

Making Newham Home: Lesson Plan

Session 2

NOTES:

- Teaching PowerPoint to be viewed in slide show mode
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Learning Objectives and Success Criteria

LO: To use features of a letter

SC: I can write in first person and past tense
I can organise my writing in paragraphs
I can use informal language
I can express emotions and opinions

Slide 1	Session 2
Slide 2	Go through LO and SC as a class.
Slide 3	Show images of famous people. What do they all have in common? Reveal: they are all refugees.
Slide 4	Show images of children. Which children are refugees? Reveal: They are all refugees.
Slide 5	Last session we looked at what the word 'refugee' means and you created a graffiti wall with what you know and questions that you have about refugees. Discuss facts about refugees. Do they find any of these facts surprising?
Slide 6	<p>Push and pull factors. Explain that some people might leave their home and move within and between countries for many different reasons. Some people choose to move (for example, someone who moves to another town or country to get a better job). Some people are forced to move, (for example, someone who moves as result of war or famine). Refugees and asylum seekers fall into this second category of forced movement.</p> <ul style="list-style-type: none"> ○ Push factors are the reasons why people leave an area. ○ Pull factors are the reasons why people move to a particular area. <p>Discuss potential push and pull factors that might cause some people to move within or between countries. For example, push factors might include poverty or conflict; pull factors might include better work opportunities or to be near family or friends.</p> <p>Give each group the pre-cut Push and pull factors sorting activity (Resource 2a). Each group divides the large sheet of paper in half and writes the headings: Push Factors and Pull Factors.</p> <p>Groups have 5 minutes to discuss each statement and sort the cards under the correct headings.</p> <p>Feedback and discuss which push factors relate to someone who could be legally classified as a refugee.</p>
Slide 7	The first chapter of the book 'Boy, Everywhere' introduces us to Sami. Amidst the news of the terrorist bomb attack in Damascus Cham City Centre Mall, we get a glimpse of the normality of Sami's life. He attends school, he plays video games, he goes out with his friends. Why do you think the author started the story by telling us what Sami's life is like? What do we know about Sami? – CT to make a class list of things we know. Think about your 'All About Me' task that you did in the last session, what similarities are there to Sami's life and your life? What differences are there?

Slide 8	Children work in learning pairs to complete the similarities and differences sheet. CT to circulate and offer reminders and support where needed. (Resource 2b)
Slide 9	Imagine you are Sami. While waiting for the boats in the overcrowded room in Turkey (Chapter 6), Sami thinks about Joseph and what he would be doing now; wishing he could have at least said goodbye. What do you think Sami would've said to Joseph? Would he have told him about his journey so far? Would he talk about his apprehension about getting on the boats? Would he has reminisced about their happy days together? Or talk about events that he was going to miss out on, such as ice skating with Leila? Imagine that you, Sami, have been given the chance to write a letter to Joseph.
Slide 10	CT model first few sentences of a letter and remind children of the appropriate features and voice needed. TOL and self-edit as you write. Show the expectations .
Slide 11	Plenary: Watch the 'second a day' video that shows a year in the life of a child, from one birthday to the next. In the space of a year her life has been turned upside down through a war torn country and becoming a person seeking refuge. Class teacher to watch the video first and decide whether it is suitable for class to view. https://www.youtube.com/watch?v=RBQ-loHfimQ