

WHAT'S **YOUR** STORY?  
school

Senior Phase

# ARTS AND CULTURE: VISUAL ARTS

Telling



Lesson Plans

HEARTLINES



## CAPS Alignment

The lessons you will do below align with key outcomes for both Drama and Visual Arts. The lessons cover the following topics for Senior Phase:

## Telling

Lessons 3, 4  
& 5

### Topic 1: Create in 2D

- Own a wider world: Observation and interpretation of learners' own visual world.

Lessons 1 & 2

### Topic 2: Create in 3D

- Three-dimensional artworks and design projects based on learners' own world, focusing on art elements and design principles.

Lessons 1, 2, 3,  
4, & 5

### Topic 3: Visual Literacy

- Communication skills: Express, identify/ name, question and reflect through looking, talking, listening and writing about the visual world through the language of art elements and design principles.

# Lesson 1: Our Emotions



## Essential Questions

- How can I understand and represent my own emotions?



## Lesson Overview

Self-awareness is an important first step if learners are to develop the skill of using their own experience to create art. In this lesson learners will use mindfulness techniques, emotional regulation exercises, and the STOP method to develop self-awareness in order to build communication skills to interpret their own visual world.



## Keywords

- Emotional regulation: RULER approach
- Mood index
- Self-awareness
- Mindfulness



## Materials

Paper and pen  
 'Emotional Awareness' presentation  
 Mood index  
 RULER handout



## Summary

<b>Introduction</b>	
Activity: How do I feel?	5 min
<b>Body</b>	
Activity: Draw the emotion	25 min
<b>Conclusion</b>	
Activity: Mood index	10 min



## Activities

### Introduction



**Objective:** Introduce learners to mindfulness as a tool to create emotional awareness at any given moment.

#### Activity: How do I feel? (5 min)

##### Step 1:

Students close their eyes and sit tall. Make sure they are all students sitting up straight. It helps to use a visual, such as:



- Imagine there's a cord pulling at the top of your heads.

##### Step 2:

Tell the learners to place their hands on their belly to feel belly breathing.

- Imagine that your stomach is a balloon. As you breathe in, the balloon expands, and when you breathe out the balloon deflates. This is belly breathing

##### Step 3:

Ring a chime, or gently tap a pen on a window, or a spoon on a glass.



- Listen to the sound for as long as you can, while still focusing on your breathing.
- Listen to the sounds your body is making.
- Notice any sensations you are feeling in your body – tension in a part of your body; a pain or an itch. Don't try to change this, just be aware of it.
- Notice any feelings you are feeling. Don't judge or try change them, just acknowledge them. Greet your feelings in your own mind: 'Hello anger', and 'Hello sadness'.
- Then go back to your breath.

### Body

**Objective:** Learners understand how to visually represent abstract ideas through basic design principles.

#### Activity: Draw your feeling (25 min)



Learners identify one of the emotions that arose for them in the previous activity.

##### Step 1:

- Identify one emotion that you felt during the previous activity.
- If that emotion had a colour, what would it be?
- If that emotion had a shape, what would it be?
- If that emotion had a texture, what would it be?

##### Step 2:

The learners create an abstract representation of that emotion using whatever drawing materials they feel best represent that emotion.



## Conclusion

**Objective:** Learners are equipped with tools to help them to be more self-aware and manage their own emotions better.

### Activity: Summarise the RULER approach, and the mood index

Talk the learners through the idea of emotional regulation, and introduce them to the RULER and mood index methodologies.



Use the ' Emotional Awareness presentation  
(Find the presentation in the Resource section under Presentations)



Handout the Mood index and RULER worksheet  
( Find the handouts in the Resource section under Handouts)



### Homework: RULER worksheet

- Hand out the RULER worksheet, and ask learners to fill it out once before the next What's Your Story? lesson. They should fill it out when they are feeling an intense or strong emotion.
- For the next lesson, ask the learners to bring any recyclable materials to class that they could use to create a sculpture.

