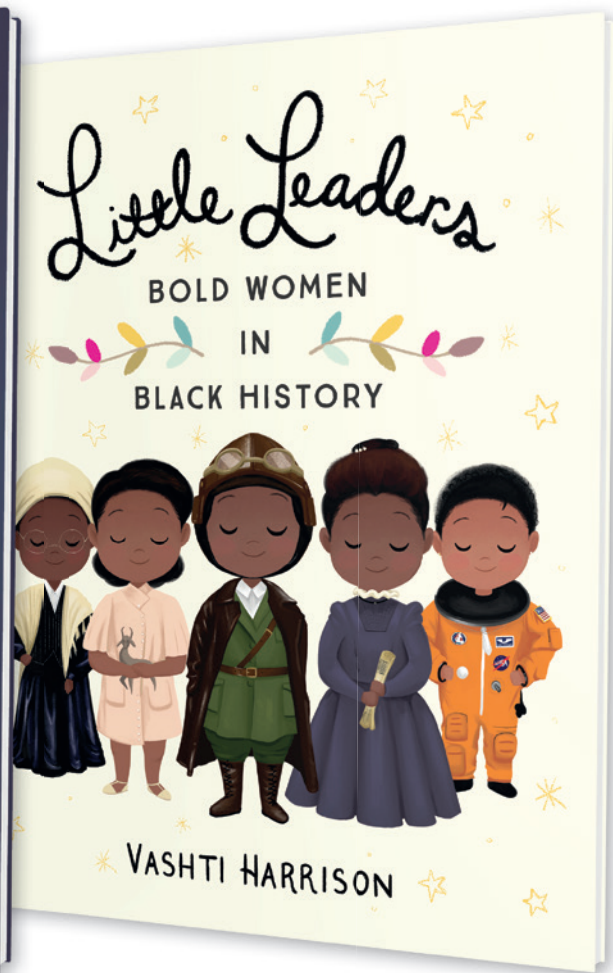
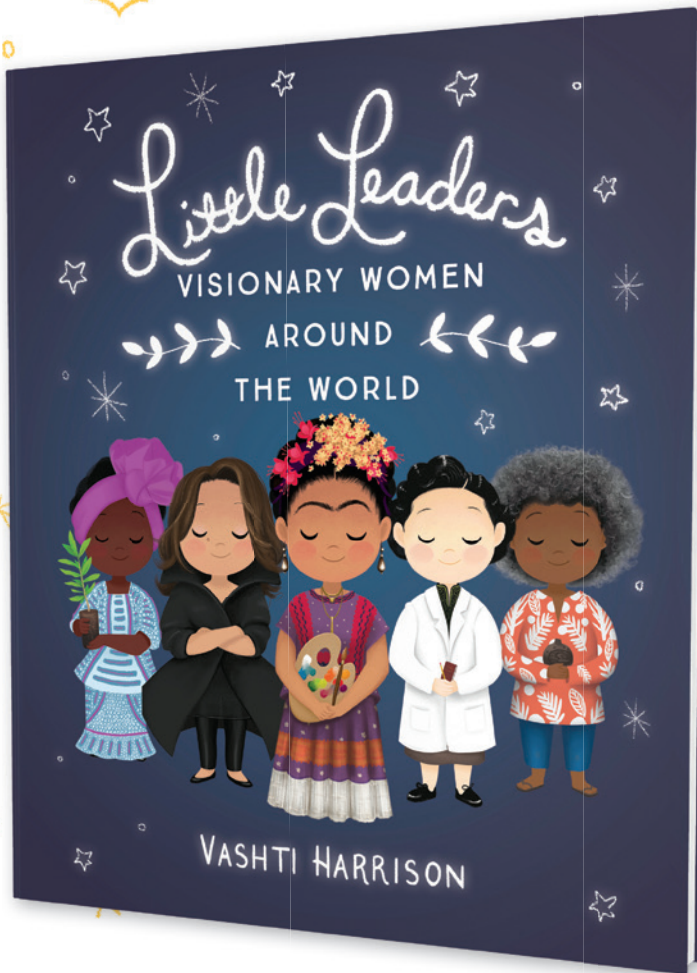


# Little Leaders

VASHTI HARRISON

## CLASSROOM RESOURCES

KEY STAGES 1-2



## DEAR TEACHERS, LIBRARIANS, AND LEADERS (BIG OR LITTLE),

Puffin Schools celebrates International Women's Day through providing useful and exciting classroom resources that help broaden students' mindsets and perspectives about gender equality. The classroom resources help develop tangible actions and inclusive behaviour among students.

