

WHAT'S **YOUR** STORY? school

Senior Phase

ENGLISH HOME LANGUAGE:

Telling

Lesson Plans

HEARTLINES



Telling

Lessons 1, 2, 3, 4, 5

Topic 1: Listening and Speaking

Types of language texts used:

- Conversations
 - Dialogues
 - Interviews
 - Prepared speeches
 - Storytelling
 - Informal discussion/conversations
 - Poetry
-

Lessons 1, 4, 5

Topic 2: Reading and Viewing

- Reading processes and strategies
 - Interpretation of visual texts
-

Lessons 1, 2, 3, 4, 5

Topic 3: Writing and Presenting

Types of writing texts used:

Essays:

- Narrative essays

Transactional texts:

- Diary entries
- Posters
- Contracts
- Interviews

Literary media texts:

- Personal recounts
 - Dialogues
 - Documentaries
 - Poetry
-

Lesson 1: Our Emotions



Essential Questions

- How can I understand my own emotions?



Lesson Overview

In 'Asking and Listening', we practised active listening, to develop empathetic listeners in your classroom. However, empathetic people aren't just skilled at navigating other people's emotions. They're in touch with their own feelings too. Self-awareness is a foundation for empathy. Self-awareness also creates learners who are confident to speak. They will also explore the interpretation of visual texts, and how colour and image can communicate ideas. Visual literacy is a key component of reading and viewing in the curriculum.



Keywords

- Emotion RULER
- Mood index
- Self-awareness
- Mindfulness
- Emotional regulation



Materials

Paper and pen
 'RULER' handout
 'Mood index' handout
 'Emotional Awareness' presentation
 'Safe Spaces' training video
Beyond the River poster



Summary

Introduction	
Activity: How do I feel?	10 min
Body	
Activity: Safe spaces	20 min
Conclusion	
Activity: Journal reflection	10 min



Activities



Introduction

Objective: Introduce the learners to mindfulness as a tool to create emotional awareness.

Activity: How do I feel? (10 min)

Step 1:

Learners close their eyes and sit tall. Make sure that they are all sitting up straight. It helps to use a visual, such as:



- Imagine that your stomach is a balloon. As you breathe in, the balloon expands, and when you breathe out the balloon deflates. This is belly breathing.

Step 2:

Tell the learners to place their hands on their belly to feel belly breathing.

Step 3:



- Ring a chime, or gently tap a pen on a window, or a spoon on a glass.
- Listen to the sound for as long as you can, while still focusing on your breathing.
- Ring the chime a second time.
- Listen again for as long as you can, breathing slowly in and out.
- Listen to the sounds your body is making.
- Notice any sensations you are feeling in your body – tension in one part of your body; a pain or an itch. Don't try change this, just be aware of it.
- Notice any feelings you are feeling. Don't judge or try change them, just acknowledge them. Greet your feelings in your own mind: 'Hello anger' and 'Hello sadness'.
- Then go back to your breath.

Step 4: Explain emotional awareness

Talk the learners through the idea of emotional regulation, and introduce them to the RULER and mood index methodologies. Ask the learners to fill in the mood index and RULER worksheet for homework.



Hand out the 'Mood index' and 'RULER' worksheets.
(Find the handouts in the Resources section under Handouts.)



Body

Objective: Through a visual task, learners identify the spaces in their world where they feel safe and understand the principles of poster design.

Activity: Draw a safe space (20 min)



Hand out the 'Mood index' and 'RULER' worksheet.
(Find the handouts in the Resources section under Handouts.)

Step 1:

Each learner is given paper and crayons, magazines, and other craft materials.

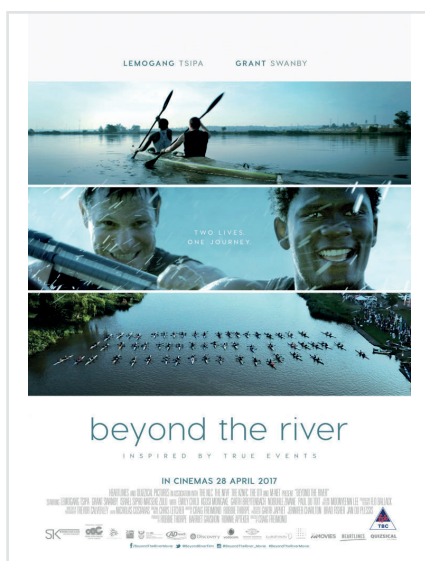
Step 2: Explain

A poster is a very useful means of making an announcement or appeal, issuing a notice, advertising a product, or bringing about awareness on any issue of public interest.

