men in Pakistan 71% are literate. Of all women it is only 46%. In comparison in Germany 12% of the entire grown-up population is illiterate.

Many schools have large gender disparities. While there is more gender equity in urban areas, rural areas experience much gender inequality. In areas like the Swat Valley, after the Taliban in **2009** enacted a ban on the schooling of girls, **400 private schools** enrolling 40,000 girls **were closed**, including the private school run by Malala's father, the Khushal School and College in Mingora.

However, even after the Pakistani government regained control over the region and reopened the schools, many girls did not return and Taliban insurgents still tried to prevent girls from being educated. During this period, Malala became an internationally recognized spokesperson for education, which resulted in her shooting by the Taliban.

Since the education ban, national and international **NGOs** have been working to create more gender balance by opening "nonformal" schools (Latif, 2011). Malala, her family, civil society organizations, and the government continue working to overturn the gender disparities and the social/cultural norms against schooling women, especially since Islam urges both men and women to become educated.

Overall, Pakistan suffers from common education challenges seen in both developing and developed countries: lack of highly qualified and trained teachers, outdated curricula, and a lack of education resources and materials (Ahmad et al., 2013). There are also challenges related to establishing the role of religion in school curricula and determining the language of instruction. Urdu is the language that different peoples and provinces in Pakistan use to communicate with one another, whereas English is the official language of the state and the language of higher education. At the same time, education research promotes the use of local languages for cultural continuity and the cognitive benefits of multilingualism

<https://www.dandc.eu/de/article/wo-traditionen-den-alltag-bestimmen-kommen-maedchen-meist-zu-kurz>
https://en.wikipedia.org/wiki/Education_in_Pakistan#/media/File:Literacy_Rate_by_Pakistani_District_-_2017_Census.svg
<https://www.pbs.gov.pk/sites/default/files/population/2017/tables/pakistan/Table12n.pdf>
<https://www.zeit.de/zustimmung?url=https%3A%2F%2Fwww.zeit.de%2Fgesellschaft%2Fzeitgeschehen%2F2019-05%2Fanalphabetismus-deutschland-lesen-schreiben-studie>
<https://www.ungei.org/sites/default/files/1-Am-Malala-A-resource-guide-for-educators-eng.pdf>

Ahmad, I., Rauf, M., Rashid, A., Rehman, S. & Salam, M. (2013). Analysis of the Problems of Primary Education System in Pakistan: Critical Review of the Literature. *Academic Research International*, 4 (2), 324-331.

Lafit, A. (2011). *Alarming Situation of Education in Pakistan*. UNESCO: Press International Report.