Around the world we often see boys and men being celebrated as heroes, but it's important that girls and women are equally celebrated. We need a balance in seeing girls and boys, women and men – all genders – as role models, leaders, performers, characters in books and films, in the media, at school, in sport, at work, and in the community. Everyone needs to be included, and it's people's differences that make the world exciting and more balanced. The better the balance, the better the world.

International Women's Day 2019 calls for everyone to do what they can to help forge a gender-balanced world. The campaign theme is #BalanceforBetter. What can you do to make a difference?

This Resource Pack celebrates women as leaders and role models, supporting the International Women's Day focus on "balance" and making women more visible. It introduces the themes in ***Little Leaders: Bold Women in Black History*** and ***Little Leaders: Visionary Women Around the World*** – two beautifully illustrated books by Vashti Harrison, championing the many women who have changed the world. Together, they provide the perfect resource for your classroom this International Women's Day on Friday 8th March!

*The Puffin Schools Team*



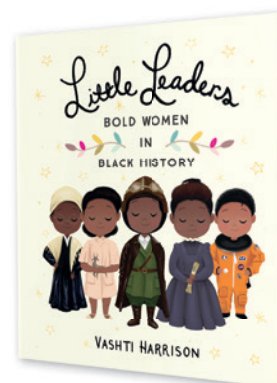
## THE AIM

This Resource Pack can be used with all children from KS1 through to KS2, recommended ages 5–8. Suggestions for differentiation are included throughout but ultimately left to the teacher's discretion. It is based on ***Little Leaders: Bold Women in Black History*** and ***Little Leaders: Visionary Women Around the World*** by Vashti Harrison, and invites everyone in your class to go on an inspirational journey. The lessons included have been designed as sequential activities and can be taught as whole units or as individual activities to be dipped in and out of. Each activity will guide students through the different themes of the books, encouraging them to consider what it means to be a BOLD and VISIONARY leader – and how they themselves might become leaders of the future.

## ABOUT THE BOOKS

**Meet the little leaders. They're brave. They're bold. They changed the world.**

Featuring 40 trailblazing black women in the world's history, this book educates and inspires as it relates true stories of women who broke boundaries and exceeded all expectations. Debut author/illustrator Vashti Harrison pairs captivating text with stunning illustrations as she tells the stories of both iconic and lesser-known female figures of black history – from nurse Mary Seacole, to politician Diane Abbott, mathematician Katherine Johnson and singer Shirley Bassey.

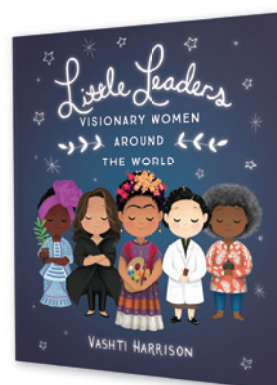


Among these biographies, readers will find heroes, role models and everyday women who did extraordinary things.

Did you know that WIFI was invented by a glamorous Hollywood star? Or that the first computer programmer was a woman born in 1816?

These amazing little leaders have changed the world, all because they were talented, clever, and above all, determined.

In the follow up to her beloved debut ***Little Leaders: Bold Women in Black History***, Vashti Harrison introduces little readers to even more trailblazing women, from writers to inventors, artists to scientists.



## RESOURCE PACK - OBJECTIVES

This Resource Pack provides material for at least six, hour-long lessons that can take place during classes or as extra-curricular activities. The pack's objectives include but are not limited to:

### LITERACY

#### READING: COMPREHENSION

- Understand what they read, in books (including non-fiction) they can read independently, by
  - i. identifying how language, structure, and presentation contribute to meaning
  - ii drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

#### WRITING: COMPOSITION

- Plan their writing by:
  - i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - ii. use organisational and presentational devices to structure text and guide the reader

### DRAMA, SPEAKING AND LISTENING

- To participate in dramatic performances, conducting interviews in-role as different characters

### DESIGN TECHNOLOGY & ART

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

### HISTORY

- Know and understand significant aspects of the history of the wider world
- Gain historical perspective by placing their growing knowledge into different contexts

### GEOGRAPHY

- Identify different countries around the world and their cultures, traditions and geographical features.



