

VOICES FOR THE VOICELESS (CLASS 5)

Preparation:

Leading Question	How can we inspire empathy and kindness toward animals through storytelling?
Description:	In this project, learners will work in groups to create a comic book that explores the relationship between humans and animals. Inspired by the textbook Chapter 7 - The Hunt on Pg. 28, learners will choose to tell their story from either a human's or an animal's point of view. Their comics must help readers feel empathy, understanding and care for animals. By working together, reading, and using their imagination, they will create a comic that shows how humans can be kind and thoughtful towards animals. During this project, learners will answer some textbook questions in class and as homework. Please ensure the remaining questions are completed after the project. Do upload pictures of the comic book to the project submission form!
Resources required:	Paper, notebook, pen/pencil, colour pens/pencils

Day 1 –

Learners will understand the purpose of the project and start reading the chapter 'The Hunt'.

Time	Activity and Description
10 minutes	Introduction to PBL (Whole class) Teacher says: - Have you ever worked on a project before? What was it about? (Take 1-2 responses) - This year, we're going to try something exciting called Project-Based Learning or PBL for short. In PBL, we learn by doing projects. That means we'll explore new ideas, solve real problems, and create cool things together. It makes learning more fun and meaningful! - In this project, you will create a comic book from the viewpoint of a human or animal to help others understand and care for animals. - To help us work well in groups, we need to set some rules just for our PBL time. These will help everyone feel heard and included, and use our PBL time well. - Let us begin with a few simple rules. At the end of this project, we will talk about which rules helped us, which ones didn't, and whether we need to add any new rules for further projects. Write these rules on the board and explain them to the learners: - We listen carefully to each other and speak kindly. - Everyone in the group has a job and helps with the work. - We ask each other for help when we need it.

	Note: Add or change rules based on what works best for your classroom, and to include any suggestions from learners.
15 minutes	Introduction: (Pair Work) Teacher says: - <i>Close your eyes for a moment. Imagine you're walking along a quiet path near your village or school. The sun is setting, the sky glows orange, and the world feels calm. Then, you spot a small animal by the path. It's alone, maybe hurt... or just scared. You stop and look at it. What's going through your mind? What would you do?</i> Pause for 30 seconds. - <i>Now turn to your partner and talk about it. What animal did you imagine? How did it look? What would you do next?</i> After 2 minutes, invite 2–3 pairs to share briefly with the class. Teacher says: - <i>In places like Nagaland, forests are never far away. Animals, wild or stray, sometimes wander close to villages or schools. People often get scared and hurt the animal. But not all animals are dangerous, some are just lost, hungry, or in pain.</i> - <i>What if we could understand what the animal was feeling? What if we could imagine its story?</i> - <i>During this project, we are going to explore this question: How can we inspire empathy and kindness toward animals through storytelling?</i> - <i>We will listen to stories and experiences to finally write our own comic book.</i> - <i>Does anyone know what a comic book is? (Invite a few responses)</i> - <i>A comic is a short, visual story told in boxes with drawings and speech bubbles. Comics are fun, but powerful. They can make people laugh, think, or even change how they treat others.</i> - <i>To ensure you create a powerful and fun comic, you will ensure it has the following:</i> - <i>A clear and strong message encouraging kindness towards animals</i> - <i>A strong beginning, middle and end</i> - <i>Use words and visuals that help the reader connect to the story</i> - <i>Let's start by reading a chapter from the English textbook.</i> Note: Show learners examples of comic books as given in Appendix 1. If possible, print out a few copies of the comic strips for learners to refer to throughout the project.
15 minutes	Chapter Reading: (Pair Work) Teacher says: - <i>Let's read a story about a young boy who goes alone into the forest. What happens when he meets a wild animal? Does he run away? Hurt it? Or do something else? Let's find out.</i> - <i>Open Pg. 28 of your English textbook.</i> - <i>Follow along with your finger as I read aloud. Keep a pencil ready. If you come across a word you don't understand, underline it.</i>

	Read aloud from Pg. 28 to Pg. 29, stopping at: ‘...almost hidden by the bushes.’ After the reading, say: - <i>Now, turn to your partner and talk about what you understood. Let’s use these questions to help your discussion.</i> - <i>In your own words, tell your partner what happened in the story so far.</i> - <i>What do you think the boy meant when he said, “What’s wrong with you? Don’t you have to go back to your pack?” (Q A1 on Pg. 31)</i> - <i>So far, what kind of relationship is starting to form between the boy and the dog?</i> - <i>Why do you think the boy didn’t walk away when he saw the dog was hurt? What would you have done?</i> - <i>Do you think the boy is brave? Why or why not?</i> Invite a few pairs to share their thoughts with the class. Teacher says: - <i>So far, we have seen that the boy, though scared, chooses not to hurt the wild dog he meets. Instead, he notices that the dog is hurt and decides to stay close. Slowly, a quiet connection starts to form between them — one based on understanding, not fear.</i> - <i>In the next class, we’ll read what happens next and see how their relationship grows.</i> - <i>Keep thinking about our <u>leading question</u>: ‘How can we inspire empathy and kindness toward animals through storytelling?’ and jot down any ideas you have in your notebook.</i>
Homework	Talk to a family member or neighbour. Ask if they have ever helped an animal or seen someone do it. Write 2-3 lines about what they said and be ready to share them.