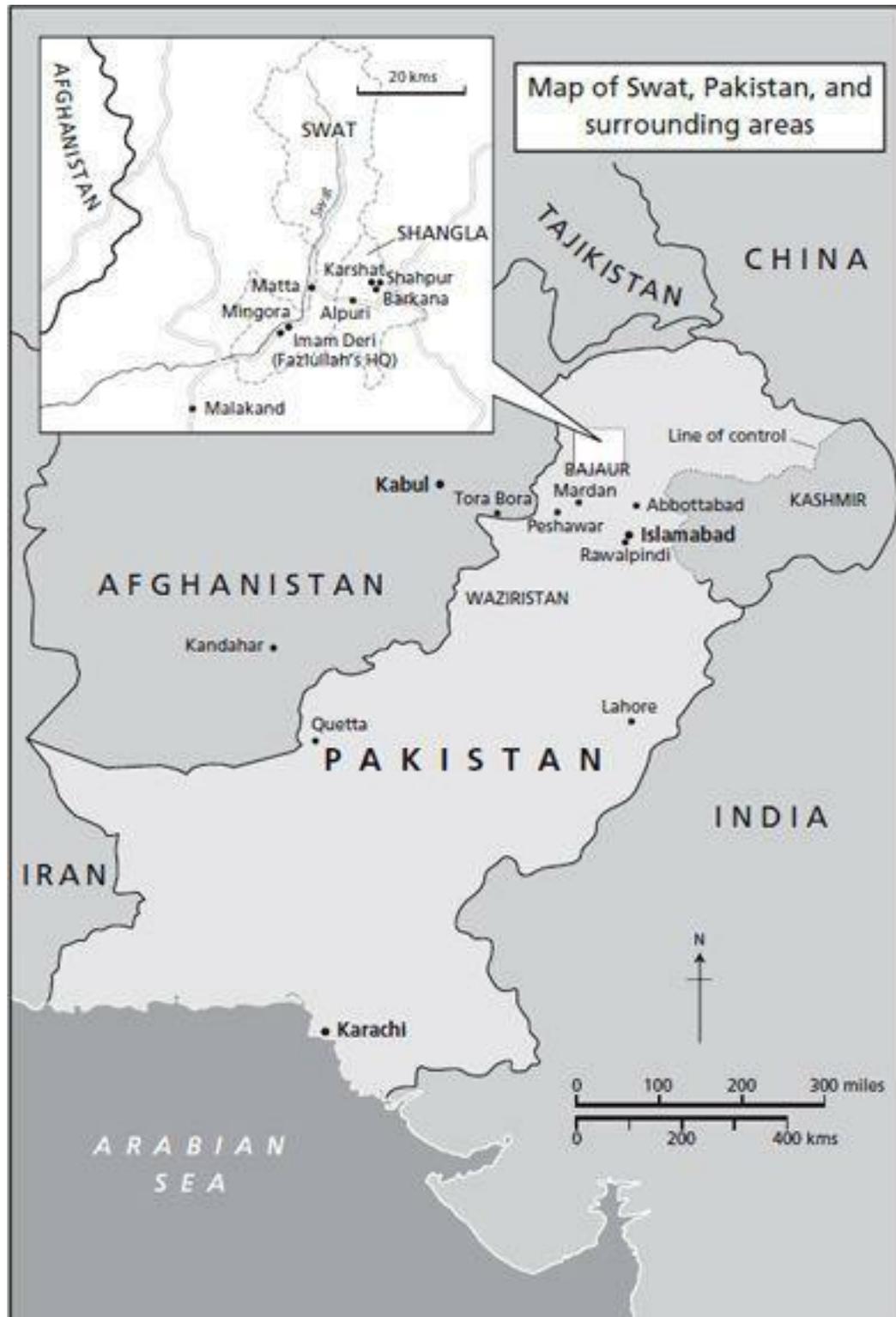
The Taliban

The Taliban are a terrorist group founded by Afghan Islamists in the 1990s. As of 1994, they took over large parts of Afghanistan. They enforced strict rules based on the Sharia, like banning TV and music, forcing men to wear beards and taking away many of women's rights, excluding them from the public. When the Taliban supported al-Qaida on 9/11, the US attacked Afghanistan, destroying large parts of the Taliban regime in the country. After 2001, the Taliban mainly operated from Pakistan, but then slowly regained power in some parts of Afghanistan from 2005. In summer of 2021, the Taliban then managed to take over most of Afghanistan, destroying the Afghan National Army and controlling the country.

<https://www.bpb.de/themen/islamismus/dossier-islamismus/36377/taliban/>

The Taliban in Pakistan

In the 1990s, the Taliban in Afghanistan were supported by Pakistan financially and through arms supplies, while a part of the Taliban were Pakistanis themselves. After 9/11, Pakistan officially ended all cooperation with the terrorist group under pressure of the US. Unofficially, the country continued to support the Taliban from 2004, allowing them to operate from Pakistan after the defeat of the Taliban regime in Afghanistan by the US. In 2007, the umbrella organisation Pakistani Taliban was founded, that operate in Pakistan until today. This group is also responsible for the attack on Malala in 2012.



