<table>
<tr><td colspan="2">Lesson Topic: Citizenship - People who have used their voice</td></tr>
<tr><td colspan="2">Year Group: 5/6</td></tr>
<tr><td>Learning Outcome</td><td>Learning Intentions:

Summarising - identify some text events and features, and discuss what they can make the reader think about.

Synthesising - think while reading, pick up new information, and come up with new ideas and thinking.</td></tr>
<tr><td>Links with the New Zealand Curriculum
</td><td>English Level 3
Listening, reading and viewing
Ideas
- Show a developing understanding of ideas within, across, and beyond texts.
Purposes and audiences
- Show a developing understanding of how texts are shaped for different purposes and audiences.</td></tr>
<tr><td>Key Competencies
</td><td>Using language, symbols and texts
Children to use the different texts from the four inspiring world citizens, and use these examples to see how they can become great citizens in our community.</td></tr>
<tr><td>Prior knowledge
</td><td>Children will use their prior knowledge learnt this term around climate change and the effects this has on our world. The children will use their new learnt knowledge to understand how important these 4 inspiring citizens in our world.</td></tr>
<tr><td>Lesson Sequence
</td><td>
<table>
<tr><td colspan="2">Session Outline

This lesson is across 2 weeks, where we have used the “Little People Big Dreams” books to learn about different global citizens.</td></tr>
<tr><td>Student Activity</td><td>Teacher Activity</td></tr>
</table>
</td></tr>
</table>

	Learn: Citizenship: Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve real-world problems that impact human and environmental sustainability. Use links below to these 4 people who have been excellent examples of Global Citizens. They have all used their voices and actions to create change in history.	Teacher is read the story from “Little People Big Dreams” for each global citizen. Use the information slides for each citizen to teach the key important dates and events for each citizen. Teacher to bring each person back to how this person has been a global citizen.
	Create: Create your own book cover modelled off the 'Little People, Big Dreams' Books. You must include the following in your book cover: An image of your face (you can choose to draw this on google drawings, use an avatar creator....) A quote that you live by - this may be an original quote you have come up with or one from another person. A title - what would you stand up for? This video will help you with your drawing. Video	Teacher to support children in showcasing their talents, and facial features. Help children to find or come up with a quote about them and what they want to stand up for.
	Share: Share your learning in your workshop group. Share your book cover and what you would choose to stand up for. Upload this onto your blog for the week, don't forget to include your learning intention and what you read about in your workshop this week.	Teacher to support children in sharing their book cover with others and what they want to stand up for.
Resources	Reading Site Martin Luther King Jr Planning Reading Text Martin Luther King Jr Gandhi Planning Reading Text Gandhi	

	Mother Teresa Planning Reading Text Mother Teresa Greta Thunberg Planning Reading Text Greta Thunberg

Reflection and Analysis

Lesson Content	This reading lesson sparked great questioning and some synthesising reading strategies. The children were thinking while reading, picking up new information, and came up with new ideas and thinking around Martin Luther King. The children had already been exposed to all the other global citizens on the reading site, so they were aware of how important his actions who are going to be to the world. Looking over my teaching of this text, I could see some children who are more engaged than others. I let some children speak over children and when teaching this workshop of children again I will be mindful of where the children are sitting and how the children can all speak, instead of one or two. Having the JAM board to support breaking down some of the more difficult vocabulary was a great tool to ensure the children understood what they are reading.