

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


Note to teachers:	Icon Legend
<ul style="list-style-type: none"> <li>• This module consists of 2 lessons where the main activities are approximately 50 minutes each. They can be completed consecutively in one session or split over two sessions, depending on how much time is available.</li> <li>• The starter and conclusion activities introduce and conclude both lessons and can be done separately or in conjunction with the lessons.</li> <li>• 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.</li> <li>• This module is intended for students ages 7-11 but could be adapted otherwise.</li> </ul>	<p><b>LITERACY</b> <b>NUMERACY</b></p> <div>  <div>   </div> <div>   </div> </div>

## Link to the Miraculous Ladybug “Action” Episode:

This module is directly related to the Miraculous Ladybug Episode, these scenes in particular:

- **In minute 2** of the episode, Marinette suggests another way to solve the plastic problem: by tackling the root of the plastic problem.
- **In minute 7** of the episode, Marinette and her friend Adrien speak up and try to convince their city leaders 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 affecting the City of Paris and the environment.

Time	Activities	Resources/ Materials
<b>STARTER (to introduce both lessons)</b>		
 <b>10 minutes</b>	<p><b>Key Vocabulary:</b> Leadership, Influence, Empowerment, Persuasion</p> <p><b>Introduction</b> Blindfold Activity</p> <p>Working in pairs, one participant leads another one blindfolded around the room. Add some obstacles to make this harder if needed! Change roles so that each person has a change to try.</p> <p>Extend the task by having one person lead several blindfolded people at once.</p> <p><b>Post-Activity Discussion:</b> How did it make you feel to be the leader? How did you feel as were being 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><b>Numeracy Opportunity:</b> On a scale of 1 to 5, how would you currently rate your leadership qualities? 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
<b>LESSON 1 - MAIN</b>		
 <b>15 minutes</b>	<p><b>Introduction to Leadership</b></p> <p><b>Ask</b> “What makes a good leader?”</p> <p><b>Share</b> 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><b>Provide</b> 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><b>Write</b> 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 removed, 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><b>Ask</b> what leadership qualities the characters in the film demonstrated (especially Marinette)</p> <p><b>Connections to the Film:</b> Marinette speaking out in front of Bertrand King. When she is told ‘no’, she finds another way by speaking on tv. (Episode timings: minute <b>9:00 to minute 10:30</b>)</p> <p><b>Refer</b> back to the above set of qualities regularly throughout the lesson and reinforce that anyone can become a leader through 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>
<b>15 minutes</b>		



10 minutes

**Optional:** Look at examples of famous leaders - slides 12-16. These include politicians, religious figures, business people, environmentalists, celebrities, sports personalities (e.g. 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 local country.

Leaders are everywhere, and they don't need to be famous. Give some examples of local leaders, for example:

Principal  
Sports coach  
Family leader  
Religious leader


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

Famous People Facts  
(in Teacher PowerPoint  
slides 11 to 15)

Teacher PowerPoint  
Slides 16-17

Leadership Profile  
Worksheet (page 3 of  
resource booklet)  
Teacher PowerPoint  
Slide 18



Time	Activities	Resources/ Materials
<b>LESSON 2 - MAIN</b>		
10 minutes 	<p><b>Effective Public Speaking</b></p> <p><b>Guiding question: Can students be leaders too? YES!</b></p> <p><b>Note to teacher:</b> If Lesson 1 is completed on an alternative day, revisit leadership qualities at the beginning of this lesson.</p> <p><b>Speech Study Detectives</b>  Either watch TED Talks from the following inspiring young activists,  <a href="#">Melati &amp; Isabel Wijssen</a>  <a href="#">Kids against Plastic</a>  <a href="#">Haaziq Kazi</a></p> <p>or</p> <p>Watch the scene of the students talking to Bertrand King in the Miraculous episode (<b>minute 4 to minute 6</b> in the episode).</p>	
10 minutes	<p><b>*Note to Teacher</b>  Younger students may focus on just one example of an an inspiring child, and only look at physical attributes, with more teacher input for the other areas. Older students may focus on several examples of inspiring children, and the 3 main areas below. To ensure differentiated learning, two different levels of the Speech Study worksheet are provided.</p> <p>Split the class into groups and assign 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 provide feedback to the rest of their group. As a group, students then decide which key points from all their responses to present to the rest of the class.</p> <ul style="list-style-type: none"> <li>• <b>Physical</b> (looking at how the speaker is standing and what they are doing with their body)</li> </ul>	<p>Speech Study worksheet (pages 4 and 5 of resource booklet)</p> <p>While 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><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>• <b>Delivery</b> (How is the person speaking? Are they speaking fast or slowly, do they say “Umm”, can you hear what they are saying?)</li> <li>• <b>Persuasive Techniques</b> (looking at the content of the speech and what they are saying, do they use any facts?)</li> </ul> <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><b>Speaking Up: Time to Practice!</b></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><b>1. Which is better, cats or dogs?</b></p> <p>Discuss the mini-debate: What worked well? How did you try to convince your partner of your viewpoint?</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 level:</p> <p><b>2. Bicycles are better than cars.</b></p> <p>Switch partners again (on the same side, one person moves up).</p> <p><b>3. We should get rid of plastic/we should keep using plastic.</b></p> <p>For this final debate, ask one side to argue in favor 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><b>15 minutes</b> (or longer, if you have additional time)</p>	<p><b>Planning a Speech:</b></p> <p><b>Explain</b> 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, ability to motivate, ability to inspire and involve their audience (Physical, Persuasive, Effective Delivery)</p> <p><b>Explain</b> that one other feature of effective speaking is to have a well-planned speech.</p> <p><b>Present and explain</b> each part of the presentation template.</p> <p><b>Independent Task - Presentation:</b> 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>Planning sheet (page 6 of resource booklet)</p> <p>Speech Writing Sentence Starters (page 7 of resource booklet)</p>
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<b>CONCLUSION</b>		
<p><b>5 minutes</b></p>	<p><b>Feedback Discussion:</b></p> <p>Each person presents the speech to a partner while the partner completes the Speech Study Reflection sheet to provide them 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 previously completed Speech Study Reflection.</p> <p><b>Moving Forward:</b> 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>	<p>Speech Study Reflection Worksheet (page 8 of resource booklet)</p> <p>Teacher PowerPoint Slides 34-35</p>



## 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 PowerPoint as examples and create 3 question headings on a board for each famous person: 'What did they do?' 'Why is this person a leader?' and 'What leadership qualities do they have?' Assess prior knowledge by asking students what they already know about each person and add any responses under the question headings. Use the information from the PowerPoint 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 PowerPoint and worksheets for personal reference). Ask students to select a passage from a book they are reading or from their favorite book. As partners or as part of a group, students try out 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 speaking robotically 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 favorite 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.

Part of

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## *Changemakers*

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