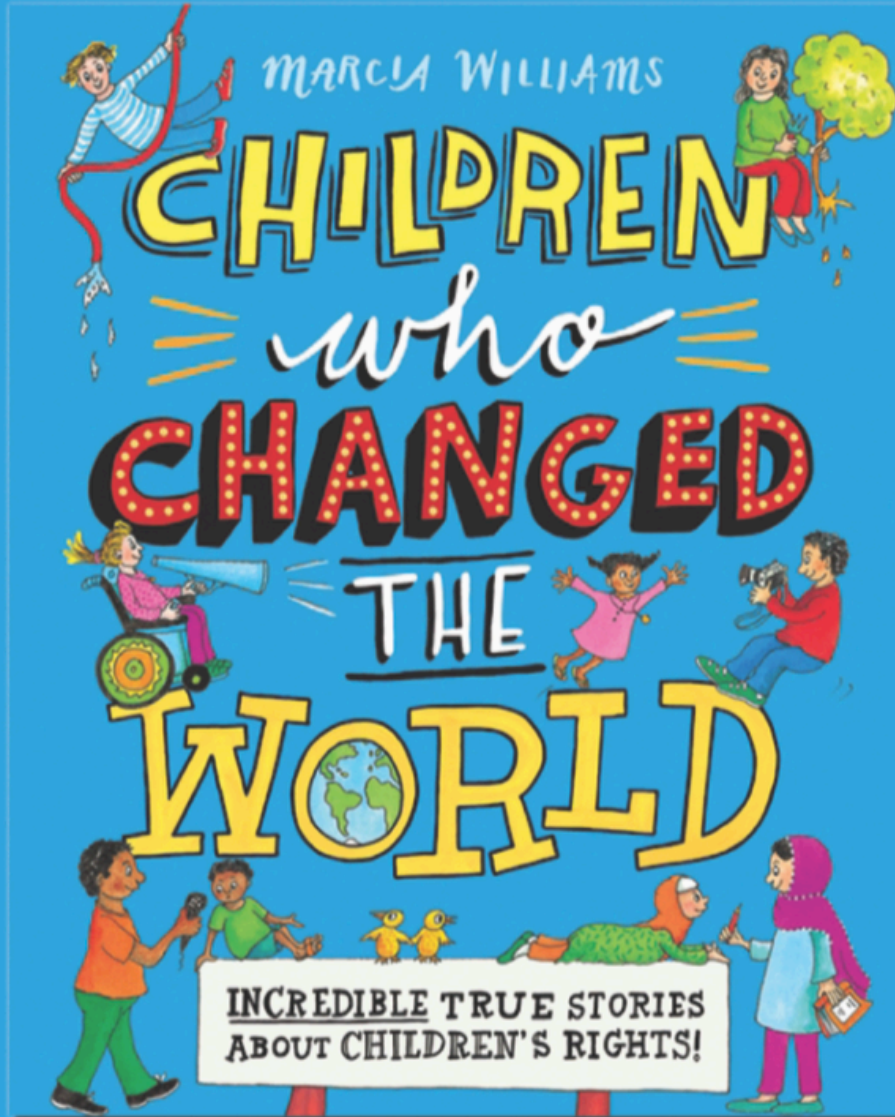


# CHILDREN WHO CHANGED THE WORLD

## SCHEME OF WORK



**PERFECT FOR:** Ages 9+; an informative exploration of the UN Convention on the Rights of the Child; map and atlas work; creative writing opportunities including diary entries and newspaper reports; learning about refugees and immigrants; an insight into different cultures and the struggles children face around the world; a colourful celebration of all the brave, determined children who are changing the world every day.