Day 2 –

Learners will complete the reading of the chapter ‘The Hunt’ and brainstorm ideas for their comic.

Time	Activity and Description
10 minutes	Recap: (Pair Work) Teacher says: - <i>Let’s begin by remembering what we read yesterday. What happened when the boy met the wild dog? How did his feelings start to change? (Take 2-3 responses)</i> - <i>Did anyone speak to someone at home about the homework? What did they say about helping or seeing someone help an animal? (Invite a few learners to share what they found.)</i> - <i>In the previous class, we read half the chapter and explored why we need to protect animals. Today, we will complete the chapter reading and brainstorm ideas for the comic book.</i> Divide learners into groups of 4-5 and inform them that they will work in the same groups for the duration of the project.

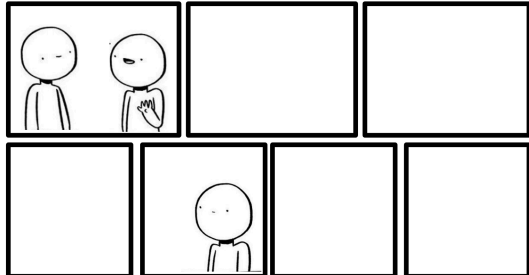
	Tip: Ensure each group has a mix of learners with different abilities and learning levels.
15 minutes	Chapter Reading and Discussion: (Group Work) Teacher says: - <i>Let's read the rest of The Hunt and find out what happens next. Does the boy continue to help the dog? What does he learn from the experience?</i> Ask learners to open Pg. 29. Continue reading aloud from the section, 'Every nerve in his...' till the end of the story. After reading, ask groups to discuss these questions: - How did the boy and the dog help each other? - How did the boy feel when he saw the wild pig? - What do you think the boy learned from this experience? - Can kindness change the way we see animals? How? Invite a few groups to share their responses with the class. Teacher says: - <i>This story shows us that people's relationships with animals can be complicated. The boy takes part in a tradition from his community, but he also builds a strong friendship with the dog. He learns that animals can be brave, loyal, and helpful.</i> - <i>During this project, we are not trying to find the one right answer about how to treat animals. Instead, we will think about different ways people and animals live together.</i> - <i>Through your comic, you can help others imagine what an animal might feel, think, or need, especially when it feels scared or misunderstood.</i> - <i>And remember, if we choose to help animals, it must be safe for us too, because sometimes, animals can see our help as a threat.</i>
15 minutes	Brainstorming Ideas for the Comic Book: (Group work) Teacher says: - <i>Now that we have read the chapter, let's start thinking about our own comic.</i> - <i>You can create your own story or re-imagine the chapter we read.</i> - <i>You will work in your group to think about:</i> 1. The message you want to share 2. The main character 3. The story - <i>Today, we will focus on the message and character.</i> - <i>Let's go step by step.</i> - <u>Step 1: What is your message?</u> - <i>Your comic should help people understand animals better and treat them with kindness.</i> - <i>What do we want the reader to feel or learn after reading our comic?</i> - <i>What do we want to say about how animals should be treated?</i>

	- For example, at the beginning of the year, people from some villages were having issues with elephants entering their villages. People didn't know how to respond? Some were scared or angry. Forest officials tried to help find peaceful solutions. - Your comic could imagine from the place of those animals and explore how they were feeling, or how people and animals could understand each other better? - Discuss and write down your message in one short sentence. - <u>Step 2: Who is the main character?</u> - Now, let's think about who will help you tell this message. - Will the story be from a human's point of view or an animal's? - What kind of person or animal is your main character? - What are they like in the beginning? - Each group should write down: - Our message: _____ - Our main character: _____ - Our story idea: (5-6 lines) - You will use this information in the next class, while you focus on Step 3, which is brainstorming the story for the comic book.
Homework	Write the answers to Question D on Pg. 31 of the textbook.

Day 3 –

Learners will brainstorm ideas for the story and create a rough layout of their comic book.

