



# Lesson Idea 2

## Storytellers: Jessica's Story



### Summary:

In this activity set, students will learn about Jessica who lives in a favela in Brazil. She faces serious challenges in her life. In various creative ways, students will re-tell parts of her story, creating understanding of how other young people live.

You can then encourage students to use their stories as part of a Sport Relief assembly to raise awareness in the school to raise money that will help children like Jessica overcome their challenges and give them a chance to live a happier life. You can find fundraising and assembly ideas at:

**[sportrelief.com/schools](http://sportrelief.com/schools).**

### How to use the activities

The activities comprise of a starter, two main activities, a plenary, and extension or homework ideas. They can be taught together as a whole lesson over 50-60 minutes, or as discrete individual activities. The starter and plenary take about 10 minutes each, with main activities about 15-20 minutes each. For a shorter lesson, use activity one, with the starter and plenary.

### Citizenship/PSHE Curriculum links

Key stage 3. For students:

- 2) a. to think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.
- b. to justify orally and in writing a personal opinion about such issues, problems or events
- c. to contribute to group and exploratory class discussions, and take part in debates.
- 3) a. to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- c. to reflect on the process of participating.

### Literacy/Drama Curriculum links

Key Stage 3. For students:

- 4). a. to use a variety of dramatic techniques to explore ideas, issues, texts and meanings
- b. to use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays
- d. to evaluate critically performances of dramas that they have...taken part in

### 8 Key concepts of the Global Dimension links:

This lesson plan is great for covering the Global Dimensions concepts and covers all key concepts including:

- Conflict Resolution
- Human Rights



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### Resources needed

There are a range of resources for every type of classroom, with choices between printable PDF's and PowerPoint resources:

#### Activity 1:

- Storytellers PowerPoint or Jessica's Story Photo - PDF
- Jessica's story – DVD or PDF
- A3 paper

#### Activity 2:

- Issue cards - PDF
- Comic Strip template - PDF



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### Starter Activity: What is Jessica's Story?

Students are introduced to a photo of Jessica – either the first photo on the Storytellers PowerPoint or on the Storyteller Photo PDF. Ask students to discuss various questions in pairs:

- What is Jessica's story?
- Where do you think she lives?
- What is her family like? Do you think she has any brothers or sisters?
- What do you think her neighbourhood is like?

Students can write a list of their ideas and then share them with the class. Answers could be recorded on the board.

### Activity 1: Jessica's Story:

#### Learning Objective:

For students to be aware of the issues facing young people in Brazil and to empathise with another young person who is facing serious challenges.

#### Hearing the Story:

Students hear or see Jessica's story– via either DVD or PDF.

Whilst listening to or watching Jessica's story, students should take notes on any information, such as gang conflict, that arise in the story and compare their previous list with what is actually happening in the story.

#### Response to the story:

Ask students to share their thoughts on Jessica's story in groups – the comparisons they made between their previous lists and what they thought about the story. Students can write or sketch their answers on an A3 piece of paper or discuss verbally. Suggested areas to discuss:

- Was Jessica's story what you expected?
- What were the negative / positive parts of the story?
- What were the main issues in the story?

### Activity 2: Re-telling the story:

#### Learning Objectives:

For students to use imagination and creativity in empathising with a young person who lives in a troubled community, and build on their teamwork and problem-solving skills.

Once they have responded to the story, students are told they will be re-telling a **section** of the story. They can re-tell the story by either creating a short role play, draw a comic strip (see downloadable comic strip template) or make a short film.

Each group is given **one issue** from Jessica's story to explore (using the downloadable issue cards) and will be the focus of their role play, short film or comic strip.



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### Issue Cards:

1. Alcoholism
2. Gang Culture
3. Family Poverty
4. Passage House
5. Education

Here are suggestions on how the groups could link the issues with their role play, short film or comic strip:

#### 1. **Alcoholism:**

- Role Play/Film: 'Hot seat' Jessica's parents, asking them why they drink and how it makes them feel.
- Role Play / Comic Strip: Highlight how Jessica has to look after her brother and sister because her parents drink – how does she feel? What is the impact on her and her brother and sister?

- Role Play/film: Show how much better the family get on when her mum doesn't drink anymore.

#### 2. **Gang culture:**

- Role Play /Film/ Comic Strip: Show why young people and children get involved in gangs in favelas in Brazil.
- Role Play: Show Jessica being scared of the gang/avoiding them and explaining why.

#### 3. **Family Poverty:**

- Role Play / Comic Strip: Why is there a lack of money and how do the family cope? What does Jessica find difficult?
- Role Play / Comic Strip: Show how Jessica's Mum is working as a manicurist as well as learning how to sew and make clothes and bags to make extra money at Passage House. How will this impact on the family?

#### 4. **Passage House:**

- Role Play / Film/Comic Strip: Show how Passage House is giving Jessica and her friends a safe place to play games, be part of theatre club, eat good food and be informed of the dangers of drugs. Compare how her life was before she went to Passage House.
- Role Play /Film/ Comic Strip: Show Jessica and her friends talking about the violence they see every day – how does this help Jessica and her friends deal with the violence in their community?

#### 5. **Education:**

- Role Play / Film/Comic Strip: Compare Jessica with another child who doesn't have education in Brazil – what would their future be like? Jessica could achieve her dreams, whilst the other child remains in poverty or joins a gang.

Once students have prepared a short role play, a freeze frame or sketched their comic strip, each group can share their stories with the rest of the class. An optional addition to telling the stories is using the Storyteller's Backdrop PowerPoint slides to complement the stories.

Students can share their thoughts on each role play or comic strip story – what they understood from it, what they liked, what they thought could be portrayed better and so on.



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#### Plenary:

Highlight how the groups have worked as a team as part of re-telling the story. Highlight the issues of Jessica's story and how they are being overcome through the Passage House project. Explain students can make a difference to someone's life, like Jessica's, by taking action. For example, by showing their stories in an assembly they will raise awareness about the issues facing young people in Brazil and how they can help by raising money for Sport Relief. For assembly and fundraising ideas go to: [sportrelief.com/schools](http://sportrelief.com/schools).

#### Extended Activities and Homework Ideas:

In taking re-telling the stories even further, here are a few creative ideas:

- Students can test their knowledge about Jessica's experiences, by playing our **game set in a slum in Brazil**. Go to: [sportrelief.com/kids/games](http://sportrelief.com/kids/games) to play.
- Look out for the **First News** (the award winning weekly children's newspaper) **special issue all about Sport Relief**, available on Friday 7th March. Your students can read up on all the different parts of the fundraising campaign and try reporting on their own story – it could even be about the Sport Relief events taking place at your school.
- **Making emotion masks:**  
Get students to look at Brazilian carnival masks for inspiration – either online or in factual books about Brazil. They can show the different emotions that are in Jessica's story: e.g. when it was the happiest moment of Jessica's life, or the worst moment of her life. Encourage students to use different colours, materials and images on how to show different emotions.
- Have an **'Issue' poster competition** in your class like Jessica did when she informed people about the negative impact of drugs. Is there anything students feel strongly about that they want to put on a poster to inform other students about in school? Some issue examples are: bullying, gangs, the environment.
- **Students can imagine they are writing to Jessica:**  
Ask the following questions to help students write a letter to Jessica: What would you say to her? What things about your life would you write about? What are the things you have in common? What would sort of questions would you ask her?