

Little People, BIG DREAMS

Teacher's Notes

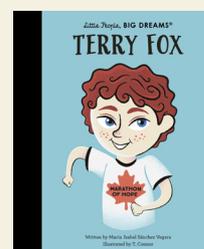
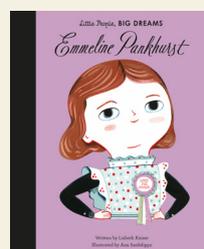
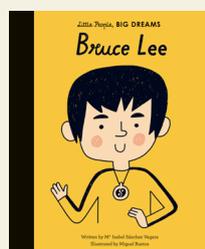
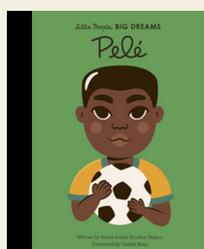
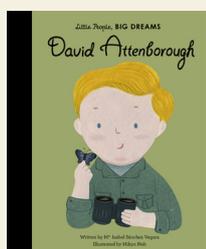
National Treasures - Teacher's Notes

Depending on the age of the children, the following lessons can take place over more sessions than are outlined in the notes. The lessons are pitched at Key Stage 1 and lower Key Stage 2 but can be adapted across the primary curriculum to suit the needs and ages of the children in their school.

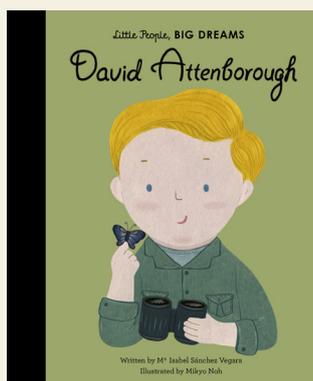
Learning in this area is not designed to be specifically taught, but to create flexible cross-curricular opportunities.

By using this book and following the suggested activities, children will begin to understand and be able to:

- Listen to, discuss and express views about a non-fiction book at a level beyond that at which they can read independently.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds, mammals, carnivores, herbivores and omnivores.
- Master basic movements including throwing and catching, and participate in team games.
- Use world maps, atlases and globes to identify the countries, continents and oceans studied.
- Discuss the work of artists, describing differences and similarities between them and make links to their own work.
- Discuss the sequence of events in books and write for different purposes.



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Session 1: David Attenborough

Introduce the theme of National Treasures to the children. Ask them, 'What is a nation?' Explain what national means. Also ask, 'Who do you think our nation treasures most?' Make a list of the people they suggest. Ask them to give reasons why each person could be a national treasure. Explain that they will be learning about 6 different people who are national treasures.

Discussion and Comprehension

Read the David Attenborough story and prompt discussion by asking the following questions, encouraging readers to take turns and give full answers. Offer support by turning to the appropriate pages of the book.

- Which animals did David meet? Which animals would you like to meet?
- Why did David like to study nature?
- What job did David go on to do?
- Why does the author say that animals made entertaining guests in the television studio?
- Why do you think David is a national treasure?

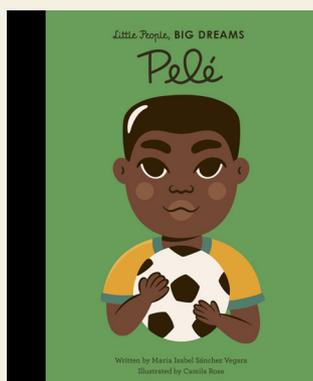
Activities

Watch some footage from a David Attenborough wildlife program. Share facts learned about the animals from the program. Ask the pupils to name a variety of animals they would like to learn more about. Categorise them into fish, amphibians, reptiles, birds and mammals and explain the differences. Ask the children to choose one animal to research further and make a fact file about their chosen animal starting with a drawing of the animal. Include key facts about them, including whether they are herbivores, carnivores or omnivores. Pupils can then share their fact files with their peers. The fact file pages could be bound together to make a shared class book.

Reflection

Ask the children to think about why David Attenborough is a national treasure? What has he done in his life that people really value? How might we be inspired by him and what might we do as a result?

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Session 2: Pelé

Discussion and Comprehension

- What made Pelé happy as a child? What makes you happy?
- Why did Pelé have to make his own football?
- What did Pelé promise to his dad?
- What spectacular tricks could Pelé do with a ball?
- Why did the author say Pelé stayed humble?
- What do you think makes Pelé a National Treasure?