Time	Activity and Description
10 minutes	Recap: (Group Work) Learners will quickly check their answers to the homework questions. Ask them to give themselves a ✓ for each correct answer. Answers: Question D 1. cluster 2. prickles 3. whimpered 4. whiff 5. Cautiously Teacher says: - Before we jump into today's work, let's remind ourselves: - What big question is our comic project trying to answer? (Take a few responses) - <i>How can we inspire empathy and kindness toward animals through storytelling?</i> - Did the story you discussed in the previous class connect to this question? (Take a few responses) - Today, you will brainstorm step 3, the story and plan your comic layout.
15 minutes	Brainstorming Ideas for the Comic Book: (Group work) Teacher says: - Today, we will focus on step 3, the story. - <u>Step 3: What happens in the story?</u> - Every story needs a beginning, middle and end. - Where does the story start? (e.g., a forest, village, school path?)

	- What is the problem or challenge? (e.g., the animal is hurt, people are scared) - What changes? (e.g., someone shows kindness or understands the animal) - How does it end? What do the characters learn or feel? - Each group should write down their story idea in 5-6 lines.
15 minutes	Planning the Comic Layout: (Group Work) Teacher says: - Now it's time to plan the layout of your comic. This is your rough layout, so don't worry about neatness yet. It's just to show how your story will look frame by frame. - Let's break this down: - A comic is made of frames or boxes. Each frame shows one moment in the story. - The frames should go in order – left to right, top to bottom – so readers can follow easily. - Steps for your group: 1. Look at your story idea. 2. Decide how to divide your story into 9 to 10 frames. 3. In each frame, sketch a simple drawing showing what happens.  Learners will create a rough layout, finalising the sequence of frames and deciding what will appear visually in each one.
Homework	Complete any pending work or discussion on the story and layout.

Day 4 –

Learners will give and receive peer feedback and finalise their comic strips by focusing on illustrations, narration, and visual storytelling elements.

Time	Activity and Description
5 minutes	Recap: (Group Work) Ask learners to review their comic ideas and layouts together in their groups. - Is there any part of the story or layout that group members disagree on? - Does your comic strip idea answer the leading question? - What is something your team has accomplished that you're proud of? Today, learners will share feedback on each other's ideas and begin creating their comic strip.
15 minutes	Peer Feedback: (Group work) Pair two groups together. The paired groups will share their work to give and receive feedback. Remind learners that the feedback should focus on the content captured within the frames, not on the appearance.

	Some questions that they can use to frame their feedback are: - Is the story clear and easy to follow? - Is the message clear? - Is the story interesting and engaging for the audience? - Is there anything confusing or missing? - Is there anything that can be done better? After receiving feedback, give each group a few minutes to discuss and reflect on the suggestions they received. Encourage them to decide which changes to make in their final draft.
20 minutes	Final Comic Book Creation: (Group work) Learners will finalise their comic book using their layout from the previous class. They will assign roles to each team member and start creating! Teacher says: - <i>Use the layout you created in the previous class and focus on the visuals.</i> - <i>Let the images tell the story!</i> - <i>In each frame, you must make sure to add:</i> - Illustrations – Add detailed, colourful drawings of characters and scenes to bring the story to life. - Narration text (if needed) – Place at the top or bottom of the frame. Use correct tenses (past, present, future). (Refer to Appendix 2 for examples.) - Speech Bubbles and Thought Bubbles – - <i>Speech bubbles: Show what a character is saying out loud.</i> - <i>Thought Bubbles: Show what a character is thinking silently.</i> (Appendix 3) - Sound effects like HA HA!!, DOOM, SPLASH!!, BOOM!!, if applicable. - <i>Once done, think of an interesting title for your comic book.</i> Note: Teachers can walk around the class and support learners with text or visuals where needed.
Homework	Complete any pending work on the comic book.

Day 5 –

Learners will showcase their comic books and reflect on the project.

Time	Activity and Description
30 minutes	Comic Book Showcase (Whole class) Learners will exchange their comic books with different groups to read and experience each other's work. While reading, each student must note down answers to the following questions: 1. What is one thing you appreciate about the story? 2. What is one element from the comic that you would love to incorporate into your own work?