# Lesson 2: Safe Spaces



## Essential Questions

- How do we create safe spaces?



## Lesson Overview

In this lesson you and your learners will explore the idea of **'safe spaces'** together. The aim is to understand where and what types of spaces the learners feel safe to share in. How do you create a safe space for story sharing in the classroom? Learners then represent these spaces by making three-dimensional (3D) sculptures using recyclable materials.



## Keywords

- Self-awareness
- Belly Breathing



## Materials

- Old magazines, scrap paper, pens, crayons
- Recyclable materials
- 'Safe spaces' teacher training video

## Summary



<b>Introduction</b>	
Activity: What do I feel?	5 min
<b>Body</b>	
Activity: Create a safe space	25 min
<b>Conclusion</b>	
Activity: Journal reflection	10 min



## Activities

### Introduction



**Objective:** To practice self-awareness. Self-awareness is like any new skill: the more you practice it, the better you can apply it in your everyday life.

#### Activity: How do I feel? (5 min)

##### Step 1:

Students close their eyes and sit tall. Make sure they are all sitting up straight. It helps to use a visual, such as:



- Imagine there's a cord pulling at the top of your heads.
- Listen to the sounds your body is making.
- Notice any sensations you are feeling in your body – tension in one part of your body; a pain or an itch. Don't try to change this, just be aware of it.
- Notice any feelings you are feeling. Don't judge or try to change them, just acknowledge them. Greet your feelings in your own mind: 'Hello anger' and 'Hello sadness'.
- Then go back to your breath.

### Body



**Objective:** Through creating a 3D sculpture, learners identify the spaces in their world where they feel safe, and unsafe.

#### Activity: Draw a safe space (25 min)



Note: watch the 'Safe Spaces' teacher training video in preparation. ( Find this video in the Resource Section under Teacher training videos)

##### Step 1:

Each learner selects the materials they wish to use to create their sculpture.

##### Step 2:

Each learner creates a 3D sculpture representing a place where they feel safe, and a place where they feel unsafe. They must explore different art elements that they associate with safety. They should create an imaginative representation of this space, while being conscious of their use of plane, depth, and visual perspectives.

##### Step 3:

Place the sculptures around the class and give the learners time to view them.

### Conclusion



**Objective:** Learners reflect on how these spaces have been represented.

## Activity: Journal reflection Reflect



### Reflect

- How did you view safe spaces differently to your classmates?
- Did different students notice different things? Why do you think this is the case?
- Does this information challenge any ideas or assumptions you have about your classmates?
- What can you change in your classroom and school to make it feel like a safer place?

## Homework: My life story



- Each learner chooses 4-6 images that sum up and represent their life story. These can be pictures from magazines, illustrations, or photographs. Learners should bring them to the next class, where they will create a group collage with everyone's stories.



# Lesson 3:

## Our Stories in Pictures



### Essential Questions

- How do our own experiences relate to others?



### Lesson Overview

The lesson introduces personal story sharing through visual representation. It also helps learners connect to the experiences of their classmates, through a visual medium. They learn that, although people may appear different, there are things we have in common. The lesson also promotes constructive, respectful and meaningful reflections.



### Keywords

- Self-awareness
- Mood index



### Materials

- Glue and paper, or chalk and chalkboard
- Mood index



### Summary

<b>Introduction</b>	
Activity: Mood index	5 min
<b>Body</b>	
Activity: My life in images	25 min
<b>Conclusion</b>	
Activity: Journal reflection	10 min



## Activities



### Introduction

**Objective:** Encourage learners to check in with themselves to build self-awareness.

#### Activity: Mood index (5 min)



Handout the Mood index  
( Find the handout in the Resource section under Handouts)

Ask the learners to fill in their mood index at the beginning of class.



### Body

**Objective:** Explore how learners can use visual stimuli to tell their stories, and identify the things they have in common with their fellow learners.