Activities

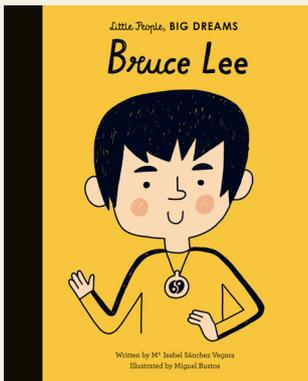
Pelé made a football out of a sock stuffed with newspaper, tightened with string. Ask the pupils to bring in a sock and make a football like Pelé. Compare kicking the sock ball with a real ball. Which one goes the furthest? With a partner or in a group practice throwing and catching the sock ball. Using lots of sock balls, create a team game with rules. Teach the game to others and demonstrate how it works.

Pelé was from the country Brazil, in the continent of South America. Show the pupils Brazil on a world map. Give groups of children world maps and ask them to label Brazil, South America and the Southern Ocean.

Reflection

How are Pelé and David Attenborough different and what do they have in common?

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Session 3: Bruce Lee

Discussion and Comprehension

- What was Bruce good at when he was younger?
- What happened to Bruce to make him become a better person?
- Why did Bruce go back to Hong Kong?
- How does the author say Bruce became a hero for everyone?
- What do you think makes Bruce Lee a national treasure?
- How are Bruce Lee and Pelé similar?

Activities

Explain that Bruce Lee learned from his mistakes. Although he got into fights, he made a promise to become a better person. Remind them he said, 'mistakes could be forgiven, if one has the courage to admit them'. The author says Bruce had faith in himself and he never gave up. Ask the children like Bruce Lee, what have they learned that could help others?

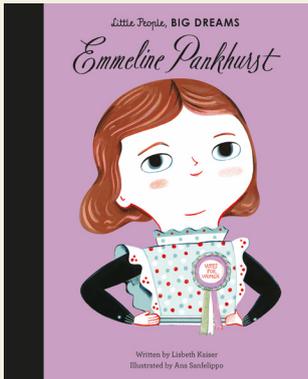
Organise the children into small groups. Give each group a different scenario of a common mistake that the children have made. Ask them to act out the scenario, implementing Bruce Lee's advice to have the courage to admit their mistake and to forgive each other.

Bruce Lee was from San Francisco in the United States of America, North America. He moved to Hong Kong, in China, Asia. Ask the pupils to add both countries, continents and the Indian Ocean to their world map.

Reflection

Bruce Lee had resilience because he never gave up on his dream. Ask the pupils to reflect on their own hopes and dreams.

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Session 4: Emmeline Pankhurst

Discussion and Comprehension

- What was Emmeline's favourite thing to do?
- What did the Suffragettes want?
- Why did Emmeline protest?
- Do you think it was fair that the Suffragettes were put in prison? Why?
- Why do you think Emmeline is a national treasure?
- How were Emmeline and Pelé similar?

Activities

Explain that women have equal rights with men, but around 100 years ago women were not allowed to vote and that wasn't fair. Ask the pupils to think about the unfair things they experience or have seen in the world today. Make a list and discuss. Ask the pupils to make posters to raise awareness of the issues raised.

Emmeline was from England. Show the pupils where England is on a world map and ask them to label England, Europe and the Atlantic Ocean.

Reflection

Emmeline had a dream that women would get the vote and that came true. Ask the pupils to reflect on their dreams for a better future.

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Session 5: Frida Kahlo

Discussion and Comprehension

- How was Frida different from other children?
- What happened to Frida to change her life forever?
- When in hospital, why did Frida draw herself?
- What did Frida mean by teaching people to 'live life'?
- Why do you think Frida is a national treasure?
- In what similar ways have the national treasures helped others?

Activities

Share some of Frida's paintings. Ask the children to say what they like and do not like about the artwork, giving reasons. Then either using mirrors or photographs ask the pupils to draw self-portraits in the style of Frida Kahlo. If using photos, you could cut the photo vertically and ask the pupils to draw the missing half. When finished, ask them to compare the style of their portrait with Frida Kahlo's.

Frida was from Mexico. Ask the pupils to add Mexico and the South Pacific Ocean to the world map.

Reflection

Each national treasure has inspired others by doing what they enjoy. Ask the children to share what they enjoy and to think about how they could inspire others doing it.

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Session 6: Terry Fox

Discussion and Comprehension

- How long did Terry practice basketball before he made the team?
- How was Terry inspired by what he read?
- Why did Terry raise money for Cancer Research?
- How is Terry Fox remembered every year?
- Who has been your favourite national treasure and why?
- If you could write about one more national treasure, who would you write about and why?

Activities

Terry Fox wanted to run all the way across Canada to raise money for Cancer Research. Retell and record the main events of his story as a shared plan. Then ask the pupils to write Terry's story in first person and share how he was feeling at each stage.

Terry Fox was from Canada. Add Canada and the North Pacific Ocean to the world map. Ask the pupils to check they have all the continents and oceans on their maps.

Reflection

After reading all the 6 national treasures books, the class reflects on what they have learned from each one.