

EACH PICTURE TELLS A STORY

TEACHERS' OVERVIEW

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Introduction

Each Picture Tells a Story focuses on the lives of young people in Viet Nam and allows learners to use a collection of photographs and the stories behind them as a starting point to deliver a unit of work for the English curriculum. In Viet Nam 49 young people from 9 schools came together to capture their daily lives and share their thoughts around their pictures. The photographers all came from ethnic minority groups in three different parts of Viet Nam; the H'Mong from Lao Cai and Dak Nong provinces and the Cham and Raglai from Ninh Thuan province. They wanted viewers to understand some of the issues that they face as young people from ethnic minority groups living in Viet Nam today.

In the course of this project, young people chose what they wished to depict and were trained to use cameras to capture the topics that they had agreed upon. A key factor in the project was that the young people carried out the work for themselves, without the pressure to portray what adults may want to see. Seeing life through young peoples' eyes gives the images a freshness and humanity. Through this project young people gained self-confidence and saw that they could take charge of their own lives and do things for and by themselves. At the end of the process they put on an exhibition and published a book of their work. You can see this book (published in Vietnamese and English) as a separate pdf file in this resource.

Each Picture Tells a Story encourages learners to use the photographs and the stories behind them to discover more about their contemporaries in Viet Nam. Photographs are a stimulating resource and immediately engage learners. They can encourage the learner to empathise, observe and question, and can be used in an open-ended way. However, photographs also have their limitations. They are only able to show a fleeting moment in time and convey a particular mood or message which the photographer has chosen. *Each Picture Tells a Story* encourages learners to develop their visual literacy skills, looking at photographs with care and a critical awareness.

Learners will find that the words which accompany the photographs give further insights and information about the lives of young people in Viet Nam. They will come to realise that, although their lives may be very different, there are also similarities and common themes. The focus on playing, helping and sharing provides some immediate links.

Aims of Each Picture Tells a Story

- To develop learners' English skills in a range of areas including; using spoken language to speculate, hypothesise, imagine and explore ideas; writing and developing performance pieces for a target audience; developing an awareness of how photographs can be used to tell a story.
- To use real-life case studies to engage learners and enable them to make links between their own lives and those of children in Viet Nam.
- To encourage learners to use the inspiration of a photography project in Viet Nam to carry out their own project for the wider community.
- To encourage participatory, investigative and collaborative teaching and learning styles and to develop critical thinking.
- To help enable teachers to fulfil the demands of the English national curricula in England, Scotland and Wales. Note that in the case of England, the 2014 curriculum has been used.

Structure of Each Picture Tells a Story

- One slideshow
- Six session plans
 - Session 1: Exploring photographs
 - Session 2: Stories behind the photographs
 - Session 3: Pictures that tell a story
 - Session 4: Telling a story
 - Session 5: Compare and contrast
 - Session 6: Taking it further

This resource is divided into six sessions which provide material for literacy lessons that can last from one to two weeks or more. It is intended that learners will complete each unit sequentially. However, this may not always be possible and so the materials can be adapted by teachers to meet the needs of their particular learners.

Each session starts with an overview and includes learning objectives, learning outcomes, key questions and curricular links. Suggested activities are provided along with approximate timings. Any resource and activity sheets are included in the session plan. The sessions also refer to the slideshow which is provided separately.

The activities in this pack encourage learners to use 'Talk for Writing' and a variety of other tools, many of which teachers will be familiar with. The approaches below are used in this resource to help teachers support literacy work:

- Talk Partners: These encourage learners to orally rehearse their ideas before writing.
- Working Walls: These create a vocabulary rich environment and support learners' independent writing. Working Walls are not intended to be polished displays of finished writing but provide learners with the 'tools of the trade' that they can use as they develop their writing. They may include a bank of ideas, words and vocabulary that children have added to the wall as a shared resource.
- Sentence games: Expanding sentences, the Parson's Cat (traditional game with each person describing the cat in with an adjective starting with a given letter in alphabetical order. An angry/brainy/clever cat and so on).

