

Exploring Identity Through Storytelling

PYP Provocation (Grade 2)



Transdisciplinary Theme:

How We Express Ourselves
(creative expression of identity)

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PYP Foundation

Theme, Central Idea & Concepts

TRANSDISCIPLINARY THEME:

How We Express Ourselves

- exploring self-expression through storytelling

CENTRAL IDEA:

People express identity and build relationships through storytelling

KEY CONCEPTS:

Connection (stories link people/traditions)

Perspective (stories reflect viewpoints)

RELATED CONCEPTS:

- ***Identity***
- ***Culture***
- ***Memory***

LEARNER PROFILE ATTRIBUTES:

- ***Inquirer***
- ***Reflective***
- ***Communicator***



Inquiry Strategies & Learning Activities



Provocation

(Opening, 15 min)

See–Think–Wonder routine (Project Zero) with a cultural object.

Students observe an object and discuss: “What do you see? What do you think? What do you wonder?”



Storytelling experience

(Main, 25 min)

Invite a family elder or play a recorded folktale.

Discussion prompts: Who is telling the story? What do we learn about them? How do characters feel? Connections to our lives?



Reflection

(Closing, 15 min)

Students draw a story memory and share feelings or lessons.

Launch a *Wonder Wall*: students post questions about stories and cultures to investigate further.

ATL Skills and Learner Profile in Action

Approaches to Learning (ATL) Skills Emphasized:

-  **Communication:** Active listening during stories; sharing ideas through speaking and drawing
-  **Thinking:** Making connections, interpreting story meanings and values
-  **Social:** Empathy and appreciating different perspectives in discussions
-  **Self-Management:** Sustained focus and mindfulness during listening & reflection

Learner Profile Attributes Reinforced

Open-minded, Reflective, Principled – as students listen to diverse stories and respect various perspectives.



Language Development:

Aligned with PYP Oral Language scope & sequence (Phase 2–3) – students listen actively and express their thoughts in personal ways (IBO, 2018b).

Student Action & Cultural Connections

STUDENT ACTION & NEXT STEPS:

Students will:

- Interview a family member about a personal/cultural story and share it.
- Create a class “Story Quilt” – combining individual family narratives into a collaborative display.
- Plan a storytelling showcase for families/community, celebrating cultural heritage.

INTERNATIONAL MINDEDNESS:

Emphasized by exploring diverse storytelling traditions (oral tales, festivals, symbols) to broaden perspectives.

CULTURAL CONNECTIONS:

Lesson content and resources affirm students’ backgrounds (e.g. Chinese New Year stories, The Name Jar by Yangsook Choi as a follow-up book on names).



Reflection – IB Learning Journey



I used to think...

that a PYP lesson was mainly about fun activities and storytelling as entertainment.

Now I think...

that purposeful storytelling can be a powerful inquiry tool to explore identity, guided by IB's frameworks (transdisciplinary themes, concepts, Learner Profile) for deeper learning.

I still wonder...

how I can continue to authentically integrate student voice and cultural heritage in every unit, and how these young learners will carry their identities and open-mindedness forward.

References

Textual Sources

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Visual References

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The background is a light beige color. In the top-left corner, there is a light green circle with a darker green shape inside it. In the top-right corner, there is a light pink wavy shape. In the bottom-left corner, there is a light purple wavy shape. In the bottom-right corner, there is a light purple wavy shape with two light pink circles inside it. There are also two small, light pink, six-petaled flowers: one on the left side of the white box and one on the right side of the white box.

**Thank you
for listening!**