Education under the Taliban

In Afghanistan, a neighbouring country to Pakistan, the Taliban have seized power on August 15, 2021. The Taliban ordered that from September 18, boys' secondary schools should reopen; they did not mention girls' schools. **Most girls' schools have remained closed** from August, depriving most adolescent girls access to education, one of many violations of the rights of girls and women committed by the Taliban since they gained control of the country, **justified by reference to Islamic law - the Sharia.**

The Taliban have since August 2021 imposed a wide range of abusive policies that rolled back and violate the rights of women and girls. In addition to denying girls and women access to education, the Taliban have banned women from most forms of paid employment and brutally retaliated against female activists who have advocated for the rights of women and girls. Afghanistan is also experiencing a devastating humanitarian and financial crisis driven by decisions made by international donors, especially the United States.

While in power in Afghanistan from 1996 to 2001, the Taliban's rights record was characterized by systematic violations of the rights of women and girls; cruel corporal punishments, including executions; and extreme suppression of freedom of religion, expression, and education. Girls and women were banned from all forms of education.

Taliban policies on education since August 2021 have been a collection of fragmented and sometimes incoherent policies. These have had the overall effect of depriving a large proportion of girls and women any access to education and, for many others, creating an environment in which even if they are allowed to study it has become impossible for them to do so. **Female students have been allowed to attend primary school, mostly banned from attending secondary school, and partially permitted to attend higher education but under circumstances that pushed many out of studying.**

After August 2021, primary schools continued to operate, and girls were permitted to attend, although the Taliban swiftly made and enforced **rules on gender segregation**, restricting most teachers to instructing only students of their own gender. Community-based education classes – classes typically run by non-governmental organizations to provide primary education to students, often girls, who need to catch up or are in an area where they cannot access a government school – restarted gradually, as the organizations running them needed to negotiate and gain approval from new local Taliban officials.

Girls' secondary schools became a patchwork. The vast majority of girls' schools have remained closed, depriving millions of girls of access to secondary education. In Balkh, secondary schools never closed, and in 6 to 9 out of the country's 34 provinces, girls' secondary schools gradually reopened after the September 18 decree. In December 2021, the school year ended for most students in the 25 "cold weather" provinces, where schools break for winter until March because they do not have the infrastructure and resources for heating.

The Taliban in theory permit women and girls to continue higher education, but in practice have done so in a manner that – perhaps intentionally – has driven many female students out of education. Upon taking power, the Taliban swiftly issued guidelines imposing harsh gender segregation and **new rules on conduct and clothing for women** attending universities. Under these rules, private universities struggled to remain open, both because of the new restrictions and because the financial crisis meant that many of their students could no longer afford their fees. Many young women also felt less able or willing to prioritize university studies in the face of Taliban bans on most paid employment for women, save for as educators for girls and healthcare providers for women.

The Taliban kept government-run universities closed for months for both men and women, allowing them to reopen in February 2022 with strict rules in place on gender segregation and female students' dress and conduct, many female students did not or could not return for financial and other reasons.

[...]

There are also concerns regarding Taliban statements that suggest specific conditions must be met for girls' secondary schools to reopen. The Taliban have not said clearly what these conditions are, whether they might hurt access to or quality of girls' education, and whether the Taliban is working to meet them – or they will become another justification for schools remaining closed.

The education system, like all public services in Afghanistan, is at risk of collapse due to the economic crisis in the country. It will not matter whether the Taliban permit girls to study if the country does not have functioning schools.

[...]

Fear of violence from Taliban members impairs girls' and women's freedom of movement, making it harder for them to continue their studies. Several described incidents of violence, or family fears about their safety, if they attended school.

[...]

The Taliban have **largely dismantled systems and services established to respond to violence against women and girls**, including shelters, and specialized prosecution units and courts responsible for enforcing the 2009 Law on the Elimination of Violence Against Women. They have also abolished the Ministry of Women's Affairs, which assisted women and girls experiencing violence, including through its provincial offices. These changes left girls and women more vulnerable to violence and removed forms of recourse and protection survivors of gender-based violence could access in the past. Girls' vulnerability to violence – and they and their families' perceptions of this vulnerability – affects their ability to study. [...] Because **marriage is seen by some families as protecting girls**, including from Taliban abuses, girls continue to face increased risk of **child marriage** that jeopardizes their education. [...]

