

2 lessons

**50
minutes**

Age range

**7 - 11
years**





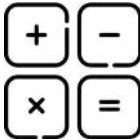
PLASTIC

Changemakers

MODULE 4: LESSON PLAN
YOUTH EMPOWERMENT & LEADERSHIP

Module 4: Youth Empowerment & Leadership


Module facilitator: Marinette	Module Objectives
	<p>Students will be able to:</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Understand what it means to be a leader and ways of demonstrating leadership • Identify and recognise several exceptional leaders • Compare examples of students who are showing leadership in the fight against plastic <p>Lesson 2:</p> <ul style="list-style-type: none"> • Develop skills to improve public speaking • Create a presentation or speech aimed at educating and influencing


Note to teachers:	Icon Legend
<ul style="list-style-type: none"> • This module consists of 2 lessons where the main activities are approximately 50 minutes each. They can be completed sequentially in one session or split over two sessions, depending on the availability of time. • The starter and plenary activities introduce and conclude both lessons and can be done separately or in conjunction with the lessons. • The teacher can choose to extend learning by using the extension literacy and numeracy activities provided, as well as differentiated opportunities for all levels of learning. • This module is intended for students ages 7-11 but could be adapted otherwise. 	<p>LITERACY NUMERACY</p> <div>   </div>

Link to the Miraculous Ladybug “Action” Episode:

This module is directly linked to the Miraculous Ladybug Episode particularly in these scenes:

- **In minute 2** of the episode, Marinette suggests solving the plastic problem another way by going straight to the root of the plastic problem.
- **In minute 7** of the episode Marinette and her friend Adrien speak up and try to convince the leaders of their city to stop selling and producing the single-use plastic Morpho Plans that pollute the city of Paris.
- **In minute 9** of the episode, Marinette interrupts the news and speaks publicly to raise awareness about the plastic problem that affects the city of Paris and the environment.

Time	Activities	Resources/ Materials
STARTER (to introduce both lessons)		
 10 minutes	<p>Key Vocabulary: Leadership, Influence, Empowerment, Persuade</p> <p>Introduction Blindfold activity</p> <p>Work in pairs, one leading another blindfolded around the room. Add some obstacles to make this harder if needed! Swap around so each person has a go.</p> <p>Extend the task by having one person lead several blindfolded people at once.</p> <p>Discussion afterwards: How did it make you feel to be the leader? How did you feel to be led? What worked or didn't work well? Ask students to begin to write some key qualities of what they think makes a good leader.</p> <p>Numeracy opportunity: On a scale of 1 - 5, how would you rate your leadership qualities currently? Collect responses and make a class bar graph.</p>	<p>Teacher Powerpoint Slide 2</p> <p>Projector/interactive whiteboard/screen for presentation</p> <p>Vocabulary Worksheet (page 1 of resource booklet)</p> <p>Blindfold/scarf/material Obstacles (cones / desks /seats etc).</p> <p>Teacher Powerpoint Slides 5-6</p>

Time	Activities	Resources/ Materials
LESSON 1 - MAIN		
 15 minutes	<p>Introduction to Leadership</p> <p>Ask “What makes a good leader?”</p> <p>Share this question heading with students in the middle of a board/flipchart to create a mind-map.</p> <p>Students share their answers from the starter activity and other ideas based on their experiences of positive leadership.</p> <p>Provide the definition of a leader: <i>A leader is someone who can see how things can be improved and who gets people together to make changes.</i></p> <p>Write the following list of leadership qualities on a board/flipchart and discuss these as a class. Opportunity for a class debate - does x quality always need to be present to show good leadership? Is this list a non-negotiable list or can qualities be added or taken away, depending on a person’s approach or personality?</p> <p><i>Confident, Consistent, Collaborative, Tolerant, Calm, Good communicator, Clear vision, Passion, Funny, Kind, Brave, Motivating, Inspiring, Enthusiastic, Empowering, Supportive, Courageous,</i></p> <p>Ask what leadership qualities the characters in the film demonstrated (especially Marinette)</p> <p>Connections to the film: Marinette speaking out in front of Bertrand King. When she is told ‘no’, she finds another way by speaking on tv. (Episode timings: minute 9:00 to minute 10:30)</p> <p>Refer back to the above set of qualities regularly throughout the lesson and reinforce that anyone can become a leader by their actions.</p>	<p>Teacher Powerpoint Slide 7</p> <p>Teacher Powerpoint Slide 8</p> <p>Teacher Powerpoint slide 9</p> <p>Leadership Qualities Worksheet (page 2 of resource booklet)</p>
15 minutes		



10 minutes

Optional: Look at examples of famous leaders - slides 12-16. These include politicians, religious figures, business people, environmentalists, celebrities, sports personalities (eg. David Attenborough, Oprah Winfrey, Serena Williams, Jane Goodall, Barack Obama, Gandhi, Nelson Mandela, Mother Teresa, Bill and Melinda Gates, Jacinda Ardern).

Provide some examples of key figures from the locality or country of context.

Leaders are everywhere, not just famous people. Give some examples of local leaders, for example:

Headteacher
Sports Coach
Family leader
Religious Leader

Students will complete the Leadership Profile worksheet about a local leader they know or famous leaders from the Powerpoint, based on the class discussion.

