



Lesson Idea 2

Storytellers: Solange's Story



Summary:

In this activity set, students learn about Solange, who lives in Recife, in Brazil. She faces serious challenges in her life. In various creative ways, students re-tell parts of Solange's story, creating an understanding on how other children live and how their lives can be both similar and different to each other.

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 Solange overcome their challenges and give them a chance to live a happier life. You can find fundraising and assembly ideas at: 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 2. For students:

- 4) b. to think about the lives of people living in other places and times, and people with different values and customs
- c. to know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- 5) a. to feel positive about themselves
- b. to participate
- c. to make real choices and decisions

English: Speaking and Listening Curriculum Links

Key stage 2. For students to:

- 2) a. identify the gist of an account or key points in a discussion and evaluate what they hear
- c. recall and re-present important features of a reading...or film
- 3) a. make contributions relevant to the topic and take turns in discussion
- c. qualify or justify what they think after listening to another's questions or accounts
- 4) b. use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
- c. use dramatic techniques to explore characters and issues

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:

- Human Rights
- Interdependence



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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 Storyteller Photos - PDF
- Solange's story – DVD or PDF

Activity 2:

- Solange's Story Cards - PDF
- Comic Strip template – PDF



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Starter Activity: What is Solange's Story?

Students are introduced to Solange – either use the first photo on the Storytellers PowerPoint or photo 1 on the Storyteller Photos PDF. Ask students to discuss various questions in pairs:

- How many people do you think are in Solange's family? What is her family like? Does she have any brothers or sisters?
- Where does she live?
- What do you think her house is like?
- What is her neighbourhood like?
- Do you think she has any pets?

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

Activity 1: Imagine and Reveal

Learning Objective:

For students to understand the similarities and differences between children who live in Brazil and UK, and to empathise with a child in Brazil who is facing serious challenges.

Ask students to imagine what life is like for Solange using the following themes: house, family, pets, neighbourhood and games as inspiration. Once students have thought about, discussed or drawn what they have imagined, the real picture can be revealed, using either the Storyteller's PowerPoint or photos 2 – 6 on Storyteller Photos PDF. Students can then discuss the similarities and differences between what they imagined, and the reality of Solange's life.

1. **Solange's house.** Discuss photo: is this different to where you live? Where is it? How would you feel if you lived there? Why do you think her family live there?
2. **Solange's family.** Discuss photo: is her family similar to your family? (She has 1 sister and 5 brothers – please note, we only see 2 brothers in photo).
3. **Solange's 'pets'.** Discuss photo: Why do you think the family keep pigs and not a dog/rabbit/cat? Would you like to have a pig as a pet? (Solange's family need pigs to sell for money).
4. **Solange's 'street' / neighbourhood.** Discuss photo: how would you feel if you lived here? What do you think it smells like?
5. **Solange's favourite game:** Discuss photo: Would you like to play elastics? Do you know how to play elastics?

Hearing the Story:

Students hear/see Solange's story– via either DVD or PDF. Once students have heard or seen the story, they could share how parts of the story made them feel, e.g. sad because she is really poor, happy because she is getting help.



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Storytellers: Solange's Story



Activity 2: Re-telling the story:

Learning Objective:

For students to use imagination and creativity in empathising with another child who is facing serious challenges and through this, understand that they can make a positive difference in someone's life.

Once they have responded to the story, students work in groups to re-tell a section of the story. Each group is given a different part of the story using Solange's Story Cards on PDF. They then either make a freeze frame or draw a comic strip (using the downloadable comic strip template) based on their part of the story.

Key Questions to ask before students decide on their 'picture':

- What do you think each person feels in that part of the story?
- Is it a sad or happy part of the story?
- How would it look as a frozen picture/drawing?

The groups share their freeze frames or comic strip storyboards 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.

When showing their pictures or freeze frame, you could ask each student a 'thought tracking' question. For example, ask what the character is thinking at that moment, how they feel, what will they do next?

Students could then develop the freeze frames into a short role play or develop the storyboards into a full length comic strip.

Plenary:

Highlight how the groups have worked as a team as part of re-telling the story and get feedback on how the stories made them feel. Explain how students can make a difference to someone's life, like Solange's by taking action. For example, they can show their stories in an assembly, and raise awareness about the issues surrounding Solange and other children in Brazil, and how the school can help by raising money for Sport Relief. For assembly and fundraising ideas go to: sportrelief.com/schools.



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Extended Activities and Homework Ideas:

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

- Students can test their knowledge about Solange's experiences, by playing our **game set in a slum in Brazil**. Go to: 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.
- **Students can imagine they are writing to Solange:**
Ask the following questions to help students write a letter to Solange: What would you say to her? What things about your life would you write about? What are the things you have in common – liking football, elastics, having a sister or brother.
Students could also imagine they are Solange writing to somebody who lives in the UK – what sort of things would Solange ask someone in the UK?
- **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 Solange's story: e.g. when she is happy talking to Patricia in Passage House, or when she is sad because she is working on the rubbish dump. Encourage students to use different colours, materials and images in showing different emotions.
- **Build the freeze frames / comic strips** as a class to make it a full story and share it with the school in an **assembly**. This can raise awareness about Sport Relief, where the money goes and give ideas on how the school could fundraise for Sport Relief.