## LESSON ONE - BEING BOLD

This lesson is designed to help pupils explore ideas and speculate about themes in the books. They should feel free to discuss anything that comes to mind.

### LEAD-IN QUESTIONS:

- What does the title, '**Little Leaders: Bold Women in Black History**', make you think about?
- What does it mean to be 'bold'?

### TASK 1:

In groups of four, choose one of the illustrations by Vashti Harrison, the author of **Little Leaders: Bold Women in Black History**.



Discuss the following questions:

1. What does your illustration taken from Little Leaders: Bold Women in Black History show?
2. How do you think it represents being 'bold'? Consider images, colours, shapes, actions of the characters.
3. Can you find any important objects or symbols in your illustration?

Present your group's findings back to the class.





### TASK 2:

Look at the four illustrations again. Can you find some of the following things and label them?

☆ LANTERN ☆ PAINTBRUSH ☆ STAGE ☆ JAVELIN ☆

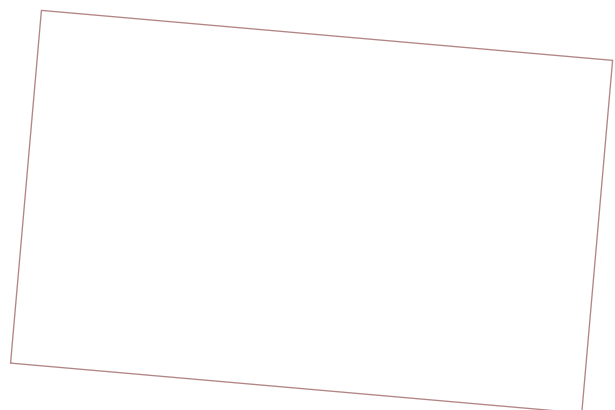
**TASK 3:**

Now that you've found all of the things above, write down what you think each of them could represent and what it tells us about the women included in the book. Use the grid below to record your ideas!

IMAGE	WHAT IT COULD REPRESENT	WHAT IT TELLS US ABOUT THESE WOMEN
	<p><i>It is a symbol of being bright.</i></p>	<p><i>These women are intelligent and ambitious.</i></p>
		
		
		

**TASK 4:**

Now it's your turn! Imagine you are included in the book. Draw two things that would symbolise how bold you are. Remember to consider what the images represent and what they say about you.



## LESSON TWO - BEING VISIONARY

### LEAD-IN QUESTIONS:

- What does it mean to be 'visionary'?
- How do you think being 'visionary' is different from being 'bold'? For example, would you agree that one is a state of action, and one is a state of thinking? Discuss your ideas!

### TASK 1:

In groups of four, choose one of the illustrations from ***Little Leaders: Visionary Women Around the World***.



Discuss the following questions:

1. What does your illustration taken from ***Little Leaders: Visionary Women Around the World*** show?
2. How do you think it represents that particular woman's 'vision'? Can you guess each woman's 'vision'?
3. Can you find any important objects or symbols in your illustration?

Present your group's findings back to the class.

### TASK 2:

In pairs, can you find clues in the illustrations to match each of the four women to the places they are from? What clues can you find?

