

Secondary Key Activities – Malala the Blogger



Malala the Blogger	Objectives	Key Activities
<p>Key Concepts :</p> <ul style="list-style-type: none"> • What influences choices and informs opinion? Then? Now? • What influences you, your ideas and choices? <p>Key Vocabulary : propaganda, Internet, social media, extremism, resilience, choices, consequences, terrorist, al-Qaeda, Taliban, English Defence League, peer pressure, ideology, freedom, human rights.</p> <p>NC Links : English, Computing, Citizenship, Geography, RE.</p>	<p>Students should:</p> <ul style="list-style-type: none"> • be able to interpret images and text and look for meaning beyond the literal • know how messages and propaganda were conveyed in 1914 -18 • reflect on what form messages and propaganda might take now and their source • know that Malala used the Internet to spread her message • explain Malala's choices and the consequences of her choices • be able to suggest reasons why the Internet may be a source for good but also may be dangerous • evaluate the reliability of information in the media, social media and on the internet. 	<ul style="list-style-type: none"> • Look at the Your Country Needs You! poster and I Didn't Raise My Boy to be a Soldier. With a partner decide what message each is trying to convey. Are there any hidden messages? • Define propaganda – good and bad propaganda? Is this possible? • If posters, placards and banners were used in 1914 and what do people use now to try to convince us to agree with their point of view (ideologies)? With a partner make a list. Share and compare and contrast Internet, social media, You Tube, TV etc. Can you put in order e.g. most influential to least influential? Who controls these? Do we have any evidence that what they are telling us is true? • Look at the picture of Malala who recognises her? Why? • Tell Malala's story she made a choice to use the Internet and to write a blog to successfully get her message across, did it result in anything else? (Internet safety issues). Did she really have a choice? Watch an edited version of Malala's speech to the United Nations • Why might the Taliban be more scared of a girl with a book, than tanks and guns? • Is the Internet always reliable and a source of 'good' information? • Do the Taliban (al-Qaeda and right wing extremist groups too) use the Internet to try and canvas support or to scare people? Are they successful? • Watch (very short edited extract, beware swearing) the Jihadist video clip – the box out-take possibly?) from Four Lions; amusing but in reality? Such videos, but serious ones can be accessed on the Internet, what are their intentions? What might

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		<p>they be trying to do?</p> <ul style="list-style-type: none"> • Need to be aware of hidden messages and Internet safety and the source of information • Discuss reporting of events; watch clips from the BBC and Al Jazeera (or articles on their websites), compare and contrast • <i>Make a user's code for evaluating information from the Internet a 'do's and don'ts' for younger users</i> <p>Extension Activities : <i>Set up a class blog or group blogs to campaign for, or raise awareness, of something that the students would like to change inform people about. Make sure that all information is researched and checked avoiding spin, so it becomes a reliable information source for others.</i></p>