

## Lesson: A Day in the Life in an Urban Slum



### National Curriculum Learning Objectives

1. Create, adapt and sustain different roles, individually and in groups.

(Eng1: 4b)

2. Use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script.

(Eng 1: 4a)

3. Identify how character and setting are created and how plot, narrative structure and themes are developed.

(Eng 2: 4c)

4. Read stories, poems and plays aloud.

(Eng 2: 4i)

5. To inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader.

(Eng 3: 9b)

### Description

This lesson aims to create an awareness of the similarities and differences between a day in the life of a child living in a slum community in Mumbai and the day in the life of a living in the UK.

Using literacy skills to story tell along with imaginative play and drama, children will have the opportunity to explore both worlds using physical and stimulating activities.

Children will be introduced to the theatrical story square, which will give them the opportunity to act out a story as it is being told in the middle of a square. Children will be asked to jump up spontaneously and take on different characters which will portray the events of a daily routine.

The class will write stories as part of a literacy exercise in addition to the performance work.

### Suggested time

2 Hours

### Activities

Making a theatrical story square.

Writing a story about a day in your life.

### Resources

[A Day in the Life of Story](#)

[Fun in the slums video](#)

### New words

Improvisation

### Step 1:

Suggested time: 30 Minutes

To start the story square activity mark out a square on your carpet area big enough for children to sit on using masking tape. The square instantly creates a different experience as children are used to sitting or standing in circles!

Explain to the children that you will read out [A Day in the Life of Story](#) and that they will come in to the middle of the square and act out the characters and the actions from the story as you go along.

Encourage children to use facial expressions and physical gestures rather than dialogue, as you will be the only one speaking. Tell them that you will be asking them to volunteer to become the characters and that they will need to be listening carefully!

Through the story square children will feel connected to the different characters in the stories by becoming them, and acting out the things that happen in their lives. Children watching will engage more closely with the story, as it will be exciting and entertaining to see their classmates take on the different characters, especially from a different part of the world!

NB: It might be useful to read the story through once first and then carry out the story square activity.

### Step 2:

Suggested time: 45 minutes

Explain to children that now it is their turn to write a short story that describes a day in their lives. It will be a narrative, and anyone who they encounter within their day will be written in as a character.

It can be about any day they want it to be. It might be a school day, a day in the holidays, or a weekend. It can be written in any tense.

Children should use describing words to explain their day, and should set themselves as the main character within their story.

Children will have 30 minutes to work on the story and should aim to describe the beginning, middle and end of their day.

### Step 3: (NB: This can be done on a different day.)

Suggested time: 45 Minutes

Children will spend the lesson acting out each other's 'A Day in the Life of' stories back in the story square. Encourage children to read their own stories aloud while the other children act them out, so the entire task is led by them.

### Question Time!

Think back to the story of the Sudha the girl in the story from Mumbai, what are the differences between her daily routine in Mumbai to our daily routines here in the UK?

What are the similarities?

Finally show the children a short clip on children their age having 'fun in the slums' ([Fun in the slums video](#)) and ask them what similarities and differences they can detect from the children in the film.

Class to finish with an open discussion.

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### [Fundraise with Enterprise 4 Change!](#)

**Story Square Play.** Put on a Story Square play! Create a story square from the [stories](#) about the children in Mumbai. Practice them, ensuring every child gets a role in at least one story. You can then sell tickets for a short evening of stories about the lives of Mumbai's children!

This will allow children to share their newly acquired knowledge with their loved ones and help their peers in India at the same time. For a more impressive spectacle, dress up in traditional Indian dress!

For more fundraising ideas click [here!](#)



**Top Tip:** Have the children as three sides of the square with the audience as the fourth side. This ensures that nobody's view is blocked.