

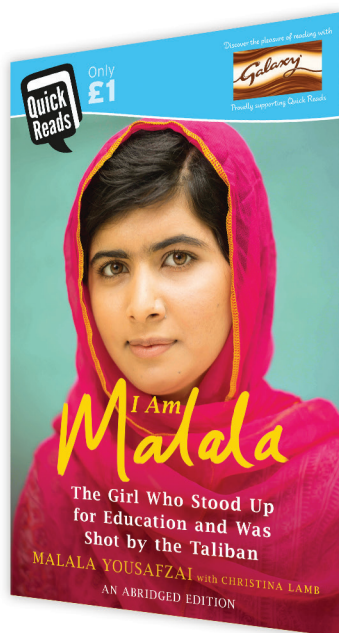


# Learning with Quick Reads

Bite-sized books by bestselling authors

## I am Malala

Malala Yousafzai with Christina Lamb



### About the book

When the Taliban took control of the Swat Valley, one girl fought for her right to an education. On Tuesday, 9 October 2012, she almost paid the ultimate price when she was shot in the head at point-blank range.

Malala Yousafzai's extraordinary journey has taken her from a remote valley in northern Pakistan to the halls of the United Nations. She has become a global symbol of peaceful protest and is the youngest ever winner of the Nobel Peace Prize.

*I Am Malala* will make you believe in the power of one person's voice to inspire change in the world.



### About the author

**Malala Yousafzai**, the educational campaigner from Swat Valley, Pakistan, came to public attention by writing for BBC Urdu about life under the Taliban. In October 2012, Malala was targeted by the Taliban and shot in the head as she was returning from school on a bus. She miraculously survived and continues her campaign for education.

In recognition of her courage and advocacy, Malala was honoured with the National Peace Prize in Pakistan in 2011 and the International Children's Peace Prize in 2013 and has received numerous other awards.

Malala continues to champion universal access to education through the Malala Fund, a non-profit organization investing in community-led education programmes and supporting education advocates around the world.

Visit [www.malala.org](http://www.malala.org)

To find out more about Quick Reads titles, visit [www.readingagency.org.uk/quickreads](http://www.readingagency.org.uk/quickreads).

If you are a teacher, librarian or practitioner using Quick Reads, read our 'notes for practitioners' section.

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Here is a range of activities to try as you read the book. See the key at the bottom of the page to explain the symbols we've used.

### Before reading



- Look at the image on the 7<sup>th</sup> printed page of the book and read the information underneath. Talk or think about why Malala's henna decorations are unusual and important. Why was this image chosen for this book?
- Design a henna decoration to show what is important to you.



- Find the map on the 11<sup>th</sup> printed page of the book. Find the Swat Valley. Use a library, the internet or ask others to help you find a larger map (or a globe) showing this area in relation to the rest of world. Put one finger on the Swat Valley and one finger on the place you are sitting right now.



- Find the dedication on the page after the map. What does Malala want from the future?
- Imagine you have written the story of your life. Write your own dedication.

### Preface



- Underline or copy out three sentences that tell us something important about Malala. Underline or copy out three sentences that tell us something important about Malala's mother. Share your sentences with someone else and tell them why you chose them.
- Using your own words, write a paragraph about either Malala or her mother.

### Prologue



- What happened to Malala on the 9<sup>th</sup> of October 2012 and why?

### KEY

## Part One: *Before the Taliban*



- As you read these chapters, note down the words that best describe  
a) Mingora b) Malala's father c) Malala's mother and d) Malala.
- Look at your list of words and talk or think about what they tell you.



- On page 21, Hidayatullah says 'Malala was a lucky girl.' Why?
- At the end of chapter 3, something happens far away that will "change our world." What happened and how do you think it will affect Malala and her family?
- Describe the visit to the school on pages 23 and 24.  
Who visited the school and what did they want? What do you think of Malala's father's solution?



- Read chapter 4 closely.  
Note down one important event of 2002, one of 2004 and one of 2005.  
If you can, compare your notes with others.
- Talk about how these events are linked.
- Do you remember hearing or reading about these events as they happened? What do you remember?
- What is going to happen next?

## Part Two: *The Valley of Death*



- What does Malala tell us about the Taliban in chapters 5 and 6?  
What sorts of things were the Taliban doing and why?
- Why do you think lots of women gave gold to Fazlullah on page 32?
- Why did people congratulate Malala's father on page 34?

### KEY



- Who is Benazir Bhutto and why was she killed?

Use a library, the internet and/or talk to others to find out more about Benazir Bhutto.

Take notes.

Share what you have found with others.



- What does Benazir Bhutto's death mean to Malala and why?



- In chapter 7, what pseudonym is Malala given for her blog?

What does it mean and where does it come from?

- What is Malala afraid of, and what is she fighting for?
- On page 42 Malala writes "I began to see that the pen and the words that come from it can be much more powerful than machine guns, tanks or helicopters."  
Do you agree? Why or why not? Can you think of any times in your life when words have been more powerful than weapons?



- At the bottom of page 49 we learn that Malala does an interview with a radio station called Power 99.

Imagine that Malala talks about what has happened in chapters 8 and 9.

