

# SESSION 2: STORIES BEHIND THE PHOTOGRAPHS

Age range: 5-8 years

Time: 1 hour

<p><b>Outline</b></p> <p>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>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To consider how to remember and retell a story using symbols and actions.</li> <li>To explore the importance of key words, phrases and details to create a good narrative.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will discover how to select the key words and phrases that make up the important details of a text.</li> <li>Learners will participate in making a text map with symbols to represent the key words and phrases.</li> <li>Learners will create actions to emphasise the key words and phrases in a story.</li> <li>Learners will perform a retelling of their text maps to others.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What might the story behind the photograph be?</li> <li>Which words or phrases need to be emphasised in retelling the story behind the photograph?</li> <li>What symbol could represent that word or phrase?</li> <li>What action could represent that word or phrase?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li><i>Stories to explore</i></li> <li>Slideshow: Slides 9 to 17</li> <li><i>Text map</i></li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b></p> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Pupils should listen and respond appropriately to adults and their peers.</li> <li>Pupils should maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>Pupils should participate in performances.</li> <li>Pupils should gain, maintain and monitor the interests of listeners.</li> </ul>	<p><b>Wales</b></p> <p><b>Foundation Phase: Language, literacy and communication skills</b></p> <ul style="list-style-type: none"> <li>Use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding.</li> <li>Show understanding of what they have heard by asking questions to find out more information.</li> <li>Contribute to discussion, keeping a focus on the topic and taking turns to speak.</li> </ul> <p><b>Literacy Framework: Oracy</b> Developing and presenting information and ideas: speaking, listening, collaboration and discussion.</p>	<p><b>Scotland</b></p> <p><b>Listening and Talking: Finding and using information</b> I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</p> <p style="text-align: right;"><b>LIT 1-06a</b></p>

## Activity Outline

### Starter (10 min)

*What is the story?*

- Show slide 10 and explore the photograph as talk partners and then as a class, using the following questions to prompt discussion:
  - Who do you think these people are?
  - Where do you think these people might be?
  - What do you think these people are doing?
  - Why do you think they are doing this?
  - When do you think this photograph was taken?
- Come back together as a class and gather feedback from the learners. Give some of the background to the photographs (see Teachers' Overview) and explain that this photograph was taken because it shows something important to the young person who took it. There is often a story behind a photograph.
- Read the story behind the photograph to the learners, using *Stories to explore 1* or slide 11.

### Activity 2.1 (15 min)

*Text mapping as a class*

- Explain to the learners that they are going to create a 'text map' that will help them to remember the story behind the photograph. If you move onto the further work in this activity, it will also help them with their writing. Show learners slide 12.
- As a whole class, begin to create a text map on a large sheet of paper. Firstly, highlight the main events in the story (step 1). Then (step 2) discuss what symbols could be used in each section of the text map to represent these events and note down any key words or phrases (see the example on slide 13). Explain how performing actions whilst recounting a story can help to gain your listener's attention and will also help you to remember it. As a class agree on some actions that will help with remembering the text map (step 3).
- With younger learners you may wish to create the text map together in a larger group. Older learners can create their own text maps for the story after the teacher has modelled the early stages. Use these questions to prompt ideas for each stage of the process:
  - What are the key moments that need to be shown on the text map?
  - What symbol could represent those events?
  - What actions could be used to help us remember key parts of the text?

### Activity 2.2 (25 min)

*Text mapping in small groups*

- Divide learners into small mixed ability groups of no more than 6 and give them a blank text map.
- Read *Stories to explore 2* and *3* to the class (also on slides 14 to 17). Ask each group of learners to agree which of the two stories they would like to map out.

- Ask learners to work as a group and follow the three-stage process demonstrated in steps 1-3 of Activity 2.1, in order to create a text map with actions, for their chosen photograph.

### **Differentiation**

*Make it easier: Choose one of the stories for the whole class to work on. After discussion, ask each group to draw their text map based on the model that has been developed together.*

*Make it harder: Ask learners to think of some additional words, phrases and vocabulary that they would use in retelling their story. Encourage them to think of words and language structures that would have the greatest impact on their chosen audience.*

### **Plenary (10 min)**

- Ask each group to perform their text map to the rest of the class in order to tell the story behind the photograph that they have chosen.

### **Further idea**

Mapping out a text in this way naturally leads on to writing. It allows learners to build up an understanding of the structure and language patterns in a text, and it is therefore important to give them plenty of time to become familiar with their text maps and use them in retelling the narrative. You may wish this activity to lead on to more focussed writing activities based on the photographs.

### **Terms of use**

Copyright © Oxfam GB

You may use photographs and associated information in this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image and Oxfam. You may not use images and associated information for commercial purposes or outside your educational institution. All information associated with these images relates to the date and time the project work took place.

## Stories to explore 1: Lunar New Year festival



Photo credit: Tác giả / Author: H Dary / Dân tộc / Ethnic: M'Nong / Trường Tiểu học Lê Văn Tam, Huyện Krông No, tỉnh Đắk Nông

In this picture my grandmother and aunt are at home getting ready for our New Year celebrations. The Lunar New Year festival of Tet is the most important festival in Viet Nam. It lasts for several days and everybody spends time preparing. We clean and sweep our homes. We decorate the house with lots of flowers, especially peach blossom. We cook lots of special food. People want to start the New Year in a good way so they try to settle arguments before the celebrations begin.

