

# WORLD CLASS

Project plan: Beliefs and traditions 2



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### ***Beliefs and Traditions: Primary***

#### **Special Characters in My Life:**

Design a storyboard for your twin showing and telling them about important fictional characters

#### **How your pupils can benefit from this project:**

***Special Characters in My Life*** is designed to help your pupils think about the fictional characters they grow up with. During Stage 1 of the project they will:

- learn more about some of the key fictional characters that are important in their world
- investigate the beliefs that go with that character
- produce a storyboard which gives key facts about the characters they have talked about

In Stage 2 of the project they will:

- learn about some of the important fictional characters in their twin pupils' lives
- talk about any similarities or differences between beliefs

**Age group:** 8-10

**Curriculum areas:** literacy, Art

**Language required:** describing characters, describing beliefs, describing similarities and differences

## STAGE 1:

### Preparation:

- You will need to think about some of the fictional characters that are important in your pupils' lives. (On page 5 you will see some examples of the types of characters). Why are they important? What do the children believe about them?
- Prepare some small pictures that show some of the important things about the characters e.g. clothes, things they do, time of year. [ For Father Christmas, for example, you might draw a red hat, a white beard, a snow scene, presents, a Christmas tree]
- Prepare a "storyboard" of 6-8 pictures that tells the "story" of one of your chosen characters

### Procedure:

1. Ask the children to think about any important fictional characters in their lives (don't tell them they are not real!!)
2. Ask the children questions about these characters:
  - When do we see them?
  - What special things do they do?
  - Do they wear any special clothes?
  - Why are they important?
3. Get the pupils to match the pictures you have drawn to the fictional character they go with. Talk to the pupils about each picture and why it is important in the character's life.
4. Show the pupils the storyboard you have made. Ask them who the character is in the story. Look at each picture in turn and tell/ask the pupils what is happening in the story.
5. Tell the pupils that they are going to make their own storyboards to send to their twin school. Ask them to choose which character they want to describe.
6. Hand out sheets of paper divided into 6-8 squares. Ask the pupils to draw a different picture in each square as you have done in your example. Under each drawing they should write one or two sentences describing the picture. They can work in pairs or individually on this.

## **Stage 2:**

### **a) Your project in your twin school: Reading storyboards**

The aim of this stage of the project is to help the children at your twin school understand as much as possible about the fictional characters that are important in your pupils' lives. To help them achieve this:

- Send copies of some of the storyboards
- Ask the children at your twin school to read the storyboards and decide which ones they like the best and why. Which is the most interesting?

### **b) Your twin's project in your school**

When your pupils have read the storyboards ask them to identify any similarities and differences between the twin characters and their own. Do the pupils in the twin school write about any of the same characters as your pupils? Is there anything they want to know more about? If they have any more questions about the characters, make a list of them and send them to your twin.

## **Adaptations:**

### **Younger age groups:**

- The class can work on the same fictional character so that you can guide and help with necessary language and ideas more easily. You will also need to write the descriptions to accompany the pictures which the children draw.

### **Using technology: If you have the resources, you could:**

- Help the children to act out a very short "play" about the character. You can video this and send it to your twin.
- Help the children to find out more about the characters by searching on the internet.

### **Some example characters**

#### ***Father Christmas:***

- brings presents at Christmas. He is typically dressed in red with a bushy white beard. He travels on a sleigh with reindeer and comes down the chimney into each house. He leaves presents under the Christmas tree.

#### ***The Tooth Fairy:***

- When children's milk teeth fall out they leave them under their pillow at night. The Tooth Fairy comes in the night and in the morning there is some money under the pillow instead of the tooth.

#### ***The Easter Bunny:***

- The Easter Bunny comes with chocolate eggs at Easter time and hides them in the garden for children to find.