#### Activity: My life in images (25 min)

##### **Step 1: Divide into groups**

Divide the learners into groups. The learners must all place the images they brought from home in the centre of the group. Each group must collect images that are similar to one another, and place them next to each other. They then make a collage of the images.

##### **Step 2:**

Place the collages on the walls, and give the learners time to walk around and view the different groups' collages.

### Conclusion

#### Activity: Journal reflection (15 min)

Reflect

- What most surprised you about this exercise?
- What images were the most common in the different collages?

# Lesson 4: Public and Private telling



## Essential Questions

- What should I tell and to who?



## Lesson Overview

The lesson introduces the difference between public and private telling as a tool for learners to use, so that they can judge how much to share and with whom. Using post-its allows the learners to be anonymous. And this may encourage them to be more open, without fear of being judged by their peers.

The lesson uses the medium of a movie poster as a way to share their story. It also explores using a different design and art element in 2D to portray a specific story or theme.

Watch the [‘My Story in Post-Its’](#) teacher training video. See the presentation, [Public and Private Telling](#).



## Keywords

- Public and private telling



## Materials

- Beyond the River poster
- Beyond the River trailer or synopsis
- Slips of paper or post-its in different colours
- Butcher paper or A3 paper
- Markers, pens and pencils
- ‘Public and Private Telling’ presentation
- ‘My story in post-its’ teacher training video

## Summary



<b>Introduction</b>	
Activity: My story in post-its	15 min
<b>Body</b>	
Activity: Understanding movie posters	20 min
<b>Conclusion</b>	
Activity: Homework	5 min



## Activities



### Introduction

**Objective:** Understand the types of stories that learners are comfortable to share, as well as the people that they are happy to share them with.

### Activity: My story in post-its (15 min)



Watch the 'My story in post-its' video in preparation.  
(Find the video in the Resource section under Teacher training Videos)

#### Step 1:

Make a chart or use the wall with the following headings.

A story I feel comfortable sharing.	A story I feel uncomfortable to share.	Three people I feel comfortable to share my story to share with.	Three people I don't feel comfortable sharing my story comfortable sharing with.
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Each learner is given four post-its: yellow, pink, blue and green. They must not write their name on them. Tell the learners that you will be re-writing the answers from the post-its before the class sees them.

#### Step 2:

On their **blue** post-it, the learner should write the title of a personal story they **would** feel comfortable to share.

E.g. 'My childhood', 'My family', 'The day I was bullied'.

#### Step 3:

On their **pink** post-it, the learner must write one word to summarise a story that they **would not** feel comfortable sharing.

E.g. 'divorce', 'loss', 'depression'.

#### Step 4:

On their **yellow** post-it, the learner writes down three people they feel comfortable sharing their story with. They do not write someone's actual name.

E.g. Mom, Dad, friend.

#### Step 5:

On their **green** post-it, the learner writes down three people they would feel uncomfortable or unsafe sharing their story with.

E.g. uncle, policeman

**Step 6:**

Collect all the post-its, except for the pink ones.

**Step 7: Explain public and private telling**

Explain the concept of public and private telling.



Use the 'Public and private telling' presentation  
(Find the presentation in the Resource section under Presentations)

**Body****Activity: Musa's Story Structure (15 min)**

**Objective:** Demonstrate how a movie poster can visually represent an event or story in one's life.

**Activity: Understanding movie posters**

Note: The Beyond the River poster, trailer and the synopsis can be found in the Resource section under Stories

**Step 1:**

Present the poster of the feature film Beyond the River to the learners. Ask them to write down what they think the film is about.

**Step 2:**

Play the movie trailer, or read the synopsis.

**Step 3:**

1. How was colour used to communicate the mood of the film in the poster?
2. How were the lettering, images and text used to communicate the mood of the film?
3. What does the photograph tell you?