MEXICO

WANG ZHENYI

KENYA

FRIDA KAHLO

CHINA

CLAUDIA JONES

TRINIDAD

WANGARI MAATHAI

**TASK 3:**

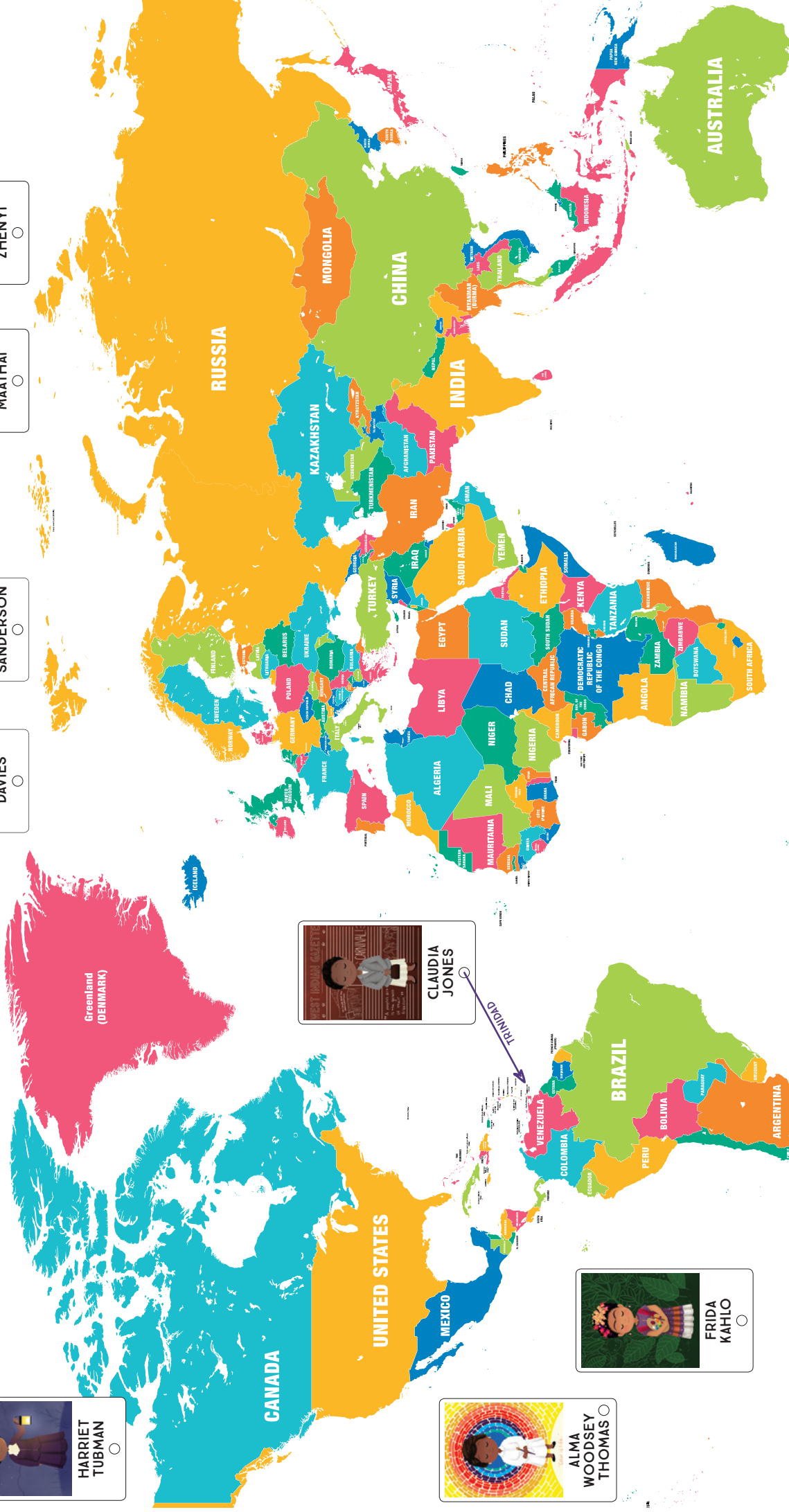
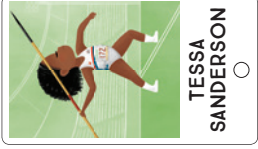
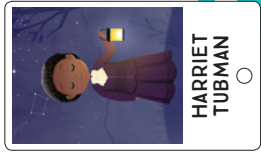
Create a world map display (on next page). On your map, link each woman that you have been introduced to in this lesson (and in Lesson 1) in the correct position on the map, depending on where they are from!

**TASK 4:**

Finally, choose one of the countries listed in Task 2. Carry out some research into your chosen country. What is its flag? What are its cultures and traditions? What are its geographical features? How many people live there? When you have finished, circulate the classroom to share and gather information about all of the different countries. Record your findings in the template below:

COUNTRY AND VISIONARY WOMAN	FLAG AND POPULATION	CULTURES AND TRADITIONS	GEOGRAPHICAL FEATURES
CHINA Wang Zhenyi Vision:			
MEXICO Frida Kahlo Vision:			
TRINIDAD Claudia Jones Vision:			
KENYA Wangari Maathai Vision:			





**TASK 5:**

Reflect back on the question posed at the beginning of this lesson: how can you tell that each woman is from a different part of the world?

Now that you know more about the four different countries, can you answer this question in more detail? What symbols can you find in the illustrations that might represent the different countries' traditions, culture, and geographical features?