Famous People Facts
(in Teacher Powerpoint
slide 11 to 15)

Teacher Powerpoint
Slides 16-17

Leadership Profile
Worksheet (page 3 of
resource booklet)
Teacher Powerpoint
slide 18

Time	Activities	Resources/ Materials
LESSON 2 - MAIN		
10 minutes	<p>Effective Speaking</p> <p>Guiding question: Can students be leaders too? YES!</p> <p>Note to teacher: If Lesson 1 is completed on an alternative day, revisit leadership qualities at the beginning of this lesson.</p> <p>Speech Study Detectives Either Watch TED talks from the following inspiring young activists, Melati & Isabel Wijssen Kids against plastic Haaziq Kazi</p> <p>Or</p> <p>Watch the scene of the students talking to Bertrand King in the Miraculous episode. (minute 4 to minute 6 in the episode).</p> <p>*Note to teacher Younger students may focus on just one inspiring child example, and look just at physical attributes with more teacher input for the other areas. Older students may focus on multiple inspiring child examples and the 3 main areas below. There are two levelled versions of the speech study sheet for differentiated learning.</p> <p>Split the class into groups and give each group one of the three areas below. Students answer the questions on the Speech Study worksheets. All students answer the questions independently first, then feedback to the rest of their group. As a group, students then decide the key points in all their responses to present these to the rest of the class.</p> <ul style="list-style-type: none"> • Physical (looking at how the speaker is standing and what they are doing with their body) 	
10 minutes		<p>Speech Study worksheet (pages 4 and 5 of resource booklet)</p> <p>Whilst watching the video, the teacher can model how to complete the speech study worksheet with a large copy of the worksheet or using an interactive board.</p> <p>Teacher Powerpoint Slides 22 -25</p>

<p>10 minutes</p>	<ul style="list-style-type: none"> • Delivery (how is the person speaking? Are they speaking fast or slow, do they say Umm, can you hear what they are saying?) • Persuasive Techniques (looking at the content of the speech and what they are saying, do they use any facts?) <p>It would be important to remind students at this point that everyone can be passionate about any topic or issue, not just in solving the plastic problem! It is vital for students to support and respect this idea.</p> <p>Speaking up: Time to Practice!</p> <p>Let's debate! Get the students to stand in two lines facing each other; the person opposite them is now their debate partner.</p> <p>Host 3 mini debates (2 min each). Begin with an easier topic such as:</p> <p>1. Which is better, cats or dogs?</p> <p>Discuss, what worked well, How did you try and convince your partner of your view?</p> <p>Switch partners.</p> <p>On one line, everyone moves one step to the right.</p> <p>The next mini-debate increases in challenge:</p> <p>2. Bicycles are better than cars</p> <p>Switch partners again (on the same side, one person moves up).</p> <p>3. We should get rid of plastic/we should keep plastic.</p> <p>For this final debate, ask one side to argue in favour of keeping plastic and the other side to argue against keeping plastic.</p>	<p>Teacher Powerpoint slide 26</p> <p>Teacher Powerpoint slides 27 - 28</p> <p>Teacher Powerpoint slides 29 - 30</p> <p>Teacher Powerpoint slides 31 - 32</p>
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<p>15 minutes (or longer if you have time available)</p>	<p>Planning a speech:</p> <p>Explain that everyone can be an effective speaker, referring back to the episode when Marinette made her speech on TV.</p> <p>Remind students of the examples they saw of effective speakers and their qualities - eye contact, loud voice, able to motivate; being able to inspire and involve their audience (Physical, Persuasive, Delivery)</p> <p>Explain that one other feature of effective speaking is to have a well planned speech.</p> <p>Present and explain each part of the presentation template.</p> <p>Independent task - presentation: Each student will create a 30 - 60 second speech using the presentation template on how to address the plastic problem, as a call to action for others to join them.</p> <p>Encourage students to think about how they might present their speech to the class, at a school assembly, or to parents and school leaders.</p>	<p>Teacher Powerpoint slides 32 - 33</p> <p>Presentation Template Worksheet (page 6 of resource booklet)</p> <p>Speech Writing Sentence Starters (page 7 of resource booklet)</p>
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PLENARY		
<p>5 minutes</p>	<p>Feedback discussion:</p> <p>Each person performs to a partner while the partner completes the Speech Study Reflection sheet to help them give positive feedback.</p> <p>OR</p> <p>Ask if a volunteer would like to present their speech to the class. The rest of the class provides feedback using the Speech Study Reflection previously completed.</p>	<p>Speech Study Reflection Worksheet (page 8 of resource booklet)</p> <p>Teacher Powerpoint slides 34-35</p>

	<p>Moving forward: Discuss: So what happens now? Where do we go from here?</p> <p>We have created effective presentations, so what's the next step?</p>	
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Notes for low-tech and non-tech classrooms

- The starter and first part of the main activity of Lesson 1 can easily be completed using class discussion and preparing a flipchart and board with the relevant vocabulary.
- For the examples of famous leaders, use the famous figures from the PPT as examples and create 3 question headings on a board for each famous person- 'What did they do?' 'Why is this person a leader?' 'What leadership qualities do they have?'. Assess prior knowledge by asking students what they already know about each person and add responses under the question headings. Use the information from the PPT to further explain their achievements and their importance as leaders.
- Instead of using the Speech Study worksheets, explain to students what physical, delivery and persuasive techniques mean when giving an effective speech or presentation (use the PPT and worksheets for personal reference). Ask students to select a passage from a book they are reading or from their favourite book. In partners or in a group, students experiment saying the passage using different physical aspects of presentation e.g. speaking too slowly, too fast, too loud or too softly. Can they say their passage in robot speak or with the same tone throughout? Did their partners or group understand them and were they interested in what they were saying? Ask students to then think about their favourite food or game and try to persuade their partner or group why their food or game is the best. Encourage students to think about what emotions they could put into the delivery of their argument. Are they using eye contact, persuasive words or rhetorical questions to persuade their audience?
- The mini-debates can be completed as indicated in the plan.
- For the students' independent task (presentation), copy the headings from the presentation template on a flipchart or board to help students plan their presentation.

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