All of the female students and teachers we spoke with described new **rules about dress**. The problem is not simply dress requirements. Heavy-handed policing and enforcement of these requirements by the Taliban **contributes to a nervous and uncomfortable environment** in which teaching and learning are impaired. [...]

The Taliban have imposed strict rules prohibiting female and male students from studying together and requiring that only women can teach female students and only men can teach male students. Afghanistan already faced a **severe shortage of female teachers**, with some provinces having almost none. With the Taliban's return, some teachers fled the country and others left their jobs out of fear or because they were not being paid – factors that have deepened the shortage of female teachers. The strict gender segregation imposed by the Taliban has particularly harmful consequences in higher education, where it shuts students off from the specialized expertise of professors of a different gender, but the new rules are also harming access to education for girls in secondary school.

<https://www.hrw.org/news/2022/03/20/four-ways-support-girls-access-education-afghanistan>

Lesson Material for “Malala – A Girl with a Book”

Pre-Watching Material

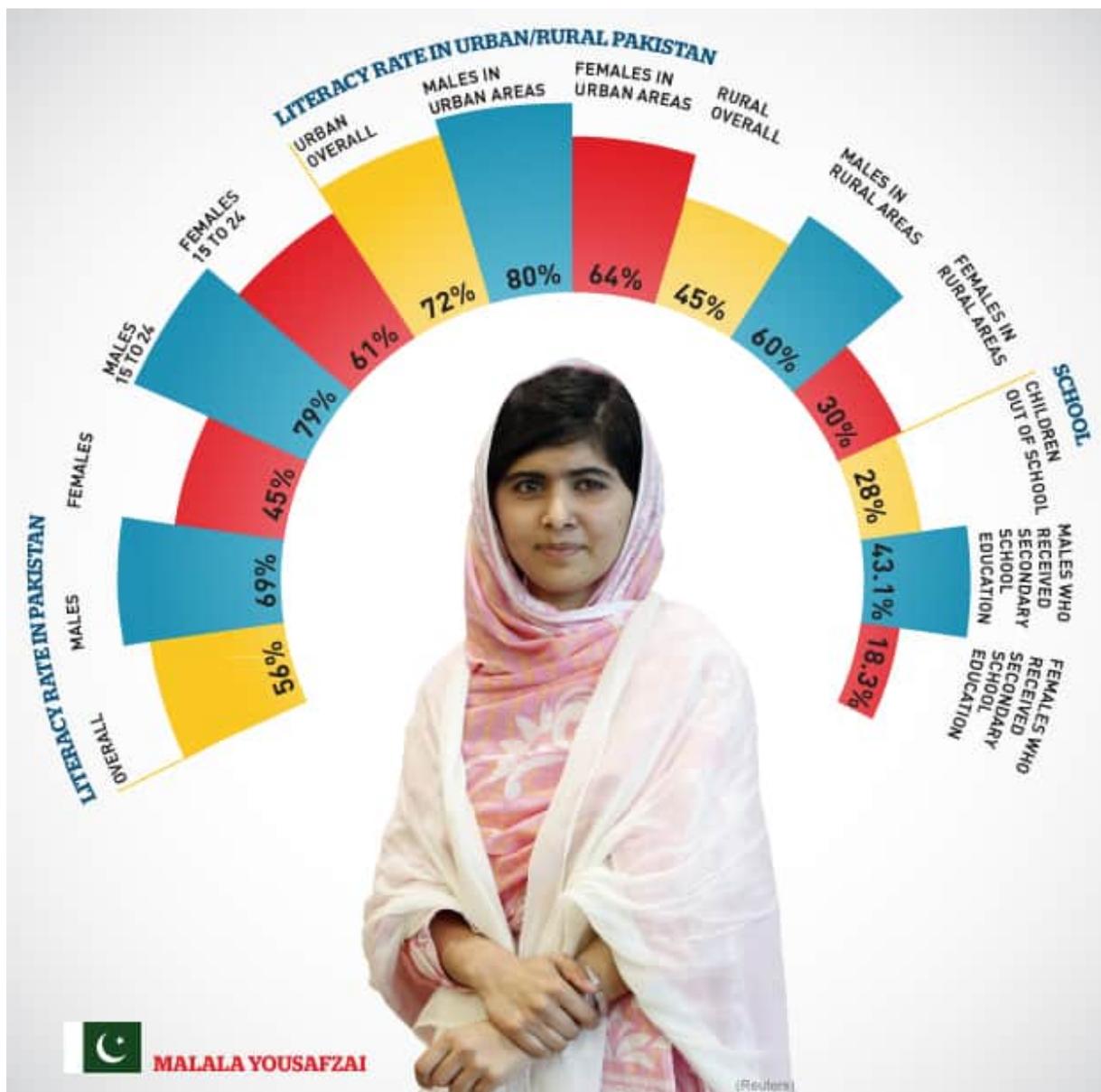
Version A) Experiencing Segregation

Teacher Instruction: choose an arbitrary category to split your class in two. You could go for the boys/girls version and send out all girls without explanation. At best in German, so that it obviously is not part of the English lesson.¹ Do not give them a task.

Once the excluded group is outside, start the lesson with task 1. You could hand out the following statistic as Worksheet or have it on the board.

After the analysis of the graph, remove the graph from the board. Let the group that is waiting outside come back in again but take not much notice of them. Without comment continue with the lesson and the next picture (task 2). Let only people who have been in the room at the beginning of the class for participate.

¹ You can obviously also choose a less obvious and less gender discriminating category like “all who wear black sneakers, all who shower at night/in the morning..., all who had an A in their last vocabulary test...” The connection to the topic is less obvious on first sight, but the underlying absurdity of the arbitrary segregation situation becomes even more clear.



CBC News Last Updated: Oct. 8, 2013