**TASK 6:**

Finally, look at the statement below. Discuss as a class your thoughts and ideas about the statement, including whether you agree or disagree and why, as well as whether you would add to the statement in any way:

It is important to celebrate inspirational and visionary women from all across the globe.

## LESSON THREE - INSPIRATIONAL WOMEN

### LEAD-IN QUESTIONS:

- Can you think of any historical figures that have inspired you?
- Are there any women in your life who inspire you?
- What makes someone inspiring?

### TASK 1:

Look back at your annotations of the illustrations from Lessons One and Two. Can you match one of the following professions to each illustration? If there are any words that you don't understand, use a dictionary to look them up.

- Javelin Thrower and Heptathlete (Tessa Sanderson)
- Activist and Scholar (Angela Davis)
- Teacher and Painter (Alma Woodsey Thomas)
- Abolitionist, Nurse, Scout, Spy (Harriet Tubman)
- Astronomer, Poet, Mathematician (Wang Zhenyi)
- Artist and Painter (Frida Kahlo)
- Activist and Journalist (Claudia Jones)
- Environmentalist and Activist (Wangari Maathai)

### EXTENSION TASK: KS2

Ask pupils to discuss the importance of each profession, both in a historical and a modern context.

### TASK 2:

The women included in these books are real women with real stories. Here are some facts about them. Can you write down what each fact tells you about each woman's talents, profession, identity and personality?

*Differentiate for younger KS1 groups by asking them to pick out key words from the text and discussing their associations.*

WOMAN FROM BOOK 1	FACT	TALENT/ PROFESSIONS	IDENTITY AND PERSONALITY
<p><b>HARRIET TUBMAN</b> (1822–1913) Vision:</p>	<p>Over eleven years she returned to the South in America thirteen times and led more than seventy men, women and children to freedom and safety via the secret system called the Underground Railroad.</p>		
<p><b>ALMA WOODSEY THOMAS</b> (1891–1978) Vision:</p>	<p>In 1972, when she was eighty years old, Alma’s paintings were exhibited at the Whitney Museum of American Art. This was the first-ever solo exhibition of an African American woman artist at one of America’s most important art museums.</p>		
<p><b>ANGELA DAVIS</b> (1944–) Vision:</p>	<p>Angela grew up in racially segregated Birmingham, Alabama, a city at the centre of the fight for civil rights. By the time she was a teenager Angela was already actively involved in the movement.</p>		
<p><b>TESSA SANDERSON</b> (1956–) Vision:</p>	<p>Tessa’s biggest moment came in 1984 when she won a gold medal for Great Britain at the Olympics in Los Angeles. This made her the first British woman to win Olympic gold in the heptathlon, and the first black British woman to win any Olympic gold.</p>		



WOMAN FROM BOOK 2	FACT	TALENT/ PROFESSIONS	IDENTITY AND PERSONALITY
<p>WANG ZHENYI (1768–1797) Vision:</p>	<p>She used her poetry to critique the world around her. She often wrote about inequality between men and women, as well as other social injustices. [...] In her day, many of the phenomena in the sky were commonly considered supernatural. She was confident there was a logical explanation for cosmic events, and she proved it by explaining eclipses.</p>		
<p>FRIDA KAHLO (1907–1954) Vision:</p>	<p>Tragedy struck Frida throughout her life, but she channelled her pain into art. [She] showed Mexico as vibrant and beautiful, and she both celebrated its heritage and captured the fears and struggles of its people.</p>		
<p>CLAUDIA JONES (1915–1964) Vision:</p>	<p>Claudia moved with her family to New York when she was a child. They'd hoped to find job opportunities, but the US in the 1920s offered little advancement for people of colour. Instead, they found poor working and living conditions, as well as discrimination. Although she was young, Claudia decided to fight injustice and began to write for local publications.</p>		
<p>WANGARI MAATHAI (1940–2011) Vision:</p>	<p>Wangari helped women plant more than twenty million trees on farms and at schools and church compounds, a project that ensured fuel for cooking and a more nutritious diet.</p>		





**TASK 3:**

Now that you have found out more information about some of these bold and visionary Women, come up with a list of three questions that you would like to ask them if you could interview them in real life. Keep hold of your list – it might come in handy...

**MY QUESTIONS**

1.

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2.

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3.

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**EXTENSION TASK: KS2**

Ask pupils to carry out more research into the four women mentioned in Task 2 and share their findings with the class in a presentation.

