

## Key Stage 1: Storytelling for young writers

The final page of these notes can be copied and given to adult helpers.

### About this session

Through group work and object-handling in a Clore Centre for Education classroom, together with an opportunity to look at African objects on display in the galleries (Room 25), the students will explore books and story-telling before writing their own ending to the shared story. The session lasts 180 minutes and includes a 30 minute lunch slot.

The Museum would very much appreciate it if students attending could wash and dry their hands before the session to help conserve the handling objects. We also recommend that students wash their hands after the session, particularly if they go straight into their lunch break.

### Session outline

- The session begins with an introduction to books, stories and storytelling. The students discuss the vocabulary used to describe a book such as spine, cover, author, illustration. They will also consider the technique of storytelling. The students then share a big book version of *Emeka's Gift*.
  - The students then have an opportunity to handle some museum objects from Africa which relate to the story. They talk about what they think the objects are, what they are made from and how they are used.
  - The students then go to the Africa Gallery (Room 25) where they work in small groups collecting inspiration from the objects on display and thinking about what gift they would take Grandma.
  - Back in the Clore Centre for Education classroom the students work on their own ending for the story and present this to the whole class.
  - There is a 30 minute lunch break during the session and all work created by the students will be available to take back to school.
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- **Key themes** of the session are books, stories, storytelling, Africa, museum, objects.
  - **Key vocabulary** includes books (What are the different parts of a book e.g. cover, spine, title page and what particular words are used when talking about a book e.g. author, illustration, text), Africa (Where is Africa, Which African countries can I name?) and museums (What is a museum? What is an object?)

### **Preparing for your session**

- Introduce/revise the key themes and vocabulary listed above.
- Look at an atlas and see how many countries make up the continent of Africa. What are some of the countries called? Do the students know about any of them?

### **Following up your session**

- Each student could write their own story featuring objects from Africa.
- Using pictures of objects make your own African gallery display. Remember to say which country each object comes from.
- Visit/join the local public library.

### **Galleries with related objects**

Room 25 Africa Gallery

### **Curriculum links**

Storytelling for young writers supports literacy in the EYFS and Key Stage 1 curriculums.

It also highlights Global Diversity as part of the Citizenship programme.

## Story telling for young writers – summary sheet

In this session the students will learn about:

- the different parts of a book,
- a story set in Africa,
- objects from Africa.

### Key words

Africa  
book, cover, spine, page, text, picture  
story, title, author, character  
museum  
object

### An African story

- The students discuss books and what words are used to help describe the different parts of a book.
- The students learn about stories and story telling.
- The students listen to *Emeka's Gift*.

### Objects from Africa

- The students handle some museum objects from Africa related to the themes covered in *Emeka's Gift*.
- The students visit the Africa Gallery to look for inspiration for writing their own gift-giving ending to the story *Emeka's Gift*.

### The end of the story

- The students discuss the objects they saw in the gallery.
- The students create and share their own ending for *Emeka's Gift*.