<https://www.cbc.ca/news2/interactives/malala/>

- Analyze the graph in class. *Should not take much longer than 5-7 minutes.*
 - Topic: What is displayed? Be aware of the labelling!²
 - Temporal reference point: What period does the representation cover?
 - Form of presentation: What type of diagram was chosen?
 - Origin of the diagram: Who created the diagram?
 - What stands out? Describe the content of the diagram in more detail, highlight minima and maxima.
 - Formulate an overall statement: What is the overall message of the graph?
 - Who is Malala Yousafzai?

² Literacy: Alphabetisierung / rural: ländlich / urban: städtisch

- 2) - Describe the picture.
- Interpret the picture.
- Connect the picture to what you have just learned.



- 3) *Break the silence.*
Ask the group what they think you just did (excluded a group from learning, while teaching the other/discriminated against a certain group/ left one group without important information...)
Ask the excluded group what they have experienced and how they felt.
Ask them what they would have done, had the discrimination continued.

Return to the first graph. Let the group that was in the room explain what they have learned.

- 4) Think/Pair/Share
 Take notes on what you have just learned. Think about consequences that arise from excluding girls from education. Take personal as well as socio-political and economic consequences into account.³
- 5) Malala Yousafzai became famous at a very young age for her campaign against gender discrimination and for a universal right to education. Learn more about Malala in the following text.
 Mark important passages and answer the questions below.

³ Uneducated female children grow to be entirely dependent women. They cannot read or write and therefore cannot read news and inform themselves independently about any aspects of life, e.g. options for women in other countries. They cannot communicate via phones, e.g. to get help in a difficult situation, because in order to even call you need to be able to read a name. Only direct contacts are possible. They cannot learn anything without another human being teaching them. Consequence: Half of the population cannot do highly qualified jobs, they cannot earn money and therefore not spend any, therefore the economy is weak. Since only few women get an education and all live in a patriarchy, close to none get active in politics, hence men make the rules that again, in order to maintain power, prevent girls from going to school.....