	After reading all the comics, each group will discuss their individual observations and summarise their thoughts. The group will then nominate a presenter to share their collective observations with the class. Encourage presenters to give specific feedback or appreciation. For example: - "We liked how they showed the ripple effect clearly and in a creative way." - "The drawings and story were really engaging and imaginative." - "We appreciated how the characters were developed and how the story flowed." Once the exchange and sharing are done, the comic books will be collected and arranged for display in the school library or a designated area where other learners can view and enjoy them.
10 minutes	Reflection: (Independent Work) Teacher says: - <i>At the end of each project, we will think about aspects such as what went well, what could have been better, and what we learnt through the project. This process is called reflection.</i> - <i>For this project, let's reflect on these questions:</i> - <i>What did you enjoy most about this project?</i> - <i>Did your feelings about animals change in any way?</i> - <i>What would you do if you saw a hurt or scared animal?</i> - <i>If you did this again, what would you do differently?</i> - <i>Which project rules helped your group work well?</i> - <i>Were there any rules that did not help much? Should we change or explain them better?</i> - <i>Can you think of any new rules that we need?</i> Once done, invite a few learners to share their reflections with the class. - If any groups suggest new rules, have the class vote on them. - To keep the list simple and easy to follow, try to keep the final set of PBL rules to not more than 5. Conclude by appreciating all groups for their work and doing an amazing job creating these comic books.

Additional enrichment activities:	- Learners can research an endangered or commonly misunderstood animal (e.g., leopards, wild pigs, owls) and make a short profile with facts, myths, and ways people can help them. - Learners can write a persuasive letter to their village council, headteacher, or local newspaper suggesting how the community can treat animals more humanely.
Modifications for simplification	- Provide supportive sentence starters and key vocabulary from the textbook to help learners express their ideas clearly in their project. - Learners can also reduce the number of comic book frames to share their story.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Tell a story with a beginning, middle and end
- ☐ Express a clear message through their comic.
- ☐ Uses complete sentences with correct punctuation and grammar.
- ☐ Use visual and text to effectively communicate the story.

APPENDIX

Project Details

Leading question:	How can we help people respect animals instead of fearing or harming them?
Subjects covered:	Literacy, Art and Design
Age group:	10-11 year-olds
Total time required:	In class: 40 minutes a day for 5 days
Learning outcomes:	Literacy Outcomes: - Tell a story with a beginning, middle and end - Express a clear message through their comic - Use complete sentences with correct punctuation and grammar. - Use visual and text to effectively communicate the story. Social and Emotional Learning Outcomes: - Recognise the feelings and perspectives of others and be empathetic 21st Century Skill Outcomes: - Collaborate by working in groups to plan, draft, and revise their story. - Communicate clearly by sharing their message through writing and visuals in a way that engages the reader. - Think critically by making connections between the story <i>The Hunt</i>, real-life experiences, and the message of their comic. - Use creativity by designing original and meaningful comic strips that express emotions, perspective, and story.
Previous Learning	NA
Supervision required:	Medium

Appendix 1

Examples of Comics (Used on Day 1)

Comic 1



Comic 2

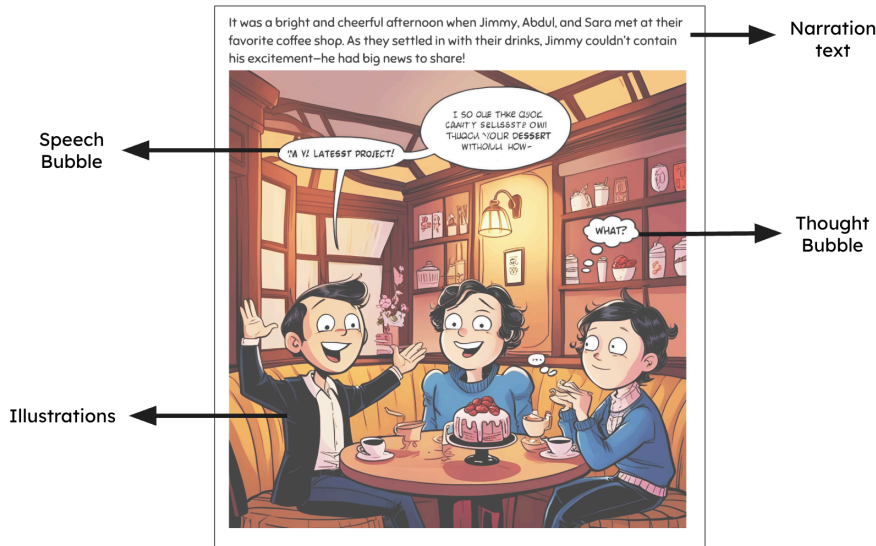


Comic 3



Appendix 2

Elements in a Frame: (Used on Day 4)



Chapter Learning Outcomes Mapping Table

Learning Outcomes (Taken from the Textbook)	Coverage
Read the lesson fluently with comprehension.	Yes
Refer to the text to locate necessary information.	Yes
Discuss the topic with peers and teachers.	Yes
Write correctly the accompanying written exercises given in the lesson	Yes
Be able to give opinions and express ideas clearly.	Yes
Use punctuation marks appropriately in writing and pay attention to them while reading expressively.	Yes