Differentiation

Where possible the activities and resources are differentiated to meet the needs of different learners in the class. This might also be useful in adapting some of the activities to meet the needs of younger and older pupils.

Background information about Viet Nam

1



Capital	Hanoi
Population	91 million ²
Area	331,051 sq km ³
Languages	Viet Nameese is spoken by about 90% of the population. Chinese, Khmer and Cham are also spoken, as well as at least 100 minority languages.
GNP per capita	\$4, 912 ⁴
Life expectancy	75 years
Adult literacy rate	93.4% ⁵
Access to safe drinking water	95% ⁶
Urban population	32%

Geography

Viet Nam is a long, thin, S-shaped country in Southeast Asia. It is over 1000 miles long, but only 31 miles wide at its narrowest point. Two of Asia's largest rivers have their deltas in Viet Nam; the Red River in the North and the Mekong River in the South. The land is very fertile around the deltas, so this is where the majority of Viet Nam's food is grown and where most people live. Between the two delta regions lie the Central Highlands where the mountains

¹ [https://commons.wikimedia.org/wiki/File:Vietnam_in_Asia_\(-mini_map_-rivers\).svg](https://commons.wikimedia.org/wiki/File:Vietnam_in_Asia_(-mini_map_-rivers).svg)

² UNDP Human Development Report 2014

³ Economist Intelligence Unit [http://country.eiu.com/article.aspx?articleid=1893617373&Country=Viet Nam&topic=Summary&subtopic=Basic+data](http://country.eiu.com/article.aspx?articleid=1893617373&Country=VietNam&topic=Summary&subtopic=Basic+data)

⁴ UNDP <http://hdr.undp.org/en/content/gdp-per-capita-2011-ppp>

⁵ UNICEF [http://www.unicef.org/infobycountry/Viet Nam_statistics.html](http://www.unicef.org/infobycountry/Viet_Nam_statistics.html)

⁶ UNICEF (as above)

sweep across to the South China Sea. Viet Nam is a mountainous and densely forested country, with 40 per cent of the land area covered in mountains and forests.

Viet Nam has a humid, tropical climate. In the north it is cool and damp in the winter which lasts from November to April. In the summer it is hot and rainy, and tropical monsoon winds bring plenty of rain and humidity. The south is generally warmer than the north. The central area of Viet Nam is often hit by typhoons.

Modern history

For almost 100 years, until 1954, Viet Nam was ruled by the French and the country was divided into north and south. Ho Chi Minh, the Viet Namese leader based in North Viet Nam wanted to run the country as a Communist state, supported by the Soviet Union. The USA supported the government of South Viet Nam and the conflict between these two superpowers led to a brutal civil war that raged for nearly 20 years. In 1973 The Americans withdrew their troops from Viet Nam and two years later the country was finally reunited.

In 1990 Viet Nam was one of the world's poorest countries, struggling to recover from decades of war. It was isolated following its invasion of Cambodia to overthrow the Khmer Rouge, a regime that was supported by the United Nations. With the peace agreement of 1991, Viet Nam gradually moved from being a centrally-planned Communist state to a market-oriented economy.

Viet Nam today

Living conditions have steadily improved in Viet Nam and the number of people living in poverty has fallen substantially.⁷ Today most people in Viet Nam have access to good health care and safe drinking water. However, despite the progress that has been made, not everyone has benefited equally from Viet Nam's growing prosperity. There are widening gaps between rich and poor, and between the majority ethnic Kinh and the country's 54 minority ethnic populations. Whilst they only make up 14 per cent of the population, they account for half of the country's poor people.⁸

Viet Nam has a very young population, with 28 per cent being under the age of 18.⁹ Currently only primary schooling is subsidised by the government but enrolments are high.¹⁰ However, although most families want to send their children to school, keeping them there can present huge challenges for poorer people. Many young people drop out of secondary schools as they cannot afford the tuition costs. In poorer households, young people are often needed to help the family with their labour.¹¹