**KEY FOR CROSS-CURRICULAR OBJECTIVES:**

English: Reading Comprehension; Creative Writing;  
Writing to Entertain and Inform; Explanation and

Recount Texts

Drama, Speaking and Listening

Design Technology & Art

Science

Geography

Physical Education

PSHE and Citizenship

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# CHILDREN WHO CHANGED THE WORLD

WEEK 1: PAGES 10 & 11 FRANCIA SIMON



| SUGGESTED OBJECTIVES  | COMPREHENSION QUESTIONS  | EXTRA ACTIVITIES   |
|---|--|--|
| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Make predictions about a non-fiction text, using clues.</li><li>- Ask questions to improve understanding of a text.</li><li>- Identify how language, structure, and presentation contribute to meaning.</li><li>- Retrieve and record information.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>- Extend geographical thinking by researching a country's culture and history.</li></ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"><li>- Use body language and facial expressions to convey a character's feelings.</li></ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"><li>- Create graffiti-inspired artwork based on the theme of names.</li><li>- Explore the style and techniques employed by Préfète Duffaut.</li></ul> | <ol style="list-style-type: none"><li>1. Look at the front cover of the book. On a whiteboard or post-it, record everything you can see. What sort of book do you think this is? Is it fiction or non-fiction? Why do you think this?</li><li>2. Imagine if you couldn't refer to anyone in your class by their name. How would you communicate? What problems might you face?</li><li>3. How would you feel if someone decided that you would be given a new name tomorrow? Why is your name important to you?</li><li>4. What is a refugee? What is the difference between a refugee and an immigrant?</li><li>5. What might Francia have been thinking and feeling on page 10 when she was told she didn't have the correct registration documents?</li><li>6. Why didn't Francia's family have any official papers?</li><li>7. Why do you think the authorities often turned the young people away?</li><li>8. Why might someone not understand the importance of a birth certificate?</li><li>9. What do you dream of? What would you like to be when you're older? What is your ambition?</li><li>10. Find two pieces of evidence that supports the idea that Francia is 'a very determined young lady'.</li></ol> | <p>What's in a name? Research the meaning of your name and create a piece of graffiti-inspired artwork relating to it. Think carefully about the colours and images you use and how they might symbolise the meanings associated with your name.</p> <p>Use a map to locate the Dominican Republic and calculate how long it would take to travel there. In pairs/a small group, conduct research into traditional food, architecture, music, customs and culture, and present your findings to the class in the form of a large, engaging A3 poster.</p> <p>Freeze frame key moments from Francia Simon's life, thinking about your body language and facial expression. You may wish to include: <i>discovering you don't have an official documentation, struggling to get a birth certificate, supporting others</i></p> <p>Explore the artwork of Préfète Duffaut, which depicts Haiti in lush, tropical colours, and then look at some photographs of Haiti. Use these to create your own brightly coloured art in the style of Préfète Duffaut.</p> |





# CHILDREN WHO CHANGED THE WORLD

WEEK 2: PAGES 12 & 13 EMILY-ANNE RIGAL



| SUGGESTED OBJECTIVES  | COMPREHENSION QUESTIONS   | EXTRA ACTIVITIES  |
|---|---|---|
| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Draw inferences such as inferring character's thoughts and feelings and justify inferences with evidence.</li><li>- Create an emotions Graph to track a character's changing emotions.</li></ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"><li>- Understand and empathise with a person's thoughts, feelings and attitudes by completing a Role on the Wall activity.</li></ul> <p><b>PSHE and Citizenship</b></p> <ul style="list-style-type: none"><li>- Define the term 'Friendship'.</li><li>- Give examples of good and bad behavior in friendships.</li><li>- Create a Friendship Recipe book.</li><li>- Create a class display to reflect on the theme of difference and what it means to each member of the class.</li></ul> | <ol style="list-style-type: none"><li>1. It doesn't matter if I upset or offend other people, as long as I'm being honest and can speak my mind. Do you agree with this statement? Why? Why not?</li><li>2. Can you point to the introduction on page 12? What is its purpose? What information do you learn from it?</li><li>3. What is free-speech? Should we all have the freedom to say whatever we want, whenever we want?</li><li>4. What is the difference between bullying and being mean to someone?</li><li>5. Have you ever been called names or been excluded from a game? How did you feel? What did you do?</li><li>6. Why was Emily-Anne bullied?</li><li>7. What might Emily-Anne have been thinking and feeling when she moved schools and was greeted warmly?</li><li>8. Why didn't Emily-Anne change her clothes to fit in? What does this tell us about her and her personality?</li><li>9. Why might WeStopHate be a good name for Emily-Anne's YouTube channel? What motivated her to set up this channel?</li><li>10. Those who feel good about themselves don't put others down. Discuss.</li></ol> | <p>Using the information, complete a Role on the Wall activity. Draw an outline of Emily-Anne. On the inside of your drawing write down everything you learn about her on these pages. On the outside, record any questions you might like to ask her. You may wish, in a different colour, to write down her changing feelings during the events described on these pages.</p> <p>Create a class display entitled "All Different, All Great!" using photographs, artwork, poems and writing to share what makes you special and different and encouraging other classmates to value and appreciate themselves.</p> <p>Draw an Emotions Graph to track Emily-Anne's changing thoughts and feelings during the events on these pages, referring to: <i>being bullied, moving to a new school, setting up WeStopHate.</i></p> <p>In a table, make a list of qualities for a good friend in one column and in another column the qualities of a bad friend. As a class, create a Friendship Recipe book, detailing all the ingredients needed to create a good friend. Remember to include a list of equipment, numbered steps, imperative verbs and diagrams.</p> |





