

# Analyzing Advocacy

## Lesson Plan 3

2017

### Purpose

The purpose of this lesson is for students to think about leadership and methods for advocating for change by analyzing Malala's actions and texts and consider her impact within various contexts (change at the country level, change at the international level, change in attitudes, etc.). Students will reflect on pieces of Malala's writing and connect her recommendations for change to the social determinants categories identified in Lesson 2. Students will pull together their reflections and draft their own letter to Malala.

### Learner Level

- High School

### Time

One 1-hour session

### Required Materials

- Copies of "Exhibit B: Excerpts From Malala's BBC Diary" (included in teaching pack)
- Sticky notes

### Lesson Summary

This short case describes the 2012 shooting of Malala Yousafzai, a 14-year-old girl in Pakistan, by members of the Taliban due to her educational activism. Students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala's shooting within the context of Pakistan and her advocacy work.

### Learning Goals

1. Deconstruct the components of Malala's blog posts for the BBC (e.g., audience, purpose).
2. Organize and evaluate how Malala's advocacy addresses different social determinants of health
3. Analyze and discuss the effectiveness of Malala's advocacy in reducing barriers to girls' education in Pakistan.

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### Procedure

In small groups, read excerpts from Malala’s blog for the BBC (Exhibit B, included in teaching pack):

- Describe the tone of the blog. Who is the intended audience?
- What is the purpose of these blog posts? How effective or ineffective do you think these posts are in achieving the purpose?
- Why do you think Malala used a blog versus another platform? Generate some benefits and challenges to her approach.
- At what level is Malala seeking change (e.g., local, national, international)? Why do you think she has targeted that specific level with her advocacy?

Pass out sticky notes. Each student should jot down one solution Malala has identified and post it on the board. Ask if they notice any patterns or trends among the sticky notes.

Now that students have identified the overarching themes, have the class categorize the changes Malala seeks, using the categories from the previous lesson’s analysis (social, political, health, and built environment). What factors do Malala’s solutions tend to address?

Based on the recommendations on the board, discuss what evidence would you look for to evaluate Malala’s impact. Some of the indicators listed in Exhibit 1 and Exhibit 2 of the case might be helpful.

Debate as a class: Some say that Malala’s advocacy has not had a demonstrable impact, and that girls in Pakistan still face the same barriers that they did before Malala was shot. What do you think? Use data from the case to support your points where possible.