

### Story: A Boy called...

This story: **Mandume (English)**, relevelled by DELTEA: Graham, S., Porter, A., & Turner, J. (© Graham, Porter, Turner 2024). Based on the original story [Magozwe](#) (English), written by Lesley Koyi, illustrated by Wiehan de Jager, under a Creative Commons Attribution 4.0 licence on [African Storybook](#).

### Four x 30-minute lessons

#### Lesson 3 A Boy called....: Teacher-led and student-paced

#### Objectives:

- to improve strategy use through supported collaborative reading (pairwork)
- to explore creative and imaginative thinking linked to the storyline
- to practice and use emotion words in French or Spanish
- to develop empathy through perspective-taking.

| Timing (mins)                                               | Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resource                                                  | Purpose                                                                                           |
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| 5                                                           | Tell class they are going to read the story again and think about how the characters might have felt about things.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | whole story                                               | To remind learners of key vocab for naming emotions; word recognition and prepare for later tasks |
| 5-15, depending how much time is spent on the story setting | Play the slides and audio. learners re-reread the start of the story and see if they can remember/ work out the meaning. Pause after slide 5. Discuss with learners where they think the story is set. NB the notes re the location setting in lesson 1. The exact location is not mentioned in the story but you may want to go with an French-speaking African country for French language teaching (e.g. Dakar in Senegal) and Malabo in Equatorial Guinea for Spanish. German is more tricky – you could discuss Namibia but German is not an official language there any more (albeit it is spoken there in pockets). NB please use your professional judgement re the colonial context. | worksheet<br>boy_lesson 4_1<br>comprehension questions.   | reading comprehension, vocabulary                                                                 |
| 5                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                           | Cross-cultural links                                                                              |
| 3                                                           | Pause just before the last slide – after slide 13.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Worksheet:<br>boy_lesson 4_2<br>what is important to whom | Encourage empathy with the main character Mademba/ Manuel.                                        |
| 5                                                           | Pairwork: worksheet 4_2. children write down what is important to the main character and what it is important to themselves. Please                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Worksheet:<br>boy_lesson 4_3<br>emotions timeline         | Encourage reflection on own priorities and compare/ contrast with the story character.            |

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| 5 | <p>feel free to add target language to this task.</p> <p>Play the last slide (slide 14). If necessary, clarify and discuss the ending.</p> <p>Use the emotions timeline sheet (worksheet 4_3). Learners put the pictures in order and add words too if they can.</p> <p>Worksheet 4_4. Learners reflect on similarities between themselves and the boy in the story, the boy's feelings and their own feelings.</p> | <p>Worksheet:<br/>boy_lesson 4_4<br/>the boy and story<br/>and me</p> | <p>Encourage empathy with the story character(s).</p> <p>Encourage learner reflection on the story, characters, emotions.</p> |
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