

## Little Burnt Face

This resource was produced in partnership with Oxygen for The Story Exchange project (focusing on *how oral storytelling can support teachers to improve emotional literacy in the classroom?*). Funded by Paul Hamlyn Foundation.

### A Native American tale from the Mi'kmaq people

**Recommended Key Stage:** KS1 and 2

**Synopsis:** Two sisters torment their youngest sister and call her 'Little Burnt Face'. Then one day the villagers see two bright stars shoot across the sky, heralding the arrival of a mysterious pair of twins who will see the good in Little Burnt Face and wash her scars away.

### Part 1: Share the Story

Look at a map of the world. Identify North America and then find the eastern side of Canada and the states of Maine and Massachusetts in the USA. This is where the Mi'kmaq people lived.

Watch the video **Stories from the Woodshed: Little Burnt Face**

### Part 2: Discuss the story

Use the questions below to begin a discussion about the story

| KS1 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | KS2 Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>• What was your favourite part of this story?</li> <li>• How do you think Little Burnt Face felt when her sisters were mean to her?</li> <li>• How did she feel at the end of the story?</li> <li>• How did the mean sisters feel at the beginning of the story? How did they feel at the end?</li> <li>• How did the students feel when Little Burnt Face escaped them and became the Great Companion?</li> <li>• Why did Little Burnt Face deserve to be the Great Companion?</li> </ul> | <ul style="list-style-type: none"> <li>• Why was Little Burnt Face the only person who could see Twin Brother and become The Great Companion? Why were the mean sisters and villagers not able to see Twin Brother?</li> <li>• What advice would you give Little Burnt Face to help her at the beginning of the story?</li> <li>• How were Little Burnt Face's scars symbolic? When the scars are cured at the end, what else has been cured?</li> <li>• Why does Little Burnt Face become a star? How is a star a symbol for her character?</li> <li>• Is there a link between this story and others you know?</li> </ul> |

## Part 3: Play the Story

| KS1 Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | KS2 Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Tasks for Little Burnt Face</b></p> <ul style="list-style-type: none"> <li>Choose two students to be the sisters. The rest of the class are Little Burnt Face</li> <li>The sisters give tasks to Little Burnt Face, eg wash the dishes, scrub the floor, wash the clothes and so on.</li> <li>The students, Little Burnt Face, must act out the tasks as fast as s/he can. To make the game harder the sisters can bark their orders quicker and quicker</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Character Conversations</b></p> <ul style="list-style-type: none"> <li>In pairs of threes, students work together to build a conversation between Little Burnt Face and her sisters about how they treat her.</li> <li>Encourage the students to not be confrontational or aggressive but to explain feelings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Freeze Frame Feelings</b></p> <ul style="list-style-type: none"> <li>Encourage three students to create a freeze frame showing the first scene, in which the mean sisters are making Little Burnt Face stand at the fire. Ask the students to list words or phrases to describe how the different characters might be feeling. Discuss any unusual choices e.g. jealous – why might one of the sisters be jealous of Little Burnt Face?</li> <li>Keep the students playing Little Burnt Face and ask 2 new students to swap with the mean sisters to play the roles of Twin Sister and Twin Brother. This time, they create a freeze frame in which Twin Sister and Twin Brother are washing away Little Burnt Face's scars. Compare and contrast the tableau with the first scene, and again, ask the students to list words or phrases to describe how the different characters might be feeling.</li> <li>How has Little Burnt Face changed? How can the students show the differences between good and evil?</li> </ul> | <p><b>Freeze Frame Feelings</b></p> <ul style="list-style-type: none"> <li>In groups of three, students create a freeze frame showing the first scene, in which the mean sisters are making Little Burnt Face stand at the fire. Ask the students to list words or phrases to describe how the different characters might be feeling. Discuss any unusual choices e.g jealous – why might one of the sisters be jealous of Little Burnt Face?</li> <li>In the same groups, create a Freeze frame in which Twin Sister and Twin Brother are washing away Little Burnt Face's scars. Compare and contrast the tableau with the first scene, and again, ask the students to list words or phrases to describe how the different characters might be feeling.</li> <li>How has Little Burnt Face changed? How can the students show the differences between good and evil? What do the scars represent?</li> </ul> |