**TASK 4:**

What would be your profession? What are your talents and dreams? What would your vision be?

**REFLECTION ACTIVITY:**

At the beginning of this lesson, you were asked what makes someone inspiring. Can you improve your answer now that you have learned more about these women?



## LESSON FOUR - WHAT IS LEADERSHIP?

### LEAD-IN QUESTIONS:

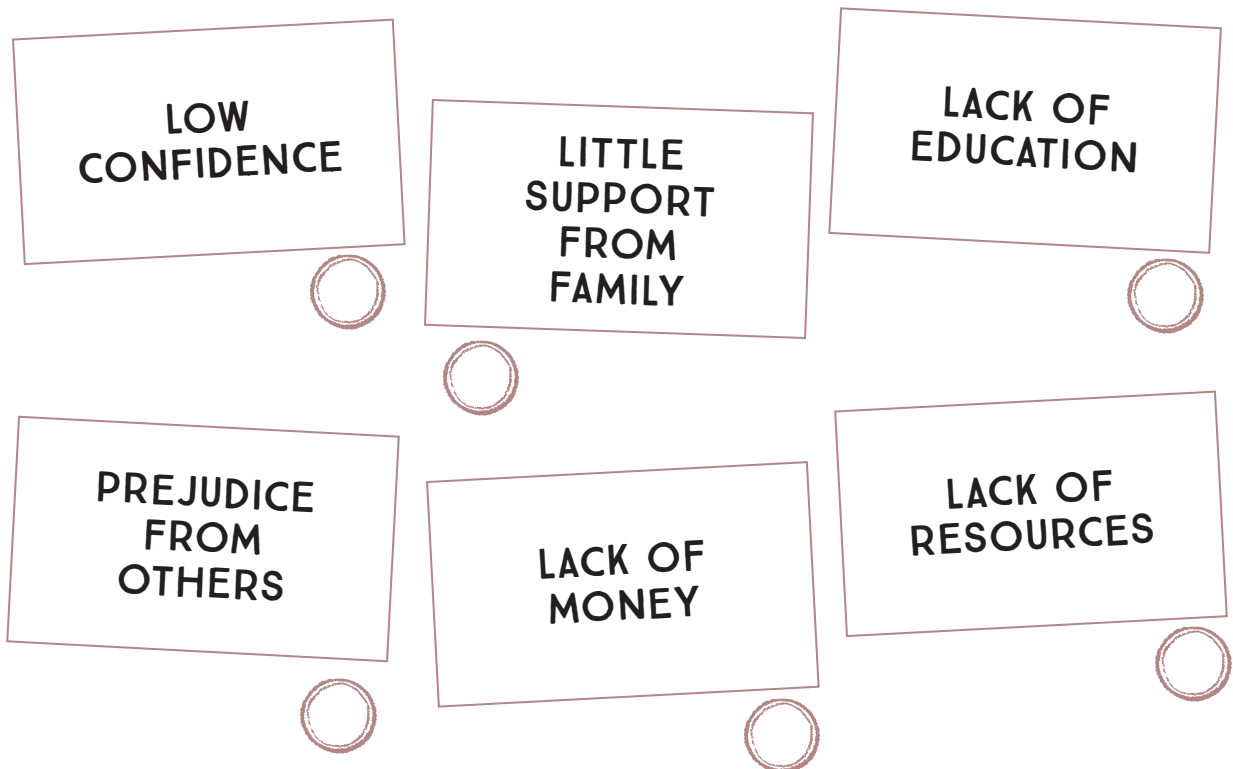
- Is it easy to be a leader? What is difficult about it?

### TASK 1:

- What is a challenge?
- What sort of challenges might people face when achieving their dream or vision?

Look at the six challenges on the cards below. Rank them in order from 1–6 (where 1 is the most difficult challenge and 6 the least).

*Differentiate for younger KS1 groups by asking them to choose a particular challenge and explain how it makes them feel.*



**TASK 2:**

The key trait that all of the women in Vashti Harrison’s books share is the ability to overcome challenges in their lives to lead others.

Look at the following facts about Angela Davis. Can you spot any of the challenges discussed in Task 1? Again, rank these challenges in order from 1–7 (where 1 is the most difficult challenge and 7 the least).