Malala Yousafzai was born in 1997 in the Swat district of Pakistan. She was named for the Afghan heroine Malalai, or Malala, who purportedly led her people to victory against the British in the 1880 Battle of Maiwand.

Malala loved to learn and to go to school. She knew from a very young age that she did not want to marry young and be a mother and wife only, but that she wanted to become a doctor. When in 2007, the Taliban, an extremist Islamic group, began fighting the government for control of Swat, they managed to replace the existing secular⁴ laws with more restrictive religious laws, attacking those who disobeyed. In their world view, girls should not be allowed to attend school.

On September 1, 2008, when Yousafzai was 11 years old, her father took her to a local press club in Peshawar to protest the school closings, and she gave her first speech—“How Dare the Taliban Take Away My Basic Right to Education?” Her speech was publicized throughout Pakistan. In December, the Taliban began segregating⁵ schools, for girls should not be educated in the same room as boys and only by female teachers if at all. In search of reporting, the BBC contacted Ziauddin to find students who would share how the conflict was affecting them, but they all felt it was too dangerous to speak out against the Taliban. Finally, Ziauddin asked Malala, who was only 11 at the time. She was willing to take the risk.

Originally posting under the pseudonym Gul Makai, Malala shared her stories and commentary about life under the Taliban. After several months of additional national and international media attention, it had become apparent by December 2009 that she was the BBC’s young blogger. Malala continued to advocate⁶ openly for girls to have the same human right to an education as boys. Even at her young age, she quickly became a powerful voice for education in her country.

Her international renown⁷ came with increased danger—the leaders of the Taliban plotted to assassinate⁸ her. On October 9, 2012, a masked gunman boarded a bus full of girls on their way home from school and demanded Malala identify herself. When she made her identity known, she was shot from just a few feet away, the bullet passing through her head and into her neck and shoulder. The gunman fled, believing she would not survive. Malala was rushed to the hospital, where she told her father, “I’m going to be fine, and victory will be ours,” before falling into a coma. The best doctors treated Malala, first in Pakistan, and then in Birmingham, U.K. After extensive brain surgery, she was well enough to return to her family. The whole family had moved to Birmingham by then in January 2013, and Malala returned to school just a few months later.

The Taliban tried to silence Malala and others like her, but their violence only caused people to rally behind this young activist and her cause. With her father, whom she calls her ally and inspiration, she established the Malala Fund, a charity dedicated to giving every girl access to free, safe, quality education. The fund invests in developing educators and activists and has given support to girls fighting poverty, wars, child marriage, and gender discrimination. In July 2015, with support from the Malala Fund, she opened a girls’ school in Lebanon for refugees from the Syrian Civil War. Malala has also visited many world leaders, calling on them to invest in “books, not bullets” and holding them accountable for their promises to girls. In recognition of her work, she received the Nobel Peace Prize in December 2014, becoming the youngest-ever Nobel laureate.

In 2018, Malala began studying philosophy, politics, and economics at the University of Oxford. She graduated in 2020 and has continued her fight for education and equality. With more than 130 million girls out of school today, there is much more work to be done.



<https://rfkhumanrights.org/our-programs/speak-truth-to-power/human-rights-defenders/malala-yousafzai>

⁴ weltlich

⁵ Trennen/ausgrenzen

⁶ Vertreten/ sich für etwas einsetzen

⁷ Berühmtheit/Ruhm

⁸ ermorden

Reading Comprehension

True or False

Look at the statements. Which ones are correct? Revise those that are false.

Statement	True	False	Revision
When Malala was young, she wanted to become a politician			
Malala wrote an online blog for the BBC when she was 15.			
Because of her continued demand for education, Malala got shot by the Taliban.			
Malala now lives in Birmingham UK with her family.			
Malala studied Medicine in Oxford and is now a doctor.			

Comprehension Questions

Think/Pair/Share

Think about, take notes, and discuss why dreaming of becoming a doctor is unusual for a girl in Pakistan.

Think of reasons why Malala became a target for the Pakistani Taliban.

