

FIGHTING FOR OUR RIGHTS

FFR9

Writing a superhero story with a disabled character

Subject/theme:

English

Year Group:

Year 6

Cross curricular links:

PSHE

Learning Objectives:

Through sharing different characters, problems and resolutions with my group I will begin to create a superhero story with a physically disabled character.

Success Criteria:

All:

Children to work in groups to brainstorm possible characters, problems and resolutions and write down their own description of their character individually.

Most:

Collaborate in groups to create new ideas for characters, writing down the key words to describe these characters. After looking at problems and resolutions move onto planning their own story individually.

Some:

Successfully come up with ideas in their groups for different characters, focusing on how their physical disability affects them and how they use their other abilities to be the hero of their story. Begin writing this story individually.

NC Ref:

- In narratives they need to be describing settings characters and atmosphere and integrating dialogue to convey character and advance the action.
- Pupils should be taught to recognise themes in what they read such as loss or heroism. They should have opportunities to compare characters consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters) within a text and across more than one text.

Resources:

- The One-Handed Girl story – The Lilac Fairy book of short stories: Accessible through the Richard Reiser resource or at https://archive.org/details/lilac_fairy_0707_librivox
- Interactive Whiteboard
- Sugar paper
- Planning sheet (An option to draw their storyboard or character and an option to write their ideas down)
- Creative writing workbooks
- Videos from <http://worldofinclusion.com/resources/>

Strategies for pupils with specific learning difficulties and disabilities:

- The differentiated groups will be organised in mixed ability with the groups including children working above the expected level/ at the expected level/ below the expected level.
- The differing success criteria give the children an opportunity to challenge themselves and progress forward. However, it also allows all children to have achieved by the end of the lesson. (Low Threshold High Ceiling)
- The teacher and the teaching assistant will facilitate and guide the groups, asking leading questions to the children who are finding the task difficult. They will also encourage children to move onto the next success criteria if a child is progressing successfully

Standards Related Professional Development Focus:

- To promote good progress and outcomes by pupils
- Manage behaviour effectively to ensure a good and safe learning environment

Role of other adults:

- TA will facilitate around the groups, being aware to guide the children working below expected level if needed
- They will also help individuals who need assistance or guidance with their own creative writing.

Implications from previous learning:

- Cross reference with FFR7
- The children have already been introduced to disability. Revising the terminology and discussing the different types of disability and the implications, correcting any misconceptions. Following on from this, the children have built on this knowledge through studying the case study and learning about the history of physical disability in the local community.
- In the previous lesson the children exercised their empathy through drama activities such as hot seating and thought tracking. This focused on the children thinking about the impact of physical disability, linking it to real life situations.