⁷ Young Lives 2013 www.younglives.org.uk/sites/www.younglives.org.uk/files/VIETNAM-SurveyDesign-Factsheet.pdf

⁸ Oxfam in Vietnam report June 2012 www.oxfam.org.uk/what-we-do/countries-we-work-in/vietnam

⁹ Young Lives 2013 www.younglives.org.uk/sites/www.younglives.org.uk/files/VIETNAM-SurveyDesign-Factsheet.pdf

¹⁰ Young Lives 2013 www.younglives.org.uk/sites/www.younglives.org.uk/files/VIETNAM-Education%26Learning-Factsheet.pdf

¹¹ Young Lives 2014 www.younglives.org.uk/sites/www.younglives.org.uk/files/VIETNAM-Youth%26Development-Factsheet.pdf

Photostories from Viet Nam – detailed session outline

Session overview	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
<p>Session 1: Exploring photographs Learners will develop their spoken language skills as they explore photographs taken by children in Viet Nam which show aspects of their daily lives. Pupils will work in small groups before finding out more about some of the photographs they have discussed.</p>	<ul style="list-style-type: none"> To use photographs to explore aspects of daily life in another culture. To use discussion to develop understanding through speculating, hypothesising, imagining and exploring ideas. To ask relevant questions to extend understanding and knowledge. 	<ul style="list-style-type: none"> Learners will find out background information about Viet Nam. Learners will work in small groups to discuss, explore and sort photographs. Learners will ask relevant questions to extend their understanding of what they see in photographs. Learners will listen to the stories behind some of the photographs they have discussed. 	<ul style="list-style-type: none"> What do you think the people in the photograph are doing? Why do you think they are doing this? Which label would suit your photograph: playing, helping, or sharing? Where do you think the people in the photograph might be? What is the setting? What else can you see in the photograph? Have you ever done something similar to the people in your photograph? 	<p>Starter: Welcome to Viet Nam Activity 1.1: Exploring photographs Activity 1.2: Sorting and sharing</p>	<ul style="list-style-type: none"> <i>Photographs to explore</i> <i>Sorting labels</i> <i>Stories behind the photographs</i> Slideshow: Slides 2 to 8 Three hoops with the labels: 'Playing', 'Helping' and 'Sharing'.
<p>Session 2: Stories behind the photographs Learners will work together to create a class text map with actions, to tell the story behind a photograph. They will then work in small groups to create their own text maps for another photograph of their choice.</p>	<ul style="list-style-type: none"> To consider how to remember and retell a story using symbols and actions. To explore the importance of key words, phrases and details to create a good narrative. 	<ul style="list-style-type: none"> Learners will discover how to select the key words and phrases that make up the important details of a text. Learners will participate in making a text map with symbols to represent the key words and phrases. Learners will create actions to emphasise the key words and phrases in a story. Learners will perform a retelling of their text maps to others. 	<ul style="list-style-type: none"> What might the story behind the photograph be? Which words or phrases need to be emphasised in retelling the story behind the photograph? What symbol could represent that word or phrase? What action could represent that word or phrase? 	<p>Starter: What is the story? Activity 2.1: Text mapping as a class Activity 2.2: Text mapping in small groups</p>	<ul style="list-style-type: none"> <i>Stories to explore</i> Slideshow: Slides 9 to 17 <i>Text map</i>