# CHILDREN WHO CHANGED THE WORLD

WEEK 3: PAGES 14 & 15

MAYRA AVELLAR NEVES



| SUGGESTED OBJECTIVES   | COMPREHENSION QUESTIONS   | EXTRA ACTIVITIES  |
|--|---|---|
| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries to check the meaning of words.</li> <li>- Retrieve and record information from non-fiction.</li> <li>- Discuss the main themes in a text and order their importance.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Design a mask for a Brazilian carnival parade, using a range of materials.</li> <li>- Evaluate a product against an initial design.</li> <li>- Explore the techniques used by Romero Britto and create a whole class display.</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>- Perform a dance using a range of movement patterns.</li> <li>- Develop co-ordination, balance and group work skills.</li> </ul> | <ol style="list-style-type: none"> <li>1. Write a definition for the following words in this section: <i>favela, violent, stray, protest, alternative.</i></li> <li>2. How are the words 'safety' and 'peace' similar? How are they different? When might a child feel unsafe?</li> <li>3. Find and copy a word that is similar in meaning to 'dented'.</li> <li>4. Describe Mayra's house in three words and explain your word choices to a partner.</li> <li>5. How do you think Mayra convinced the police and gangs to let children walk safely to school?</li> <li>6. Order these themes from Mayra's story from least important to most important: <i>education, safety, poverty, bullying, peace, determination.</i></li> <li>7. Use a Venn Diagram to compare Mayra's life and achievements with Malala Yousafzai on pages 26 and 27. What similarities do their lives share? How are they different?</li> <li>8. How can education end the cycle of poverty and violence? Isn't education just about learning to read, write and count?</li> <li>9. If someone hits you, you should hit them back. Do you agree? Why? Why not?</li> <li>10. What is the most importance piece of information on these pages? Summarise the contents of these pages in three sentences. Can you summarise the information now in one sentence?</li> </ol> | <p>Spend some time researching and sketching some of the costumes and masks worn at The Carnival of Brazil in Rio. Use these to plan and design a mask for the festival. Think about what materials you might use to create a mask (you might like to use papier-mâché and acrylic paint!). Evaluate your finished product and compare it against your initial design.</p> <p>Listen to and enjoy some samba music. Now, in small groups create a dance to replicate the carnival parade. Use a range of twisting, turning movements at different levels of height and perform expressively, developing different ways of travelling and moving. You could even wear your mask and perform for your parents!</p> <p>Explore the work of Brazilian artist Romero Britto. Hold a class vote and choose your favourite piece. Divide the painting into equal squares, according to how many children are in your class. Give each child a square from the painting to recreate using a choice of materials. Place each individual square back in position to create a whole class display.</p> |