A poster should:

- Be visually attractive and readable from a distance.
- Use design to make it eye-catching and memorable.
- Use figurative language and poetic devices to create an impact.
- Make the language in it memorable. You could use alliteration, repetition, rhyme and rhythm.

Use the *Beyond the River* poster as an example.



The poster can be found in the Resources section under Handouts.

Step 3:

Each learner creates a poster of a place where they feel safe, and another poster of a place where they feel unsafe.



The poster should have a title and a brief description. Learners must explore the colours that they associate with safety, and the colours they associate with feeling unsafe. The posters' drawings can be abstract or realistic. Learners can also make a collage of images with pictures cut out from a magazine.

Here are some tips to give learners to make an effective poster.

How to make a poster

Step 1: Get the right size. Posters are large print documents designed to grab attention.

Step 2: Design your poster layout. Your audience needs to take in the message of your poster at a glance.

Step 3: Choose your graphics or images to enhance your message.

Step 4: Use colour in your poster so that it is eye-catching.

Step 5: Include text into your poster. Keep it short and punchy!

Step 4:

Place the posters around the classroom and give learners time to look at them.

Conclusion



Objective: Reflect on the ways in which design and language can be used to communicate a certain idea, theme or topic.

Activity: Journal reflection



Learners reflect by answering the questions below.

- How was colour used to communicate the mood of the poster?
- How did the use of colour differ between the safe and unsafe spaces posters?
- How were the lettering, images and text used differently between the safe and unsafe posters? Why do you think this was?



- You will discuss these questions in the next class.

Lesson 2: Contracting



Essential Questions

- How do we create safe space in the classroom to tell and reflect?



Lesson Overview

In this lesson, you and your learners will continue to explore the idea of 'safe spaces'. Working collaboratively, you will explore the idea of a class contract. The lesson assists learners to understand the differences between formal and informal language. The use of informal language is used in group discussion. In contrast, formal language is used in a contract.



Keywords

- Public and private
- Contracting

Materials

- Slips of paper or post-its of different colours
- Butcher paper or A3 paper
- Markers, pens and pencils
- Contracting training video
- 'Formal versus informal language' handout



Summary



Introduction	
Activity: Discuss in pairs	10 min
Body	
Activity: Contracting	20 min
Conclusion	
Present	10 min



Activities



Introduction

Objective: Reflect on the similarities and differences between the learners' understanding of safe spaces.

Step 1:

Place the 'safe spaces' posters around the room. Group the learners in pairs.

Using the answers they wrote during last week's lesson, let them discuss the following:



- How did you view safe spaces differently to your classmates?
- Did different learners notice different things? Why?
- Does this information challenge any ideas or assumptions you have about your classmates?
- What can you change in your classroom and school to make it feel like a safer place?



Body

Objective: Agree on a code of behaviour and understand the differences between formal and informal language.

Activity: Contracting (20 min)



Watch the 'Contracting' training video to learn more.
(Find the video in the Resources section under Training Videos.)

Step 1: Define contracting

Explain:

- A contract is a set of rules and behaviour that learners and teachers agree to observe. Contracting is a process whereby teachers openly discuss with learners how they want everyone in the class to treat one another. It is an agreement on how everyone will treat one another.

Step 2: Students reflect

Prepare learners to develop a class contract. Ask them to reflect in their journals through a personal recount of their experiences of being learners in a class with others. Pose the following questions for them to answer:

- Identify a time when you have felt comfortable sharing your ideas and questions in a class. What happened in those moments to help you feel comfortable?
- Identify a time when you wanted to share your ideas but did not feel comfortable to do so. Why not? What were you feeling at the time?

Step 3:

Learners discuss in pairs what they have written, and how they think they could help to create a classroom where there is respect, trust and understanding. They must consider how these qualities would make for a more productive learning environment.

Step 4:

A contract is written in **formal** language. Up till now, the learners have been using **informal** conversation when they've worked in their pairs.



Use the 'Formal versus informal language' handout.
(This can be found in the Resources section under Handouts.)

Step 5:

Ask students to discuss in small groups and come up with five values that they want to include in the class contract. Next, the learners should collate the ideas from their conversation into a formal contract of values and guidelines.

The contract should contain:

- Names (contractors, witnesses)
- Terms and conditions (the content of the contract: the values and behaviours the learners have come up with)
- Signatures (of all parties involved)
- Date and place (when and where the contract was signed)

Conclusion



Objective: Learners agree on behaviours that create an environment of **trust, understanding and respect**.

Activity: Present your contract (10 min)

After learners have discussed their ideas in their groups, allow one person from each group to present to the class. Collect all the contracts the learners have made at the end of class.

Note: Make sure to write up a summary of the contract that the class has designed and agreed to. Make a copy and stick it up on the board for all learners to sign when they come to class for the next lesson.