Name examples of Malala's achievements.

Version B) Literacy as a requirement for participation

- 1) Track for a day all moments in which you read or write. May it be an advert at the bus station or a message on your phone. Make some kind of sign on your phone for each moment. How often do you read or write?

In class:

- 2) Exchange your experiences.
- 3) How important is the ability to read and write in your personal life? Think about what would change if you couldn't.
- 4) Analyze the graph about literacy in Pakistan.
- 5) Think/Pair Share
Take notes on what you have just learned. Think about consequences that arise from excluding girls from education. Take personal as well as socio-political and economic consequences into account.
- 6) Malala Yousafzai became famous at a very young age for her campaign against gender discrimination and for a universal right to education. Learn more about Malala in the following text.
Mark important passages and answer the questions below.

Version C) Working with the Script

1) Read the first scene of “Malala – A Girl with a Book”.

The Author: I don't care what anyone says - I am working. This is work. You ask any writer. You can't expect the words to come pouring out all day long. It doesn't happen like that - you can get stuck. Then if you do something else, something mindless, like playing Angry Birds, if you're lucky, suddenly out of nowhere an idea can pop into your head and the problem's solved itself. Not everyone understands that. My wife'll come up here - and say -

"Couldn't the something mindless be something that's useful at the same time?"

Like what?

'Putting the Hoover round the house? Mowing the lawn? Sorting out the tap in the bathroom you were going to fix months ago? '

You're missing the point. You have to concentrate to... Hoover. What Angry Birds allows me to do is let my mind go completely blank...

It's a bit like meditation really. No, it's not. It's time wasting.

I can tell you when exactly. Half past four. 9th October Last year. I'd been writing all day. Pages and pages. None of them any good. Decided that was it and deleted the lot.

She clicks onto the BBC website and reads.

Malala Yousafzai: Pakistan activist, 14, shot in Swat.

Gunmen have wounded Malala Yousafzai, a 14-year-old rights activist who has campaigned for girls' education in the Swat Valley in north-west Pakistan.

A fourteen year old girl shot for wanting to go to school?

Two other girls were shot. Kainat Riaz and Shazia Ramzan, got hit as well. Malala in the head. Kainat in the shoulder. Shazia below her left collarbone⁹ and in her left hand as she tried to protect herself. Four bullets. Fired point blank into the back of a school bus by a man in a balaclava. Why would anyone do a thing like that? There's a statement out already. From the TTP, who are...? The Pakistani Taliban.

The TTP successfully targeted Malala Yousafzai. Although she was young and a girl and the TTP does not believe in attacking women, whoever leads a campaign against Islam and Sharia¹⁰ is ordered to be killed by Sharia. If anyone thinks that Malala is targeted¹¹ because of education, that's absolutely wrong, and propaganda from the media.

Madness.

For crying out loud, she's only fourteen. And they think they can justify¹² what they've done in

⁹ Collarbone: Schlüsselbein

¹⁰ Sharia: Islamic Law

¹¹ To be targeted: ins Visier genommen werden

¹² To justify: rechtfertigen

the name of religion? Well, they're not the first ones to try that one. Make your own list. Fourteen.

Who is she? How did this happen?

She gets up from the desk.

I knew that night I wanted to write... something. When you first get an idea your mind starts racing with all the possibilities. It should be simple. I've got the story. The trick'll be to find the right way in. And then, a few days later Ban Ki Moon¹³ came out with this - 'The terrorists showed what frightens them most: a girl with a book.' He's given me the title. All I've got to do is... write it.

I made notes, I made coffee. I went on Google, I walked the dog. I read books about Pakistan and Islam. I might even have played the odd game of Angry Birds. But "A Girl With A Book", cast of four, three female, one male. Male actor to double Malala's father and the gunman - it's not going to work, doesn't feel right.

I played around with it off and on for a week before I ground to a halt with a blank page and a question. What have I, a white, middle aged, middle class playwright of no fixed belief, living safely in the west, got to say on a subject about which I know nothing at all?