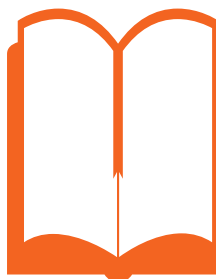
**Conclusion**

**Objective:** Learners prepare to tell an element of their story using the framework of a movie poster.

## Homework

Explain to the learners that next week they will be creating a movie poster for an event in their own life. The movie poster must contain the following:

1. A title for their movie in a chosen lettering.
2. A visual for the poster using either drawing, collage, painting or etching.



### My life through questions

The learners should answer the questions below to help them identify what they wish to create for their movie poster. Explain that these answers are only for them, and they will not have to share them with others. These questions are a guide to help them choose what significant event they want to focus on.

- Where was I born and raised? What kind of family did I grow up in – big or small, rich or poor, urban or rural?
- Which were my most important relationships growing up? Who are some of the people who have played the biggest role in my life?
- What are some of the big events or turning points in my life that have helped define who I am?
- What were some of my challenges growing up? What were some of the choices I made to overcome those challenges?
- What are the anchoring beliefs or values by which I live my life?
- Can I think of an encounter(s) with a person who is different to me (culture, race, religion, class, etc.) – both negative and positive? How have those events shaped my story?
- What are some of the significant achievements, events, or experiences that have shaped my life?
- What are some of my own future goals, as well as my hopes for my family's wellbeing, and the wellbeing of my community and country?

# Lesson 5:

## My Life, My Movie Poster



### Essential Questions

- How can we tell our stories to others?



### Lesson Overview

The lesson is a culmination of **Ask. Listen. Tell.** It uses the movie poster as the anchor to get learners to tell their story. They use communication skills and reflect through looking, talking, listening and creating. They write about the visual world through the language of art.



Learners should:

**Ask:** their partner to tell the story of their movie poster.

**Listen:** to the story that their partner tells, with attention and interest

**Tell:** their own story of their movie poster.



### Keywords

- Ask. Listen. Tell
- Mood index



### Materials

- Plain A3 Paper
- Mood index

### Summary

<b>Introduction</b>	
Activity: What can I hear?	5 min
<b>Body</b>	
Activity: Telling the story of my poster	30 min
<b>Conclusion</b>	
Activity: Exit ticket	5 min



## Activities

### Introduction



**Objective:** Remind learners of the importance of active listening, in preparation for hearing the presentations of their partners.

#### Activity: Active listening (5 min)

Remind the learners about active listening as well as the class contract they have all signed. Read the contract again as a class before beginning the presentations.



Note: Refer to Asking and Listening, Lesson 1, Activity: What can I hear.

### Body



**Objective:** Learners tell their stories using the movie poster they created.

#### Activity: Presentations of the movie poster (30 min)

##### **Step 1:**

In pairs, learners take turns presenting their movie posters. They can share what the event is behind the poster, why they chose the specific design elements in their poster, and how these communicate their story.

##### **Step 2:**

The learners must listen to their partners and not interject or ask questions after or during the presentations. Give each learner 10 minutes to present, and then tell the learners to swap.

##### **Step 3:**

After both partners have explained their poster, the learners should write down on a piece of paper one similarity and one difference that they found between their poster and their partner's.

##### **Step 4:**

Learners each share with their partner what they have written on their paper.

### Conclusion

**Objective:** Summarise the big ideas of the lesson and assess the learners' understanding of key concepts.

#### Activity: Exit ticket (5 min)

##### **Step 1:**

Hand out slips of paper, or ask students to take out a piece of paper and a pencil. Also give them a copy of the mood index.



**Step 2:**

Ask them to write down one thing that they learned from today's lesson.

**Step 3:**

Ask students what they are going to do differently in their relationships with their classmates.

**Step 4:**

Learners must fill in the mood index.

**Step 5:**

Collect all exit tickets as the lesson ends. This will provide you with valuable insights on how your learners experienced your lesson.