# CHILDREN WHO CHANGED THE WORLD

WEEK 4: PAGES 22 & 23

KEHKASHAN BASU



| SUGGESTED OBJECTIVES  | COMPREHENSION QUESTIONS   | EXTRA ACTIVITIES  |
|---|---|---|
| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Retrieve information from A non-fiction text.</li><li>- Discuss how the use of illustrations contribute to meaning.</li><li>- Explore which words and phrases are used to engage the reader.</li></ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"><li>- Design and make a healthy breakfast snack.</li></ul> <p><b>Science</b></p> <ul style="list-style-type: none"><li>- Construct and interpret a variety of food chains.</li><li>- Create a fact-file about an animal, its habitat and how it has adapted to its environment.</li></ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"><li>- Write a playscript for a persuasive television advert.</li></ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"><li>- Perform a television script with expression and fluency.</li></ul> | <ol style="list-style-type: none"><li>1. Complete this sentence: Children deserve to live in a healthy environment, but...</li><li>2. What do you think we are meant to notice first on pages 22 and 23? Why? Where was your eye first drawn to on these pages?</li><li>3. What does it mean to 'take action'?</li><li>4. What motivated Kehkashan to begin to collect and recycle litter?</li><li>5. How important are the speech bubbles on page 22? Why are they included? Do we learn anything extra from them?</li><li>6. Why might Green Hope be a good name for a movement of passionate young people fighting to protect our planet?</li><li>7. Why do you think the author says 'our planet' rather than 'the planet'? What effect does it have?</li><li>8. Which words and phrases does the author use to engage, surprise and interest the reader? Are they successful?</li><li>9. How does the illustration on page 23 help you understand Kehkashan's impact?</li><li>10. Which is more important? The right to a name or the right to good health? Why?</li></ol> | <p>Keeping healthy is an important theme on these pages. Design and make a tasty, healthy breakfast snack for someone in your family.</p> <p>Kehkashan's favourite animal is a koala. Carry out research into koalas and create your own fact-file. Find out about their appearance, diet and how they are adapted to their environment. Create a food chain or web for a koala, making sure you identify and label the producers, predators and prey.</p> <p>One of the main themes in this part of the book is the need to recycle, reduce our use of plastic and look after the planet. Create a persuasive, engaging TV advert to teach people about the wonders of the world and nature and encourage them to preserve them by recycling. What small changes can they make? Where can they go to find out more about this environmental problem?</p> <p>Now, perform your TV advert in a small group, thinking about how you can engage your audience through your voice and facial expression. Perhaps you can use props and music, too! You may even wish to film your advert and evaluate it at a later date.</p> |





# CHILDREN WHO CHANGED THE WORLD

WEEK 5: PAGES 26 & 27

MALALA YOUSAFZAI



| SUGGESTED OBJECTIVES   | COMPREHENSION QUESTIONS   | EXTRA ACTIVITIES   |
|--|---|--|
| <p><b>Reading: Comprehension</b><br/>- Retrieve information from a non-fiction text.<br/>- Create captions and sub-titles to summarise information.</p> <p><b>Writing to Entertain and Inform</b><br/>- Write a newspaper report, thinking carefully about the layout and features for this type of writing.</p> <p><b>Writing in Role</b><br/>- Empathise with a character by writing a diary.</p> <p><b>Drama, Speaking and Listening</b><br/>- Create a Conscience Alley to explore a character's thoughts and feelings.</p> <p><b>Geography</b><br/>- Use basic geographical vocabulary to describe a landscape and its physical features and climate.</p> | <ol style="list-style-type: none"> <li>How would you feel if someone came into your school and said it was closing down and you were never allowed to go again? What would you do?</li> <li>Which word means 'shocked' and 'traumatised'?</li> <li>Who are the Taliban? Who do you think they closed girls' schools in Pakistan? Why not boys' schools?</li> <li>Malala was foolish to continue to go to school while the Taliban were beating people in the street. Do you agree? Why? Why not?</li> <li>Malala was more worried about her father than herself. What does this tell us about her?</li> <li>Malala was shot on 9<sup>th</sup> October 2014. True or false?</li> <li>How does Malala use her right to the freedom of speech to make a change?</li> <li>Create a caption to summarise and describe what is happening in each illustration.</li> <li>Use a Venn Diagram to compare Malala's life and achievements with Mohamad Al Jounde on pages 8 and 9. What similarities do they share? How are they different?</li> </ol> | <p>Write a newspaper report, describing the bus shooting and predicting what might happen next. Remember to include witness statements and a photograph with a caption. Alternatively, you could write a TV news report detailing the events of Malala's shooting.</p> <p>As a class, create a Conscience Alley. One side of the class should be voices persuading Malala to challenge the Taliban. The other side of the class should persuade Malala to stop publicly demanding a right to education. What might the consequences be? Take it in turns to play Malala walking through the alley of voices. How do you feel? Write a paragraph exploring your feelings and decision.</p> <p>Study some photographs of England and Pakistan. Describe and list the physical features of each, thinking about the kinds of wildlife and climate you might find in each habitat. Finally, present your findings to the class.</p> <p>Imagine you are Malala and write a description of your journey to England. How do you feel when you see England for the first time? How is it different to Pakistan? Who do you miss? What can you see from your hospital window?</p> |