Lesson 3:

Public and Private Telling



Essential Questions

- How do we know how much to tell?



Lesson Overview

The lesson introduces the differences between public and private telling. There are some stories that we want to share with others. There are other stories that we want to keep in our hearts. Public and private telling is a tool for learners to use to judge what stories they do and don't want to share with others. The lesson explores these differences by using two types of writing: a diary entry and a narrative essay.



Keywords

- Self-Awareness
- Public and private telling



Materials

Slips of paper or post-its in different colours
Butcher paper or A3 paper
Markers, pens and pencils
'Public and Private Telling' presentation
'My Story in Post-Its' training video
Contract from Lesson 2



Summary

Introduction	
Activity: My story in post-its	10 min
Body	
Activity: Public and private telling	25 min
Conclusion	
Activity: Explain homework	5 min



Activities



Introduction

Objective: Introduce the concept of public and private telling.

Activity: My story in post-its (10 min)



Watch the 'My Story in Post-Its' video in preparation.
(Find the video in the Resources section under Training Videos.)

Step 1:

Make a chart or use the wall with the following headings:

A story I feel comfortable sharing.	A story I feel uncomfortable to share.	Three people I feel comfortable to share with.	Three people I don't feel comfortable sharing with.
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Each participant is given four post-its: yellow, pink, blue and green. They must not write their name on them. Tell the learners that you will be re-writing the answers from the post-its before the class sees them.

Step 2:

On their **blue** post-it, the learner should write the title of a personal story they **would** feel comfortable to share.

E.g. 'My childhood'; 'The day I was bullied'; 'My favourite pet'.

Step 3: Listen

On their **pink** post-it, the learner must write one word to summarise a story that they **would not** feel comfortable sharing.

E.g. 'divorce', 'depression', 'bullying'.

Step 4:

On their **yellow** post-it, the learner writes down three people they feel comfortable sharing their story with.

E.g. Mom, sister, friend.

Step 5:

On their **green** post-it, the learner writes down three people they would feel uncomfortable or unsafe sharing their story with.

E.g. uncle, policeman.

Step 6:

Collect all the post-its, except for the **pink** ones. Place them on the board for all to see. Give the learners time to look at the board.

Step 7: Journal reflection

How did you experience doing this activity? Did anything surprise you? What?

Step 8: Summarise

Explain the concept of public and private telling.



Use the 'Public and Private Telling' presentation.

(Find the presentation in the Resources section under Presentations.)

Body

Objective: Learners practise public telling by writing a short narrative essay.

Activity: Public telling (25 min)**Step 1:**

The differences between a diary entry and a narrative essay.

Diary entry: Private telling	Narrative essay: Public telling
<ul style="list-style-type: none"> • A diary is a portrayal of daily events. • It is written in present tense. • It presents one's evaluation of the day or event. • It is written from the writer's point of view: first-person narration is the most appropriate approach. • The language choice is simple and to the point. • You don't need to worry about having a clear structure. A diary entry is about expressing your feelings and emotions about the event in order to process and become more self-aware. 	<ul style="list-style-type: none"> • Usually written in the past tense. • Uses a captivating introductory paragraph. • Has a clear structure (remember the story structure from Asking and Listening). • Ensures sustained interest through use of style, dialogue and action. • Highlights sensory details. • Uses descriptive elements.

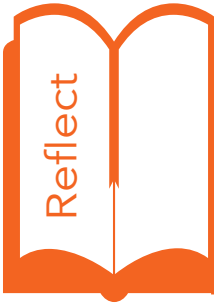
Step 2:

The learners now write a short narrative essay of no more than 200 words, using the story they wrote on the yellow post-it, under the heading, 'A story I feel comfortable to share'.

Step 3:

Learners swap their stories with a partner.

Step 4: Journal reflection



- After reading the story to themselves, each learner must highlight one quote from their partner's story that stood out for them. They then draw the columns below, and fill in their answers in their journals.

Quote	Why I chose this quote?	What the quote reminds me of
<ul style="list-style-type: none"> • Here the learner must write down a quote that stood out for them from their partner's narrative essay. 	<ul style="list-style-type: none"> • Here the learner writes what interested them about this quote. Was it the content, style, language, or imagery? 	<ul style="list-style-type: none"> • What is something that happened in their own life, in the past or recently, that this quote reminds them of?



Step 5: Discuss in pairs

The learners share their answers with their partners.

Conclusion



Objective: The learners now practise private telling for homework.

Homework: A diary entry



Learners write a diary entry in their journals. The diary entry is about 'The story I do not feel comfortable to share', based on the story title they wrote on their pink post-it during the 'My story in post-its' activity.

The diary entry should be written as if the learner was writing it straight after it had happened. The learners will not have to share this in class.

