



Lesson Idea 2

Storytellers: Martin's Story



Summary:

In this activity set, students learn about Martin who lives in Belfast. He faces serious challenges in his life. In various creative ways, students re-tell parts of his story, creating understanding of how other young people live and the similarities and differences between them.

You can then encourage students to use their stories as part of a Sport Relief assembly to raise awareness in school, to raise money that will help young people like Martin overcome their challenges, and give them a chance to live a happier life. You can find fundraising and assembly ideas on: 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. justify orally and in writing a personal opinion about such issues, problems or events
- c. contribute to group and exploratory class discussions, and take part in debates.
- 3) a. 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. 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 many key concepts including:

- Conflict resolution
- Social Justice



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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 Martin's Story Photo PDF
- Martin's story – DVD or film online or PDF
- A3 paper

Activity 2:

- Issue cards - PDF
- Comic Strip template - PDF



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Starter Activity: What is Martin's Story?

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

- What is Martin's story?
- Where do you think he lives?
- What is his family like?
- What do you think his 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: Martin's Story

Learning Objective:

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

Hearing the Story:

Students hear or see Martin's story – via either DVD, online film or PDF.

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

Response to the story:

Ask students to share their thoughts on Martin'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 Martin'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 demonstrating understanding of the issues faced by a young person who lives in a troubled community. To be able to discuss and problem-solve in a team.

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, drawing a comic strip (see downloadable comic strip template) or make a short film. If you have less time, students could prepare a freeze-frame instead.

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



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Issue Cards:

1. Sectarianism
2. Gangs and conflict
3. Midnight Street Soccer

Students create their role play, film or comic strip using their research and knowledge of Martin's story.

Here are suggestions on how the groups could link the issues with Martin's story:

1. **Sectarianism:**

- Role Play/film: after some more in-depth research, members of the group could take on the role of either a Catholic or a Protestant in Belfast and answer questions from the rest of the group in a hot seat activity. They could ask about what it's like to live in there, how they feel towards the other group and how the two groups can become more integrated.
- Comic Strip: students could study the photos of murals in Belfast, from the backdrop PowerPoint slides, and use the style to draw a series of murals that reflect the way in which the two communities can come together; e.g. through sport, music and so on.

2. **Gangs and conflict:**

- Role Play/film: the group could role play different scenarios as to why young people get involved in gangs and what effect they have on communities. They could then discuss what action different community members could take to reduce gang violence.
- Comic Strip: students could draw a scenario which highlights why a fight is about to start between two gangs and then show how the situation is diffused before it has a chance to begin. This may be through the intervention of another person or the actions of one of the gang members.

3. **Midnight Street Soccer:**

- Role Play/film: look at the activities of the project and discuss what it aims to do. Role play two friends, one of whom goes to Midnight Street Soccer, the other who is in a gang, discussing the project. The first person has to try to persuade their friend to come along too.
- Comic Strip: students imagine it's their first visit to the project. They use a comic strip to show their thoughts as they arrive, what they do, who they meet and how they feel by the end.

Once students have prepared their stories, each group can share their work 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, film 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 Martin's story and how they are being overcome through the Midnight Soccer project. Explain students can make a difference to someone's life, like Martin's, by taking action. For example, by showing their stories in an assembly they will raise awareness about the issues facing young people in the UK and how they can help by raising money for Sport Relief. For assembly and fundraising ideas go to: sportrelief.com/schools.

Extended Activities and Homework Ideas:

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

- **Hopes and Dreams:** Get students to think about their hopes and dreams. What do they need to do to achieve them? Do they all need similar things? They can discuss together and also think about Martin's hopes for the future, and what he's doing to achieve them.
- 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.
- **Murals in Northern Ireland:** Students could do some research into the murals that exist in Belfast, using, for example, a Google image search or articles on Wikipedia. Why were they painted? What are the messages on them? Who appears on them? They can then design their own mural which could feature on a wall in school; it could deal with an issue, commemorate a person or promote positive values.
- **An issue poster competition:** Students can have a poster competition educating people about something they feel strongly about – like bullying, gangs, the environment etc.
- Students imagine they are **writing to Martin** – what would they say to him? What things about their life would they write about? What are the things they have in common? What would sort of questions would they ask him?