Write this interview (if you are working with someone else, one of you could write the interviewer's questions and one of you could write Malala's answers).

- As she turns 12, Malala is living at her aunt's place in Haripur. Write her a letter wishing her Happy Birthday.

### Part Three: *Three Girls, Three Bullets*



- As Malala and her family arrive home at the beginning of chapter 10, what are they afraid of? Describe what they find.
- Why was Malala's father nervous about the honour she receives on page 61? How would you feel, in his place?

#### KEY

- In 2012 Malala turned 15, and on page 66 we learn that in Islam the age 15 is important because it marks the beginning of adulthood.  
In your culture, which age marks the beginning of adulthood?  
Do you remember what you did to mark this birthday?
- Answer this question: 'Who is Malala?'



- Carefully read through chapter 10 and choose one sentence that you think captures what is important about this chapter.  
Do the same for chapters 11, 12 and 13.  
Talk to others about why you chose these sentences.

#### Part Four: *Between Life and Death*



- As clearly as possible, explain what happened to Malala and what the doctors did to save her.
- When the Taliban issued a statement saying they were responsible (see page 80), they accuse Malala of "preaching anti-religious messages."  
Why did they say this?  
Was Malala preaching anti-religious messages?  
How could you describe Malala's faith and views about religion?
- Why was Malala taken to Birmingham?

#### Part Five: *A Second Life*



- Talk about what Malala was thinking and feeling in chapter 15.
- Who is Rehanna and what did she do to help Malala? What did Yma do?
- Why was it so hard for Malala's parents to come and see her in Birmingham?  
What did they have to do to get there?
- Imagine you are Malala. You received a lot of messages and gifts when you were in hospital.  
Which is most important to you and why?
- On page 108, Malala notes 'I don't feel like it's a story about me at all.'  
What do you think she means by this?

#### KEY

## Epilogue



- Have you come across an *epilogue* before?  
What is an *epilogue*? What is it for?
- This epilogue tells us quite a bit about Malala's mother and also about her father.  
Write Malala's story (or part of it) from the point of view of her mother, or her father.



- On page 117 Malala writes, "My world has changed but I have not."  
Is this true?

## After reading the book...

These are some questions to think about individually or as a group

- What could you do to help more people have the chance to go to school?
- Malala's faith gives her strength. What gives you strength?
- Can we believe what our media tell us about the Taliban and what is happening in Pakistan and Afghanistan. Why or why not?

## Continuing your reading journey

As well as Quick Reads, The Reading Agency runs lots of programmes to help keep you reading.

**Reading Ahead** invites you to pick six reads and record your reading in a diary in order to get a certificate. If you're thinking about improving your reading or would like to read more, then this is for you. Find out more at [www.readingahead.org.uk](http://www.readingahead.org.uk)

**World Book Night** is an annual celebration of reading and books on 23 April, which sees passionate volunteers give out books in their communities to share their love of reading. Find out more at [worldbooknight.org](http://worldbooknight.org)

Reading together with a child will help them to develop a lifelong love of reading. Our **Chatterbooks** children's reading groups and **Summer Reading Challenge** inspire children to read more and share the books they love. Find out more at [www.readingagency.org.uk/children](http://www.readingagency.org.uk/children)

### KEY

These resources have been designed for those reading Quick Reads independently, as well as for those using Quick Reads in a group.

As practitioners, you could therefore refer your students to these resources as independent study material, or use them with groups in the classroom. We have included activities focussed on discussion and reflection, close reading, writing, ICT, maths and other ways to explore a topic or theme.

Quick Reads have been created specifically for adults who are less confident in their reading, who may not see themselves as readers or who may feel that it has been a long time since they have read. They will also appeal to younger people who feel daunted by reading their first book. Quick Reads, and these materials, aim to develop lifelong reading habits.

In the terms of the English Adult Literacy Core Curriculum levels, Quick Reads are often seen as suitable for those at Entry 3, Level 1 or Level 2. Adult literacy or functional skills English learners below Entry 3 are likely to find them too challenging (as may some Entry 3 learners), but everyone is different, so it is always worth having a look.

ESOL learners – those learning or developing their English as an additional language – often find Quick Reads a helpful introduction to reading books in English and a useful way to develop vocabulary and awareness of language structures. Quick Reads are frequently used by ESOL teachers teaching at Entry 3 or above. What works with individual learners will depend on the learners and the particular books.

Quick Reads could potentially be used with a range of groups and levels, depending of course on how you use them. It is worth remembering that Quick Reads are authentic texts – real books written by real authors – and so can be particularly motivating for adult learners. However, the needs, strengths and interests between and within groups vary (whether your group is a Functional Skills English class, an adult literacy class, a GCSE class or an ESOL class) and so at times you may want to adjust the language, as well as adapt and play around with the ideas. You may find that you prefer some activities to others and that you will want to rework them for your particular group(s) and context(s).

We hope that if you do use these with your students, you try things out that you haven't tried before, and let us – and your colleagues – know what worked well and not so well.

Email us at [quickreads@readingagency.org.uk](mailto:quickreads@readingagency.org.uk)

To find out more about **Quick Reads**, visit [www.readingagency.org.uk/quickreads](http://www.readingagency.org.uk/quickreads)

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