Lesson 4: Understanding My Story



Essential Questions

- How I understand my own story.



Lesson Overview

The lesson helps learners to interpret and think about the events that have occurred in their own lives. The activity uses poetry and related questions as a framework for learners to explore their own stories. The lesson also reflects on the skills learners have learnt about listening and asking, and uses telling to teach poetic conventions, particularly types of comparisons.



Keywords

- Emotional awareness
- Metaphor
- Simile



Materials

Journals



Summary

Introduction	
Activity: A metaphor, a simile, and me.	15 min
Body	
Activity: My life in questions	15 min
Conclusion	
Activity: Explain homework	10 min



Activities



Introduction

Objective: The learners explore telling about themselves, and learn about metaphors and similes.

Activity: A metaphor, a simile, and me (15 min)

Step 1:

Learners each complete the following sentence:

My life is like a(type of food)
because

Step 2:

Now let them each complete this sentence:

Today I am a(use an animal)
because I am feeling

Step 3:

Explain the difference between a metaphor and a simile.

Similes and **metaphors** are used to make comparisons. The **difference** between **similes** and **metaphors** comes down to a word.

- Similes use the words 'like' or 'as' to compare things.

E.g. 'Life is like a box of chocolates because you never know what you're going to get.'

- In contrast, **metaphors** directly state a comparison:

E.g. 'Today I am a lion because I feel brave and strong.'

Body



Objective: Learners begin to process their stories and to develop researching, writing and presenting skills.

Activity: My life through questions

The learners must answer the questions below in their journal:

Reflect

Reflect

- Where did my family come from? What is my heritage?
- What is the meaning of my name, and is there a story behind it?
- Where was I born and raised?
- What are some of the big events or turning points in my life that have helped define who I am?
- What makes me unique?
- What are the anchoring beliefs or values by which I live my life?
- What are some significant achievements, events, or experiences that have shaped my life?
- What are some of my own future goals?
- What are my hopes for my family's wellbeing and the wellbeing of my community and country?

Conclusion

Objective: The learners use their answers from the 'My life through questions' exercise as a springboard for preparing to tell their stories through the safe framework of poetry.

Homework: My poem (15 min)

The learners should use the format below to create a poem about themselves.



Title: _____

I believe _____

I was _____

I overcame _____

I admire _____

I am _____ (Metaphor)

I pretend _____

I feel _____

I need _____

I worry _____

I am _____ (Simile)

I understand _____

I say _____

I dream _____

I try _____

I hope _____

I am _____ (Metaphor)

Lesson 5: My Autobiographical Poem



Essential Questions

- How can poetry tell our stories?



Lesson Overview

This lesson is a culmination of **Ask. Listen. Tell.** For homework, the learners have: **ASKED:** about each other to share a bit about themselves.

LISTENED: to the poetry of their classmates.

TELL: Told a bit about themselves through the frame of poetry.

Through telling and listening to autobiographical poetry, the learners also practically explore and understand conventions of poetry.



Keywords

- Active listening
- Belly breathing
- Contracting
- Mood index



Materials

- A copy of the class contract
- A chime or bell, or glass and spoon
- Mood index
- Exit ticket (slips of paper)



Summary

Introduction	
Activity: Active listening	5 min
Body	
Activity: Presentations of poem	25 min
Conclusion	
Exit ticket	10 min



Activities

Introduction

Activity: Active listening (5 min)

Remind the learners about active listening as well as the class contract they have all signed. Read the contract again as a class before beginning the presentations.



Note: Refer to Asking and Listening, Lesson 1, Activity: What can I hear.

Body



Objective: The learners tell their stories while their classmates actively listen to them and get to know each other better.

Activity: Presentations of poems (25 min)

Step 1:

In pairs, learners take turns presenting their poems. The learners must listen to their partners and not interject during the presentations.

Step 2:

Learners write down one similarity between themselves and their partner's story. They must also identify one metaphor and one simile in their partner's poem, and consider why they think the learner used that metaphor and simile.

Step 3:

Learners each share what they have written with their partner.

Conclusion



Objective: Exit tickets are an exercise that helps to summarise the big ideas of the lesson, and assess the learners' understanding of key concepts.

Activity: Exit ticket (10 min)

Step 1:

Hand out slips of paper, or ask students to take out a piece of paper and a pencil. Also provide copies of the mood index.



Note: The mood index is available in the Resources section under Handouts.

**Step 2:**

- Write down one thing you learned from today's lesson.
- Write down one thing you are going to do differently in your everyday life going forward.

Step 3:

Learners must fill in the mood index.

Step 4:

Collect all exit tickets as the lesson ends. This will provide you with valuable insights on how your students experienced your lesson.