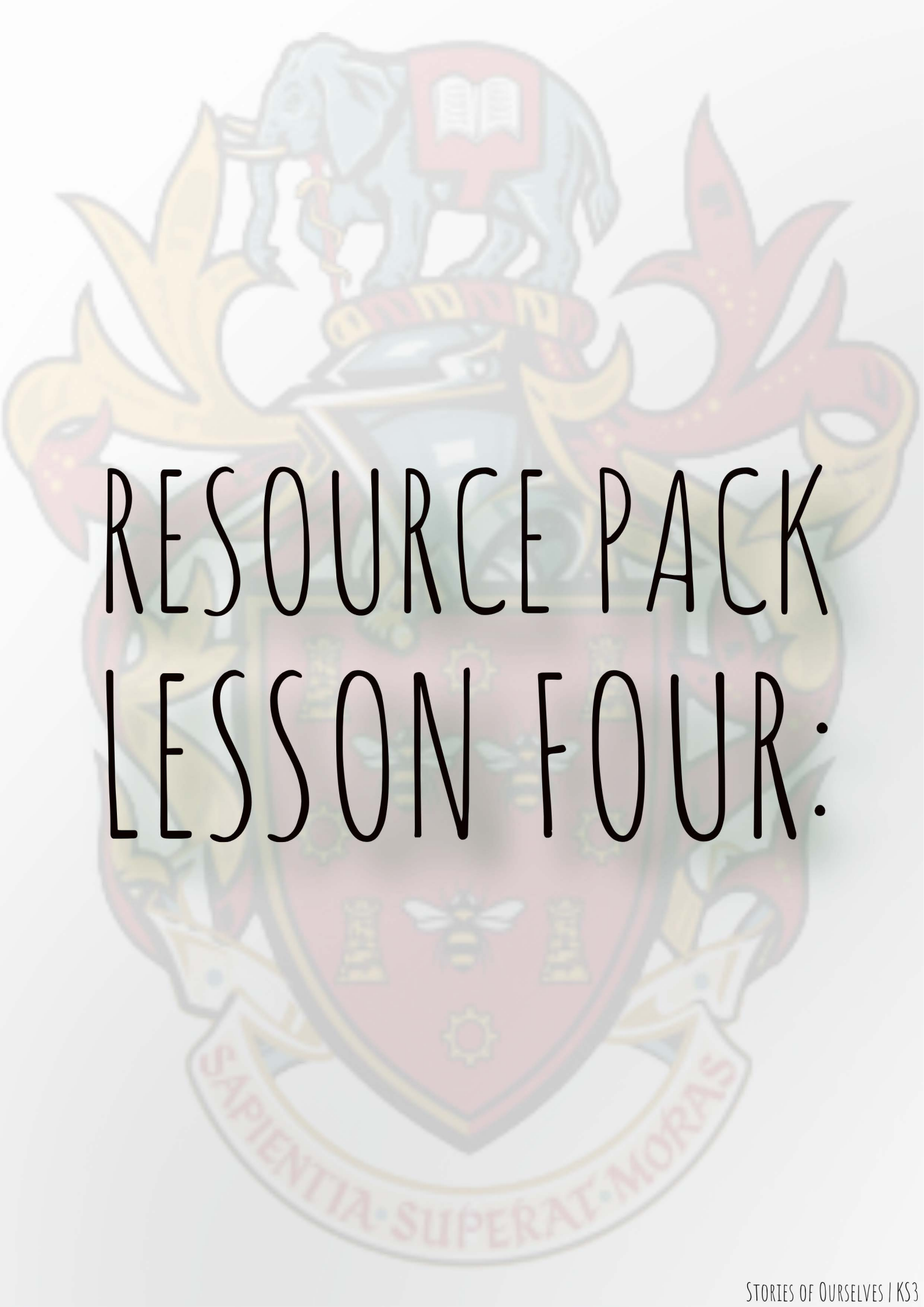




RESOURCE PACK LESSON FOUR:

Resource Pack: **Lesson 4: Connecting Image and Identity**

Includes:

1. **Worksheet 4A - Image to Identity Planning Grid**
2. **Worksheet 4B Part A - Idea Development Grid**
3. **Worksheet 4B Part B - Peer Collaboration & Feedback Notes**
4. **Teacher Notes & Differentiation Strategies**

Name: _____

Date: _____

Worksheet 4A - Image to Identity Planning Grid

Instructions: Choose a personal or local image (photo, artwork, or significant place). Use the grid to explore its narrative potential. Be specific and creative.

Prompt:

Notes:

Who is in the image (real or imagined)?

What is happening or has just happened?

Where and when is it set?

Why is this moment important?

What emotion is strongest in this image? Why?

What genre or style suits this story? (e.g. memory, mystery, diary, prose poem)

Write two emotions the image evokes, and one question it raises:

Now draft a working story title or one-sentence summary:

"This is a story about..."

Name: _____

Date: _____

Worksheet 4B - Part A: Idea Development Grid

Question	Response
Who is in the image?	
What just happened / will happen?	
Where is this set?	
What emotion runs through the piece?	
What unseen detail matters most?	
What form will you use (monologue, narrative, poem)?	
What is the “truth” behind the image?	

Worksheet 4B - Part B: Peer Collaboration & Feedback Notes

Instructions: Work in groups of 3-4. Each person presents their image and story idea for 2-3 minutes. The group then offers constructive feedback using the prompts below.

**Speaker
Name**

What interested you most?

**What could they add or explore
further?**

Reflection Box

Write down one idea or suggestion from your group that helped develop or change your story idea:

Teacher Notes and Support

Suggested Prompts for Group Discussion:

- ‘Does your image connect to a personal memory or an imagined one?’
- ‘What emotions or social themes does your story hint at?’
- ‘How does the setting reflect the character’s identity?’

Differentiation:

- Provide example images if pupils do not have one (e.g. images of local landmarks, parks, families)
- Sentence starters and scaffold can be adapted for different ability levels
- Encourage use of bilingual vocabulary or home cultures for EAL learners

Assessment Opportunities (Formative):

- Circulate during peer-sharing to assess idea development
- Use Peer Feedback Notes as evidence of planning engagement and group contribution
- Pupils submit their one-sentence summary to check clarity of concept