<p>Session 3: Pictures that tell a story Learners will explore how pictures can give us important information about people's lives. They will plan pictures that tell others something about their own school lives and then create these using cameras or drawing materials. They will verbally present their picture and the story behind it to others in the class.</p>	<ul style="list-style-type: none"> To recognise how pictures can convey important information about people and places. To explore how all pictures contain messages that may be good, bad, or neutral. To create a picture which tells others something about life in school. 	<ul style="list-style-type: none"> Learners will explore how careful composition can help to make the story in a picture clear. Learners will plan a picture that conveys information about their school life. Learners will create a picture that represents an aspect of school life. 	<ul style="list-style-type: none"> What messages and ideas would you like your picture to convey on the theme of playing, helping or sharing? Who will need to be in your picture? What will the people in your picture be doing? Where will the people in your picture be? When will you take the photograph? Why do you think this picture is important to share with others? What do you want to show others by taking this picture? What is the story behind the picture? 	<p>Starter: How to create a picture Activity 3.1: What story will you tell? Activity 3.2: Planning and creating pictures</p>	<ul style="list-style-type: none"> Slideshow: slides 18 to 21 Cameras (or view finders and sketching pencils if cameras are not available). Worksheet: <i>What story will you tell?</i>
<p>Session 4: Telling a story Learners will tell the story behind the picture they created in Session 3. They will do this verbally and then in written form.</p>	<ul style="list-style-type: none"> To develop understanding of the key ingredients of a story (characters, setting and action). To verbally rehearse structured sentences. To write descriptions which are clear and detailed enough to interest the reader. 	<ul style="list-style-type: none"> Learners will verbally tell the story behind a picture, explaining the characters, what is happening, the setting, and why the story is important. Learners will write the story behind a picture, building on the information in their verbal story telling. 	<ul style="list-style-type: none"> Who is in the picture? Where was the picture taken? When was the picture taken? What is happening in the picture? Why do you think that this is an important picture to share with others? 	<p>Starter: Telling a story verbally Activity 4.1: Writing a story</p>	<ul style="list-style-type: none"> Slideshow: Slide 23 Worksheet: <i>What story will you tell?</i> from session 3, with each learner's picture attached. Worksheet: <i>Telling a story</i>, with each learner's picture attached.

<p>Session 5: Compare and contrast</p> <p>Learners will explore the similarities and differences between their own pictures and the photographs taken by children in Viet Nam. They will discuss their observations and then choose whether to tell their story through performance or the written word.</p>	<ul style="list-style-type: none"> To explore the similarities and differences between stories about children's lives in Viet Nam and the UK. To explore different ways to tell a story: verbally and in written form. 	<ul style="list-style-type: none"> Learners will explore the similarities and differences between stories and children's lives in the UK and Viet Nam. Learners will discuss their observations. Learners will communicate their observations through storytelling, the written word or a performance; focusing on character, setting and action. 	<ul style="list-style-type: none"> What similarities can you observe between your own life and that of the child in Viet Nam who took the photograph? What differences do you notice between your own life and that of the child in Viet Nam who took the photograph? 	<p>Starter: Exploring similarities and differences</p> <p>Activity 5.1: Verbally exploring similarities and differences</p> <p>Activity 5.2: Presenting similarities and differences</p>	<ul style="list-style-type: none"> <i>Photos and stories.</i> Worksheet: <i>Compare and contrast.</i> Slideshow: Slide 25. Sticky notes. Large sheets of paper (optional). Worksheet: <i>Telling a story</i> from Session 4.
<p>Session 6: Taking it further</p> <p>Learners will extend their learning by planning a homework activity to create a picture of a family member. Learners will then discuss how they would like to share the work that they have carried out during this unit with the wider school community.</p>	<ul style="list-style-type: none"> To understand the importance of photographs and the stories behind them in conveying an impression of children's lives. To use photographs to explore aspects of daily life in another culture. To use discussion to develop understanding through speculating, hypothesising, imagining and exploring ideas. To communicate learning with the wider school community. 	<ul style="list-style-type: none"> Learners will explore the photographs of family members taken by children in Viet Nam and read the stories behind the pictures. Learners will plan their own picture that tells a story about a member of their own family. Learners will share ideas on how to communicate their learning to the wider school community. 	<ul style="list-style-type: none"> Who are the people in the photograph? Where has the picture been taken? What is the setting? What are the people in the photograph doing? Why did the photographer feel it was important to take this photograph? 	<p>Starter: Family photos</p> <p>Activity 6.1: Planning homework</p> <p>Activity 6.2: Planning to share</p>	<ul style="list-style-type: none"> Worksheets: <i>Family photos</i> Worksheet: <i>Homework planning: A family story</i> Slideshow: <i>Pictures that tell a story</i> slides 27 to 31

Curricular links

This resource focuses on the English curriculum and aims to build a number of key skills such as; speaking and listening, conveying information to an audience through retelling, and planning and editing written work. However, we are aware that the resource can be used in a number of ways and links to other subject areas such as maths, geography and PSHE. The following activity suggestions may also be useful for teachers in Key Stage 1 who wish to take a topic-based approach with links to other curriculum areas.