FACTS ABOUT ANGELA	RANK (1-7)
She grew up in racially segregated Birmingham, Alabama, a city at the centre of the fight for civil rights.	
She was always outspoken.	
She was labelled a trouble-maker for fighting the system.	
Because she didn’t agree with the government, she was put on the FBI’s ‘most-wanted’ list.	
She lost her teaching job at the University of California, but fought back by bringing a legal case against them.	
She was put in prison for conspiracy charges, but was acquitted sixteen months later.	
Through all this she was devoted to teaching.	

**TASK 3:**

Put yourself in Angela's Davis' shoes and write a diary entry explaining her ambition, her passions and the challenges that she has faced in her life. How has she overcome them? Don't forget to share your diary entries with us on Twitter at @PuffinSchools.



Dear Diary...

**REFLECTION ACTIVITY:**

*At the beginning of this lesson, you were asked if being a leader is easy. Can you improve your answer now that you have learned more about Angela Davis?*



## LESSON FIVE - MY VISION

### LEAD-IN QUESTIONS:

- If you could change one thing in the world, what would it be? Why?

### TASK 1:

A vision is kind of like having an idea or dream for the future good of the world. For example, Claudia Jones's vision was to fight injustice and racial prejudice.

Fill in the sentence starter below:

My vision is \_\_\_\_\_

This is my vision because \_\_\_\_\_

### TASK 2:

It is important to set goals in achieving your vision. Why do you think this is? Why is it important to set both short-term and long-term goals?

Consider some examples of both with a partner and share them with your classmates.

Complete the table below outlining the pros and cons (or challenges) of both types of goals:

	PROS	CONS
SHORT-TERM GOALS		



	PROS	CONS
LONG-TERM GOALS		

**TASK 3:**

Thinking about the people who inspire you and the things that you have learned so far, set your own short-term and long-term goals. Use the **Goal Setting Stars** to write down your ideas.

When you have filled in all of your stars, cut them out and hang them from the classroom or even your bedroom ceiling to create a star-mobile – let it remind you of the goals you have set yourself in order to achieve your unique vision, and to follow in the footsteps of the Little Leaders.

## GOAL SETTING STARS

My goal today is:

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My goal this week is:

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My goal this term is:

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My goal this year is:

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My goal at School is:

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My goal in life is:

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## LESSON SIX - LETTERS TO MY FUTURE SELF

### LEAD-IN QUESTIONS:

- In what way are you a Little Leader?
- How do you hope to be a Big Leader in the future?
- How do you hope to be bold and visionary?

### TASK 1:

In this lesson you are going to write a letter to your future self. First of all, take some time to think quietly about what you imagine your future self to be like. Use the following prompts to help you:

- ☆ What profession will you have?
- ☆ How will you be helping the world?
- ☆ What challenges will you have overcome?
- ☆ How will you be bold?
- ☆ How will you be visionary? What is your vision?
- ☆ How will you be a leader for others?

Make sure you write down some of your ideas or share them with your friends and classmates.

### TASK 2:

What are the features of a formal letter? In pairs, can you number the following features according to the order in which they appear in a letter? Rank in order where 1 is first and 7 is last.

GREETING	<input type="radio"/>	CONCLUSION	<input type="radio"/>	SIGN OFF	<input type="radio"/>
DATE	<input type="radio"/>	ADDRESS	<input type="radio"/>	OPENING	<input type="radio"/>
PARAGRAPHS	<input type="radio"/>				

### TASK 3:

Now it's time to write a letter to your future self. Use your notes from Task 1 to construct your paragraphs – and don't forget to include an illustration of your future self!

*Differentiate for younger KS1 groups by asking them to use the following template with sentence starters.*

If you want to share your letters and illustrations you can send them to us on Twitter at @PuffinSchools – otherwise, seal your letter in an envelope for safe-keeping, and open it again one day... far into the future.

## A LETTER TO MY FUTURE SELF

My name is:

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Today's date is:

---

My dreams and aspirations are:

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---

I hope that my profession will be:

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I hope that I will help the world by:

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I hope that I will be bold by:

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I hope that I will lead others by:

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MY FUTURE SELF WILL LOOK LIKE...

## LITTLE LEADERS: REFLECTION ACTIVITIES

Take a look at the work that you have completed.

With your partner, take turns to complete the following statements:

I think being a leader means

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The leader that I have learned most about is

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I would like to be a leader one day because

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The field I would like to become a leader in is

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I think being 'bold' means

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I think being 'visionary' means

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My vision is

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