- 2) Talk to your partner about what the excerpt is about.
- 3) Ask questions about the play. It can questions you actually have. Discuss them in class.

Possible tool: Oncoo - Kartenabfrage

- 4) Gather all information given about the play:
 - How many characters are likely to be there?
 - What is the main characters problem?
 - What do you already learn about Malala? What else do you want to know?
- 5) Discuss the challenges of writing a play about Malala in general and why a play about her using four characters is difficult in particular.
- 6) How do you think the problem of a stage production will be solved?

HW: Go online, find out more about Malala to answer your questions. Create a mind map/a collage/a portrait...

¹³ South Korean politician and diplomat who served as the eighth Secretary-General of the United Nations between 2007 and 2016.

While-Watching Material

“Malala – A Girl with a Book” – Quiz

1. What does the writer like to do to let her mind go blank when facing a writer's block?
 - a) Mow the lawn
 - b) Play Angry Birds on her phone
 - c) Go for a walk
3. Where does Malala's father Ziauddin work?
 - a) He is a politician and works for the Pakistani government
 - b) He is a policeman
 - c) He is the principal of the girls' school Malala attends.
4. Who is Malala named after?
 - a) her grandmother
 - b) a female warrior
 - c) Cornflower
5. Which job did Malala originally want to pursue before becoming an activist?
 - a) A doctor
 - b) A bus driver
 - c) A teacher
6. How is Swat valley described before the arrival of the Taliban in 2009?
 - a) Lonely, deserted, scary
 - b) Beautiful, luxurious, scenic
 - c) Crowded, anonymous, big
7. When Malala and her family flee their hometown, where does Malala's father go?
 - a) He flees to Europe to find a new job
 - b) He stays in their hometown to fight the Taliban
 - c) He goes to Peshawar to meet politicians and organise protests against the Taliban
8. Under which circumstances does Malala get shot?
 - a) She goes to class even though it is forbidden for girls to go to school.
 - b) She is on a bus on her way home with her classmates. They get stopped by a member of the Taliban.
 - c) She tries to cross the border with her family and is caught by the Taliban.
9. How old is Malala, when she gets shot?
 - a) 16
 - b) 22
 - c) 14
10. Where is Malala brought to for medical care?
 - a) Peshawar
 - b) Birmingham
 - c) London
11. How could Malala be characterized best?
 - a) Courageous, smart, fearless
 - b) Scared, shy, insecure
 - c) Obedient, narrow-minded, introvert

12. Where does the title of the play „A Girl with a Book“ originate from?

- a) A line from a letter Malala wrote to her family
- b) A quote by former United Nations Secretary-General Ban-Ki Moon about what frightens the Taliban most about Malala
- c) A line from a BBC blog about Malala's activism

10-12 correct answers	5-9 correct answers	0-4 correct answers
😊😊 Congratulations! You understood a lot!	😊 Quite good already! Talk to your classmates again about the show, you might tap into new levels of understanding!	😞 Don't give up! Talk to your classmates about the parts of the show that are still a bit fuzzy to you.

Post Watching Material

What can we do? – Listening Task

Silent start into the lesson with a quote on the board (let the students comment without introduction or comments from the teacher):

“One child, one teacher, one pen, and one book can change the world.” (Malala Yousafzai)

Listen to the speech Malala gave in Oslo after receiving the Nobel Peace Prize in 2014.

<https://www.youtube.com/watch?v=12bN7P7-GvA>

Sum up in class:

- What is the speech about?
- How did you feel while listening? Why?

Listen to the speech again.

- Name aspects Malala criticizes
- Who is addressed to become active?

Gather ideas, what you can do, to make our world a better place.

Maybe you even want to support Malala's cause? Organize a bake sale or a sports event as a fund raiser and inform your fellow students and teachers about Malala and her dream of free and accessible education for all children. You can donate the raised money to the Malala Fund and help Malala with her cause.

Correct Answers “Malala – A Girl with a Book” Quiz

“Malala – A Girl with a Book” – Quiz

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