My grandmother and aunt are making sticky rice cakes. They are wrapping sugar, peanuts, black beans and pork in banana leaves. They are tying the banana leaves with bamboo strings. After wrapping the cakes, they put them into the pot to cook. I really like making these cakes. Even though they do not look very nice, especially when we are putting the fillings into the leaves and wrapping them, they taste delicious. It's not easy making rice cakes because water can get inside them and make them too runny.

I chose to take this picture because I love my grandmother and my aunt very much. The New Year festival is a very happy time. Families get together and friends and neighbours visit each other. Many people visit the Temple to pray for a safe and happy year.

## Stories to explore 2: H'Gun and Y Pha



Photo credit: Tác giả / Author: H Dary / Dân tộc / Ethnic: M'Nong / Trường Tiểu học Lê Văn Tam, Huyện Krong No, tỉnh Đắk Nông

Children in Viet Nam have to work hard from a young age, both in school and at home. In this picture two of my friends, H'Gun, who is 10 years old, and Y Pha, who is six, are helping to grow coffee. They start by putting soil into small bags. It usually takes one or two minutes to fill a bag. After they have filled the bags with soil they water them. Then they poke a stick through the bag so that the water can drain through the hole. This is quite a lot of work but it is fun. Lots of people work together and it feels as if we are playing in the dirt.

Then we plant the bags with the coffee seedlings in and water them carefully over the next three or four months. When the seedlings are ready, we take them to the field to plant, or we may sell them to our relatives to earn some extra money for the family. Coffee is usually grown on small family farms and is planted in the fields during the rainy season, around May and June, when there is plenty of rain to help the plants grow. The ripe, red coffee beans are harvested between October and January. Most of Viet Nam's coffee is sold to other countries. Viet Nam is the world's second largest exporter of coffee.

### Stories to explore 3: H'Luong



Photo credit: Tác giả / Author: H En / Dân tộc / Ethnic: M'Nong / Trường THCS Nam Nung / Huyện Krông No, tỉnh Đắk Nông

In Viet Nam children often start working and helping the family from a young age. By the age of seven they may be caring for animals or their younger siblings. In this picture H'Luong, who is nine years old, is helping her family by sifting rice.

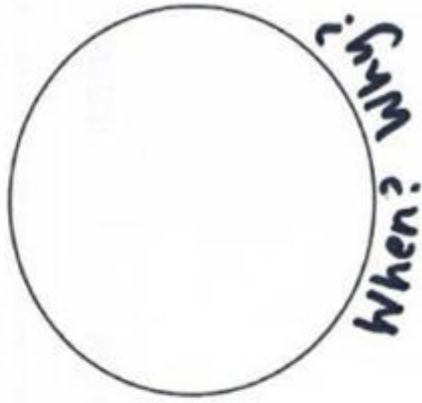
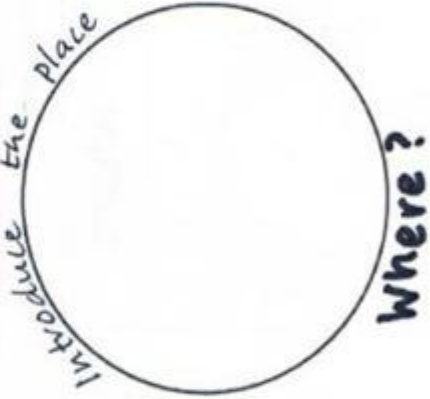
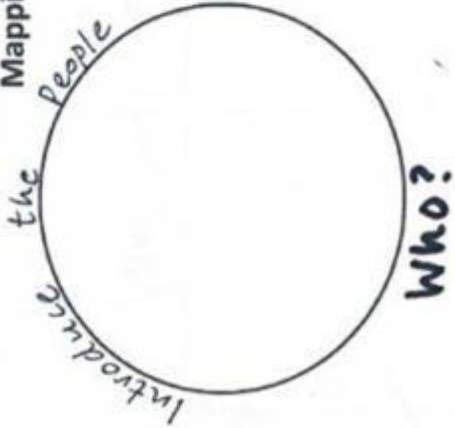
The rice harvest happens twice a year. After the rice plants have been harvested the grain is separated from the rest of the plant. This is called threshing. To thresh rice, the dry grains are tossed in large wicker baskets to separate the rice grain from the outer shell or husk.

People living in the city can just go to the supermarket to buy a packet of rice, but people living in the countryside in Viet Nam have to prepare their rice themselves. Sometimes I see richer families wasting food. They may throw out leftover rice. Most families in the countryside keep leftover rice so that it can be eaten later or fed their dogs or chickens.

Rice is the world's largest food crop and is the main food for half the world's people. People should not waste it because it takes a lot of work to grow.

# Text map

Mapping the text/Mapping our lives/A day in the life of ...



--	--	--	--

**What?**

The main events

I think...