


















SpeakIt: Wonder

<p>Aim: Children can present spoken information clearly and in an appropriate form to the listener.</p> <p>I can present information clearly.</p>	<p>Prior Learning: Children will have read Wonder at least to page 117.</p>	<p>Resources: Inspiration or Ordinary? Lesson Presentation Large poster paper per group Active Speaking Poster</p>
<p>Success Criteria: I can speak clearly and use gesture. I can present my opinions. I can work together in a group to prepare and deliver a presentation.</p>	<p>Key/New Words: Vlogger, Cypriot, AVM (Arteriovenous Malformation).</p>	<p>Preparation: Watch the video of Nikki Lilly prior to the lesson to make sure that it is suitable for your class and shows correctly in your classroom.</p>

This lesson has been designed for a whole class discussion so that children can be supported by the teacher in their exploration of the topic of facial disfigurement, difference and inspiration. An adaptation of the lesson could equally be delivered by an adult in small groups during a guided reading session. An alternative version is available if you wish to teach this lesson as an independent guided reading task.

Learning Sequence

	<p>Slide 1: Tell the class about your morning routine before you leave the house for school. Go into minute (and dull) detail about it.</p>	
	<p>Slide 2: Children discuss their morning routines and any differences with a partner. Ask some of the children to tell the rest of the class their morning routines. Encourage them to go into some detail.</p> <p>Can the children summarise their activities coherently and with interesting detail?</p>	
	<p>Slide 3: Show the video of Nikki Lilly (Nikki Christou), a girl with facial disfigurement. Note the ordinary things Nikki does in a morning, note her applying make-up and pride in her appearance. Please watch the video prior to the lesson to make sure that it is suitable for your class and shows correctly in your classroom.</p>	
	<p>Slide 4: Work with the whole class to compare Nikki's routines with their own. They should notice similarities in the ordinariness of Nikki's day and their own. They will also notice Nikki's facial disfigurement.</p> <p>Discuss (and replay) the section with Nikki applying make-up and admiring her clothes and jewellery. Ask the children to consider why Nikki might want to make herself look good – is it because of her facial disfigurement or because she is an ordinary girl?</p> <p>Can the children present their opinions backed up with evidence or argument?</p>	
	<p>Slide 5: Work through Nikki's achievements, awards and medical condition with the class. Why might CBBC have invited her to compete in Junior Bake Off? Discuss the differences between themselves and Nikki. Consider the questions: 'is she extraordinary?' 'Is she extraordinary only because of her medical condition?'</p> <p>Can the children present their opinions backed up with evidence or argument?</p>	
	<p>Slide 6: With the class, discuss how Nikki might be thought of as both ordinary and inspirational. Collate the class's ideas on a whiteboard or flipchart.</p>	
	<p>Slide 7: Can the children work together in a group to prepare and deliver a presentation?</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="215 1704 539 1854">  <p>Some groups may use the class ideas about Nikki from Slide 6 to rehearse a group presentation.</p> </div> <div data-bbox="560 1704 1385 1877">  <p>Children get into small mixed groups of about 4. They discuss the question: August Pullman – inspirational or ordinary? Further prompts are provided beneath the two options on the Lesson Presentation.</p> <p>They make notes and create a large poster to support a group presentation on their thoughts. The groups rehearse their presentations.</p> </div> </div>	
	<p>Slide 8: Groups give their presentations either to the whole class or to other groups. You may choose to evaluate these presentations to set success criteria or agreed criteria on the Active Speaking Poster.</p> <p>Can the children speak clearly, using gesture to support their points?</p>	