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

DID YOU KNOW that 2018 is a huge year for celebrating women’s voices? It marks the 100th anniversary in the UK of the Representation of the People Act, which enabled women to vote for the FIRST time in history. To celebrate, there will be a series of events, exhibitions and educational programmes happening all over the world – not to mention International Women’s Day on 8th March. There’s never been a better time to join in!

This Resource Pack serves as an introduction to the themes in ‘Little Leaders: Bold Women in Black History’ – a beautifully illustrated book by Vashti Harrison, championing the many women who have changed the world.

The lessons are matched to the UK National Curriculum objectives and provide materials for four PSHE lessons, adaptable for pupils from KS1 to KS2 (though suitable for children worldwide between the ages of 5-10). The final outcome is for your pupils to unleash their own little leaders, creating unique messages of inspiration for themselves and the world.

It’s time for your class to join the conversation – how will they change the course of history?

We can’t wait to find out.

The Penguin 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* 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 book, encouraging them to consider what it means to be a leader – and how they themselves might become leaders of the future.

ABOUT THE BOOK
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.

ABOUT INTERNATIONAL WOMEN’S DAY
International Women’s Day (March 8) is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity. International Women’s Day (IWD) has occurred for well over a century, with the first International Women’s Day run in 1911. Prior to this the Socialist Party of America, United Kingdom’s Suffragists and Suffragettes, and further groups campaigned for women equality. IWD belongs to all groups collectively everywhere. Many organisations and groups around the world like to support International Women’s Day by relating their activity to a campaign theme. For 2018, the campaign theme is #PressforProgress which is a strong call-to-action for people and groups around the world to make a difference and do what they can to help drive women’s equality. For more information visit www.internationalwomensday.com
RESOURCE PACK - OBJECTIVES

This Resource Pack provides material for five, hour-long lessons that can take place during classes or as extra-curricular activities. The pack covers Literacy, History, Drama and Art objectives to form a PSHE scheme of work. They 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
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 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 the Lantern, Paintbrush, Stage and Javelin, 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!

<table>
<thead>
<tr>
<th>IMAGE</th>
<th>WHAT IT COULD REPRESENT</th>
<th>WHAT IT TELLS US ABOUT THESE WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Lantern" /></td>
<td>It is a symbol of being bright.</td>
<td>These women are intelligent and ambitious.</td>
</tr>
<tr>
<td><img src="image" alt="Paintbrush" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Stage" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Javelin" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TASK 4:**
Now it’s your turn! Imagine you are included in the book. Draw two things that would symbolise your personality. Remember to consider what the images represent and what they say about you. Don’t forget to share your drawings with us on Twitter at @PenguinSchools!
LESSON TWO – 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 cover of the illustrations from Lesson One. 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)

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.*

<table>
<thead>
<tr>
<th>BOLD WOMAN</th>
<th>FACT</th>
<th>TALENT/PROFESSIONS</th>
<th>IDENTITY AND PERSONALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harriet Tubman (1822–1913)</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alma Woodsey Thomas (1891–1978)</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angela Davis (1944–)</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tessa Sanderson (1956–)</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TASK 3:**
Now that you have found out more information about some of these Bold 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. 

2. 

3. 

**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?

**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 THREE - 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?

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.*

1. LOW CONFIDENCE
2. LITTLE SUPPORT FROM FAMILY
3. LACK OF EDUCATION
4. PREJUDICE FROM OTHERS
5. LACK OF MONEY
6. LACK OF RESOURCES
**TASK 2:**
The key trait that all of the women in Vashti Harrison’s book 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).

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

**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 FOUR - 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?

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 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 unscramble the following letter format elements and put them in the right order? Rank in order where 1 is first and 7 last.

- GREETING
- DATE
- PARAGRAPHS
- CONCLUSION
- ADDRESS
- SIGN OFF
- OPENING

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!

If you want to share your letters and illustrations you can send them to us on Twitter at @PenguinSchools – 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: ________________________________

Today’s date is: ___________________________

My dreams and aspirations are: ____________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I hope that my profession will be: __________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I hope that I will help the world by: _______________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I hope that I will be bold by: _____________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I hope that I will lead others by: __________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
LITTLE LEADERS: REFLECTION ACTIVITIES

Take a look at the work that you have completed. You should find the following things:

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

I think being a leader means

__________________________________________________________________________

The leader that I have learned most about is

__________________________________________________________________________

I would like to be a leader one day because

__________________________________________________________________________

The field I would like to become a leader in is

__________________________________________________________________________

CONGRATULATIONS!
YOU’VE COMPLETED THE LITTLE LEADERS RESOURCE PACK

Now, don’t forget to hold on to everything that you’ve created. It might come in handy when you decide to become a bold human of the future! We can’t wait to see your amazing, creative talents at work.

The Penguin Schools & The International Women’s Day Teams
LITTLE LEADERS FAQS

WHO ARE THE LITTLE LEADERS?
I created the little leaders as every-girl characters – serving as stand-ins for the famous women throughout the book. The design is defined by its simplicity and friendliness. I wanted them to be interchangeable so viewers would be able to see themselves in any-one of them!

WHERE DID THIS IDEA COME FROM?
I was inspired by other monthly drawing challenges like “Mer-May” and “Ink-tober” so I created a challenge for myself to draw an African American woman every day for the month of February – Black History Month in the United States. I love drawing girls, so I thought this would be a great challenge to learn more about famous and lesser-known black women through history. It’s very exciting to see how my project has expanded and grown since then!

HOW DID YOU CHOOSE THE WOMEN TO INCLUDE IN THIS BOOK?
It was very tough selecting only 40 women to include but my first goal was to gather a diverse group of women from many different fields - artists, writers, scientists, athletes and more. I also really wanted to make sure there was a nice mix of big names and lesser known leaders for younger and older readers like. With those main choices in mind I hoped this book would provide a little something for everyone!

For me it was also very important to be thoughtful about race and identity when selecting the women. The title “Bold Women in Black History” provides a particular framework for all of the stories. Several of the women included come from mixed race backgrounds. There were some others whose stories I would have loved to include, but ultimately chose not to because they personally did not identify as black. Blackness means different things in different places – especially in the different countries featured in this book, so it was a very interesting process reading and writing with that in mind. Ultimately the original idea came from a celebration of black history and I wanted to be truthful to the legacies of the women I chose to highlight.

WHY ARE THEIR EYES CLOSED?
For me the pose with the eyes down and subtle smile is one of serenity. It harkens back to classic children’s illustrations done by artists like Mary Blair or Roger Hargreaves. It’s a throwback and shout-out to some vintage pieces I love. I wanted to see black girls treated with the same sweetness as those classic characters!