# CHILDREN WHO CHANGED THE WORLD

WEEK 6: PAGES 30 & 31

IQBAL MASIH



| SUGGESTED OBJECTIVES  | COMPREHENSION QUESTIONS   | EXTRA ACTIVITIES   |
|---|---|--|
| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"><li>- Identify the difference between fact and opinion.</li><li>- Make inferences based on details stated and implied.</li><li>- Offer and justify an opinion, explain reasoning.</li><li>- Summarise the achievements of the children in the book.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>- Create a map to describe places and landmarks.</li></ul> <p><b>PSHE and Citizenship</b></p> <ul style="list-style-type: none"><li>- Set goals and targets, thinking about how to impact the world around us.</li><li>- Create a storyboard in the style of Marcia Williams.</li></ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"><li>- Perform a poem, thinking about how to engage the audience.</li></ul> | <ol style="list-style-type: none"><li>1. Iqbal's family were heartless and selfish. Do you agree? Why? Why not?</li><li>2. What might Iqbal's family have been thinking and feeling when they gave him to the carpet maker?</li><li>3. Which words and phrases tell us that Iqbal worked for a long time?</li><li>4. How does Marcia Williams portray the carpet maker? How do her illustrations of him make you feel?</li><li>5. Using the information, decide whether these statements are fact or opinion: <i>Iqbal worked for a carpet maker, Iqbal was murdered by the carpet maker, Iqbal felt terrified when he escaped, Iqbal was very determined and brave, Iqbal lived in Muridke.</i></li><li>6. Did anything on these pages shock or upset you?</li><li>7. What do all the children in this book have in common? What personality traits do they possess? What makes them special?</li><li>8. Is there anything special about the way the author writes? Do you notice any patterns?</li><li>9. Spend some time exploring the 54 articles that form The UN Convention on the Rights of the Child. Do you agree they are all equally important?</li><li>10. How does the author feel about the children in this book? How do you know? How does she want us to feel about their achievements? Has this book changed your mind about what you can do to change the world?</li></ol> | <p>What would you like to do to change the world? It can be something small, something local, something personal, something large, maybe even something on a global scale! Create a storyboard of something wonderful and brave you'd like to do to improve the world – use Marcia Williams's illustrations as inspiration.</p> <p>Use an atlas to locate some of the countries and places mentioned in the book. Create your own map, showing these locations, and illustrate your map with information about the children discussed. Summarise where they live, where they might have travelled to and their achievements.</p> <p>Read and perform 'Faith' by Jacob Sam-La Rose. Discuss anything you find puzzling or confusing and what you liked about the poem. How does this poem link to the stories and themes in the book? How have the children in this book carved out a space for their voices? Next, work in small groups to perform the poem, thinking about how you can use your voice, actions and musical instruments to convey the feeling of the poem.</p> |