Maths

Capacity work

Place rice on a large table tray and ask learners to fill containers of different shapes and sizes, before weighing them on some scales. Ask learners at the start of the activity to predict which container will hold the most rice. Which will be the heaviest or lightest container? Then give the learners simple quantities to weigh out: 100g, 200g and 300g.

Geography

Pointing the way

Using a compass, orientate an atlas in correct alignment with the world. Help learners to find where they are on the map. Ask them to work out the correct direction to Viet Nam and then to point in that direction. Using the atlas, ask them to describe a journey to Viet Nam. Which continents, countries and seas would they cross? How would they travel?

Weather watch

Using a variety of photographs, discuss with learners what they can tell about the weather in Viet Nam. Draw up two lists; one containing a list of words to describe the weather in Viet Nam and one for the learners' local area. What clues can learners see in the photographs to tell them what the weather is like? Look at what clothes people are wearing, the types of houses and the vegetation. Watch a weather forecast on the interactive white board and ask learners to work in teams to create their own forecast for the day, either in the UK or in Viet Nam.

It is worth pointing out to learners that both Viet Nam and the UK have seasons (to find out more, see the Background Information about Viet Nam in this Teachers' Overview).

The shopping basket

Bring in some packets of rice which have the country of origin marked on them. In pairs, find these countries in an atlas and mark them on a world map. Can learners draw any conclusions about the parts of the world which are suitable for growing rice, and the weather conditions there?

PSHE

Look what I can do!

Using the photographs, look at some of the activities that children in Viet Nam are doing. On a large sheet of paper or wallpaper, draw a line horizontally and mark in numbers 1 – 7 on the left hand side, to represent the ages of learners to date. Ask learners what they learned to do at different ages, such as walking, talking, riding a bike and learning to read.



Next, ask learners what they would like to be able to do in the future and put these further along the timeline. Refer to the photographs and the activities of some of the children in Viet Nam and add these into the timeline too. For example, the young person featured in slide 30 of the *Each picture that tells a story* slideshow, says that she can embroider skirts. As you carry out this activity, draw parallels between the lives of the learners and those of the young people in Viet Nam, noting similarities as well as differences.

Design and Technology

Sticky rice cakes

Get cooking and make sticky rice cakes! Traditionally, rice cakes are cooked for the Lunar New Year festival of Tet in Viet Nam. The recipe usually uses pork, mung beans and fish sauce wrapped in banana leaves. This recipe is an adaptation that can easily be cooked in a school setting.

Ingredients

500g glutinous rice flour

200g sugar

40g dried fruit (you may use chopped dates, apricots, cranberries)

40g raisins

120g chopped nuts

225ml water

What to do

- Combine all the dry ingredients, mix and add the water to create a batter.
- Pour the batter into a greased cake tin and place it in a steamer or on top of a smaller bowl placed inside a large cooking pot.
- Add water to the pot and steam the cake for about 30 minutes until the cake is translucent and has a solid texture.
- Eat and enjoy!

Global Citizenship

Each Picture Tells a Story is a global citizenship resource written for English teachers. Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see: www.oxfam.org.uk/education/global-citizenship



The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> • Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict • Rights and responsibilities • Power and governance 	<ul style="list-style-type: none"> • Critical and creative thinking • Empathy • Self-awareness and reflection • Communication • Cooperation and conflict resolution • Ability to manage complexity and uncertainty • Ability to take informed and appropriate action 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • Belief that people can bring about change

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