LESSON OUTLINE

TIME

Starter

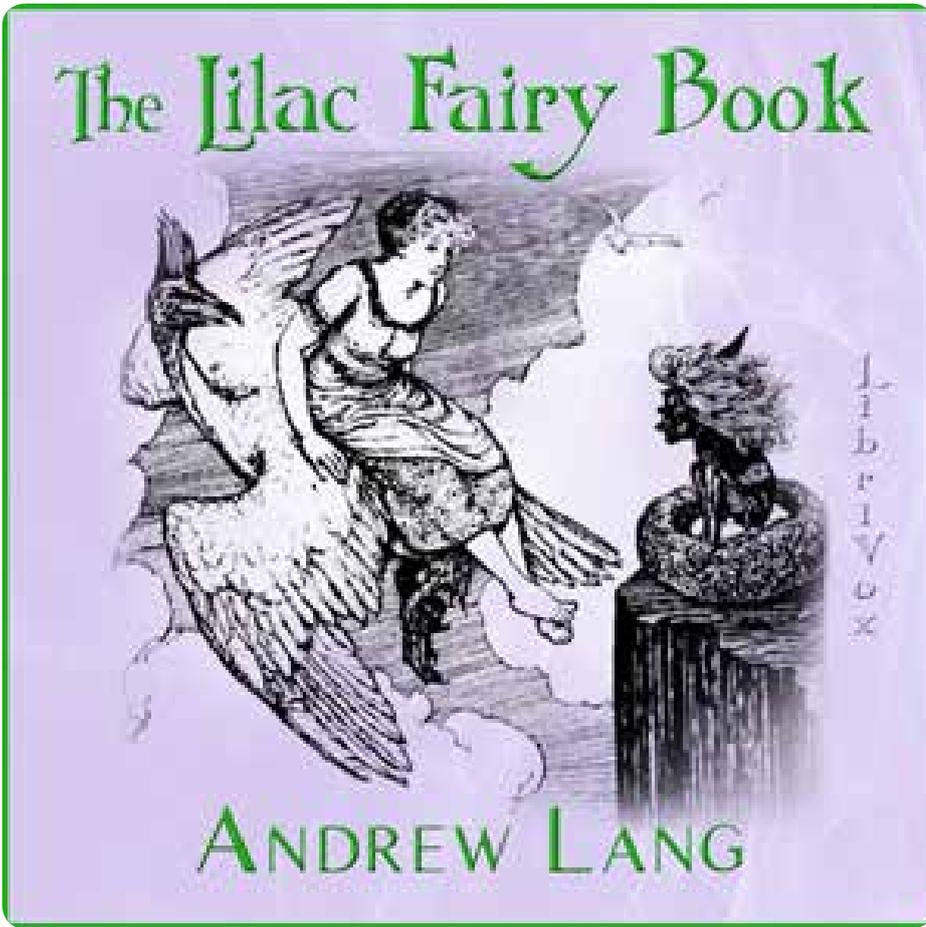
- The lesson will begin with a brief reflection of the topic they have been learning about: physical disability. As a class we will discuss what they did in the previous drama lesson and I will then go onto explaining what the children will be doing in today's lesson.
- Listening to the story 'The One-Handed Girl'
- Reflecting on their own experience with traditional tales, making note of the characters with a physical disability in them and what kind of characters they are presented as
- Planning and beginning to write their own super hero story whereby the hero has a physical disability.
- Ask the children to sit on the carpet whilst I read 'The One-Handed Girl' to the class.
- Asking leading questions whilst reading the story to make the children think about how the character with the physical disability is portrayed and the problem and resolution in the story surrounding this character.
- Once 'The One-Handed Girl' has been read to the class, show the children a short summary video of the Hunchback of Notre Dame and explain how this character is a physically deformed and disabled hero, saving Esmeralda.
- Then ask the children to reflect in their talk partners on traditional tales that they are familiar with and how physically disabled characters are portrayed if they are included

15 minutes

<p>Main Activity</p> <ul style="list-style-type: none"> • The children will then be told that they are going to be writing their own superhero stories whereby the hero of their story will be a character with a physical disability. • The children will be put into their mixed ability groups and directed to tables with sugar paper. • They will be told to work together in their groups and thought shower possible characters for their story, thinking about the personality and other abilities of the character. In addition to this they will begin to discuss possible problems that will occur and resolutions to their stories. • Remind the children of their previous work on physical disability and Sophie Ugle's transcript as well as the story read to them today and using this knowledge that they have gained to influence their story choices. 	<p>25 minutes</p>
<p>Mini Plenary</p> <ul style="list-style-type: none"> • After facilitating work around the tables show a few of the progressing group's sugar paper. By reading out some ideas and notes to the children this can inspire new ideas and can build on the comprehension of the task. • Then ask the children who feel as though they have developed an idea of their story to begin planning individually, taking a planning sheet from the front of the class and sitting on the designated independent writing table. • If there are children who have already began their planning, do encourage them to get their creative writing workbooks and begin writing their stories. 	<p>5 minutes</p>
<p>Plenary</p> <ul style="list-style-type: none"> • The children will be asked to bring their work to the front of the class and sit down on the carpet • Refer back to the success criteria and ask the children to present their work back to the class, this being their sugar paper in groups or their planning sheets and beginning of their stories • Once the class have presented their ideas, ask them to talk in their talk partners about their own story and how they have included their knowledge of physical disability 	<p>15 minutes</p>

OPPORTUNITIES FOR AFL

- The use of questions during the reading of 'The One-Handed Girl' will probe children to answer questions on their comprehension of the story and to observe the children's enthusiasm towards the story
- Feedback whilst discussing and watching The Hunchback of Notre Dame will show whether the children remember their work in the previous lessons and if they understand how physically disabled people are portrayed and how this is not what defines them
- Observation and facilitation of the thought shower activity ensuring everyone is taking part and guiding children where necessary
- The work produced by the children in the thought shower activity and independent writing being shown at the end of the lesson will show their comprehension of the task and of their learning of physical disability



Lilac Fairy Book