## Learning Resources

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| <p><b>Hot Seating</b></p> <ul style="list-style-type: none"> <li>The teacher or home educator is one of the characters, for example Twin Sister and sits in the hot seat. The rest of the class must ask questions which the teacher/home educator tries to answer. For example:             <ul style="list-style-type: none"> <li>Why did you come live on the Great Lake?</li> <li>How did you feel when you saw Little Burnt Face?</li> </ul> </li> </ul> | <p><b>Hot Seating</b></p> <ul style="list-style-type: none"> <li>One of the students sits in the 'hotseat' to become one of the characters; for example, Twin Sister. The rest of the class must ask questions which the character tries to answer. For example:             <ul style="list-style-type: none"> <li>Why did you come to live on the Great Lake?</li> <li>How did you feel when you saw Little Burnt Face?</li> </ul> </li> </ul> <p>Repeat with different characters playing different students.</p> |
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### Part 4: Story Stimulus

| KS1 Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | KS2 Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Design an Anti-Outfit</b></p> <ul style="list-style-type: none"> <li>Everyone dresses up to meet Twin Sister, but Twin Sister shows them that it is not what is on the outside but what is on the inside that counts. Even though Little Burnt Face wears the bark of trees and her father's shoes Twin Sister knows she is good person inside. Design your own Anti-Outfit. It should not be something you can buy in a shop but made of natural or recycled materials. Draw a picture and share your ideas.</li> </ul> | <p><b>Design an Anti-Outfit</b></p> <ul style="list-style-type: none"> <li>Everyone dresses up to meet Twin Sister, but Twin Sister shows them that it is not what is on the outside but what is on the inside that counts. Even though Little Burnt Face wears the bark of trees and her father's shoes Twin Sister knows she is good person inside. Design your own Anti-Outfit. It should not be something you can buy in a shop but made of natural or recycled materials. Draw a picture and share your ideas.</li> </ul>                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Diary Entry</b></p> <ul style="list-style-type: none"> <li>Imagine you are a villager, who has seen some crazy things over the last few days. Write your diary entry. Points to include could be:             <ul style="list-style-type: none"> <li>Seeing two stars shooting across the sky, the rolling mist and the lodge</li> <li>Meeting Twin Sister and what you wore to impress her</li> <li>Witnessing the mean sisters and Little Burnt Face, and how you felt about how they acted. Did you speak to the mean sisters afterwards? What did you say?</li> <li>Describing seeing three stars in the sky. What do you make of what happened?</li> </ul> </li> </ul> |

## Part 5: Taking it Further

### Similar Stories to Little Burnt Face

**Cinderella and Aschenputtel:** (Europe)

**Chinye:** (West Africa)

**Kashmiri Cinderella:** (India)

**Donkey Delight:** (Croatia)

### Wider Curriculum Links

**PSHE (KS1)** - Bullying may be mentioned by one of the students (or introduced by the teacher/home educator) It may be a good time to discuss what happens to Little Burnt Face, how she could deal with/talk to her sisters and who she could go to for help.

**PHSE (KS2)** - Bullying may be mentioned by one of the students, or introduced by the teacher/home educator. Remind students what bullying is: the repetitive intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face, or online'.

(What is bullying? [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk))

The Story Exchange was a Paul Hamlyn funded project run in partnership between Oxygen and the Story Museum focusing on the inquiry question: *how can oral storytelling support teachers to improve emotional literacy in the classroom?* Storytellers from the Story Museum worked with class teachers in seven Oxfordshire schools to co-teach sessions which have been distilled into these resources to share with the wider community.



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