

# Equality and Diversity Lesson Plan

*Malala: A Brave Girl from Pakistan*

*Iqbal: A Brave Boy from Pakistan – Jeanette Winter*

## Health and Wellbeing Experiences and Outcomes:

<b>Mental, emotional, social and physical wellbeing</b>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> <b>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</b></p>				
<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> <b>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</b></p>				
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> <b>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</b></p>				

## Literacy and English Experiences and Outcomes:

<b>Listening and Talking – Understanding, analysing and evaluating</b>				
<b>EARLY</b>	<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>	<b>FOURTH</b>
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> <b>LIT 1-07a</b></p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> <b>LIT 2-07a</b></p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> <b>LIT 3-07a</b></p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> <b>LIT 4-07a</b></p>

## Progression

<b>Early</b>	<b>First</b>	<b>Second</b>	<b>Third/Fourth</b>
<p><i>I know the word “brave”.</i></p> <p><i>I understand when I feel happy, healthy and safe.</i></p>	<p><i>I know the rights that I have.</i></p> <p><i>I know that people sometimes try to take away children’s rights.</i></p>	<p><i>I know that there are barriers to children’s rights.</i></p> <p><i>I am able to express an opinion with evidence.</i></p>	<p><i>I understand the impact one person can have on children’s rights.</i></p> <p><i>I understand the impact of conditional children’s rights.</i></p>

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## By the end of Early Level

- ❖ *I know the word “brave”.*
- ❖ *I understand when I feel happy, healthy and safe.*

### Resources:

*‘Malala: A Brave Girl from Pakistan/ Iqbal: A Brave Boy from Pakistan’ – Jeanette Winter*

Paper and markers

### Step 1:

- **Share:** *We are going to read two stories about two brave children, Malala and Iqbal. Before we do, I want us to think of some of the things people do when they’re brave.*
- Encourage children to share things that are brave and record these. Begin with modelling: *I remember feeling brave when I first started school and I didn’t know anyone. I came into school and played with the other children.*

### Step 2:

- Read the book together and make the following statements:
  - *Malala was brave in the story. She wanted everyone to be kind and treat everyone fairly.*
  - *Iqbal was brave in the story. He wanted everyone to be kind and treat everyone fairly.*
- Discuss the following:
  - *What does Malala do to show she is brave?*
  - *What does Iqbal do to show he is brave?*

### Step 3:

- **Share:** *In both stories, Malala and Iqbal wanted to feel happy, healthy and safe. Malala wanted all children to be able to go to school, just like you. Iqbal wanted to make sure that no children were forced to work from a young age.*
- Discuss the following:
  - *How do you think Malala and Iqbal might have felt?*

### Step 4:

- **Share:** *When you come to nursery/ school you should feel happy, healthy and safe.*
- Draw yourself in nursery/ school feeling happy, healthy and safe.
- **Share:** *Where Malala and Iqbal lived, not everyone felt happy, healthy and safe. As children you have the right to feel happy, healthy and safe. We want to make sure that you do feel happy, healthy and safe. Not everyone where we live feels happy, healthy and safe. It’s important that you tell us if you don’t.*

## By the end of First Level

- ❖ *I know the rights that I have.*
- ❖ *I know that people sometimes try to take away children's rights.*

### Resources:

'Malala: A Brave Girl from Pakistan/ Iqbal: A Brave Boy from Pakistan' – Jeanette Winter  
United Nations Convention on the Rights of the Child (UNCRC): Child Friendly Language  
<https://www.unicef.org/gambia/CRC-childfriendlylanguage.pdf>  
Paper and markers

### Step 1:

- **Share:** *We are going to read two stories about two children, Malala and Iqbal. When you listen to the two stories, I want you to make notes under the following headings:*
  - *Where they lived?*
  - *How they helped others?*
  - *How you would describe them?*
- Read the story together.

### Step 2:

- Discuss the following questions about Malala:
  - What did Malala do to show that she was not afraid?
  - What happened to Malala because she spoke out?
- Discuss the following questions about Iqbal:
  - What did Iqbal do to show that he was not afraid?
  - What happened to Iqbal because he spoke out?

### Step 3:

- Look at the United Nations Convention on the Rights of the Child (UNCRC) in Child Friendly Language and discuss:
  - *What rights did Malala not have?*
  - *What rights did Iqbal not have?*
  - *What do these stories teach us about children's rights?*

### Step 4:

- The UNCRC articles should be divided between the children.
- Children to create a visual of their article.
- Articles to be put into a class display with the heading: ***We have the right to...***

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## By the end of Second Level

- ❖ *I know that there are barriers to children's rights.*
- ❖ *I am able to express an opinion with evidence.*

### Resources:

'*Malala: A Brave Girl from Pakistan/ Iqbal: A Brave Boy from Pakistan*' – Jeanette Winter

United Nations Convention on the Rights of the Child (UNCRC): Child Friendly Language

<https://www.unicef.org/gambia/CRC-childfriendlylanguage.pdf>

Story of Malala video clip: <https://www.youtube.com/watch?v=NlqOhxQ0-H8>

Paper and markers

### Step 1:

- Discuss: *What benefits do you get from having access to education?*
- Discuss: *How would you feel if you were removed from education and forced to work?*

### Step 2:

- Read the story of Malala and discuss:
  - *How did Malala show bravery?*
  - *What rights did Malala not have?*
- Read the story of Iqbal and discuss:
  - *How did Iqbal show bravery?*
  - *What rights did Iqbal not have?*

### Step 3:

- Watch the Story of Malala clip and discuss:
  - *What impact has Malala had across the world?*

### Step 4:

- Create a text, e.g. news report or advert, to showcase the work of Malala for children's rights; use examples of what she's done across the world.

## By the end of Third/ Fourth Levels

- ❖ *I understand the impact one person can have on children's rights.*
- ❖ *I understand the impact of conditional children's rights.*

### Resources:

*'Malala: A Brave Girl from Pakistan/ Iqbal: A Brave Boy from Pakistan'* – Jeanette Winter

Freedom Hero Iqbal Masih: <https://vimeo.com/71446844>

United Nations Convention on the Rights of the Child: [http://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_PRESS200910web.pdf](http://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf)

Paper and markers

### Step 1:

- In pairs generate a list of words which are associated with 'courage'.
- Share the words across the class.
- In pairs identify someone who has shown courage.
- Share the ideas across the class.

### Step 2:

- Read the stories of Malala and Iqbal.
- Look at the following two quotes and discuss:
  - *How were these rights removed for Malala and Iqbal?*
  - *What did they do to fight for their rights?*

Quote from Malala— "I have the right of education. I have the right to play. I have the right to sing. I have the right to talk. I have the right to go to market. I have the right to SPEAK UP."	Quote from Iqbal— "I would like to do what Abraham Lincoln did. I would like to do it in Pakistan. I would like to free children in bondage."
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### Step 3:

- Watch the Freedom Hero Iqbal Masih clip and discuss:
  - *What lasting impact has Iqbal had across the world?*

### Step 4:

- Create a text, e.g. prose, diary entry, journal, interview etc. Imagine you are one of the children working with Iqbal in the carpet factory. You saw the things he did. You heard the things he said. Write about what you saw and heard.