

# WARNING – PLEASE READ

- \* Please think carefully about the use of this text with your class at this time due to the conflict in Ukraine with Russia.
- \* You know your class, families, school, community and whether this is an appropriate time to use this book
- \* This book is beautifully written and should definitely be part of the curriculum, but it is for you to decide if now is the right time to be using it as your main text

# English planning and resources

Planning and Resources

School -

Year group (s) – 4

Teacher –

Text – The boy at the back of the classroom

Term – Summer 1

# Overview – original

Su1	POR 1 role on the wall – responding to illustration	POR 2 – responses to word types – ranging emotional responses	POR 3 – reflections of character behaviour	POR 4-5 responses to reports and text map transcript – not writing own script	POR 7 SPAG Fact and opinion focus – do session but not own poster – instead determine sentences as fact or opinion	The Boy at the Back of the Class by <u>Onjali</u> Q. Rauf	News report script
Su2	POR 8 selflessness – fact v misconceptions	Continue POR 8 and 9 but creating own headlines – focus on bias	POR 10 just questions SPAG focus questions and then POR 11 sphere of influence	POR 16 – reflections of different situations – not writing policy	POR 17+18 refugee focus – not picture book		
Su3	POR 19 + 20 debate	POR 23 emotion tracking	POR 24 characterisation	POR 25 – introducing news reports – from examples box up	POR 26– Tadpole - language of news reports – fact opinion speculation		
Su4	POR 29-30 end of book reflections – revise role on walls – interview characters – capture <u>eye witness</u> quotes for different parts of the story	Shared writing – innovate a news report from 26 for a point in the story for school newspaper – include direct speech from <u>eye witness</u> report	Write own news report from different point in the story (hot task)	Finish news report (hot task)	Review, improve, perform		
Su5	Learn model text – box up – tadpole - vocab	Shared writing – innovate	Plan and then order ideas / continue research for non-chronological report on refugees	Write non <u>chron</u> on refugees (hot task)	Reflect, improve, perform		Non-chronological report – fact sheet on refugees
Su6	POR 2 – reflect on this previously taught session and then discuss poetry aspect	POR 11 reflect poems comp tell me grids	POR 12 on SPAG focus of figurative language	POR 13 write own poem (hot task) Free verse	POR 13 reflections and art instillation		Poetry – shape – through their eyes - reflections of

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)

# Writing outcomes and SPAG focus

## Writing outcomes

- \* News report script (4 weeks)
- \* Non-chronological report (1 week)
- \* Poetry – reflections (1 week)

## SPAG focus

- \* Dictionary work
- \* Figurative language
- \* Present perfect form
- \* Cohesive devices
- \* Homophones

# Genre objectives and NC objectives

<u>Problem / Resolution Story Expectations Y4</u>	<u>National Curriculum Writing Expectations Y4</u>
Use time, weather or place to orientate the reader	Spell many homophones.
Use a character's actions to show how they feel or their personality	Draft the work I am planning to complete orally and on paper with detail.
Use questions or exclamations to hook the reader's interest	Use the possessive apostrophe for regular and irregular plurals.
Show through actions how a character has changed their personality	Evaluate and edit my work checking for spelling and vocabulary errors.
Use metaphors to describe	Write in cursive handwriting smoothly and legibly.
Use alliteration for effect	Write sentences that have more than one clause.
Use personification to describe	Use appropriate conjunctions like when, if, because, although for effect.
Use quirky expression	Use the present perfect form of verbs.
Use a speech sandwich	Use adverbs, conjunctions and prepositions to express time and cause.
Use a rhetorical question	Use fronted adverbials marked with a comma accurately.
Opening - Main character is introduced Build up - Main character goes to a new setting Problem - There is a problem Resolution - There is a resolution Ending - Main character is happy again	Use the grammar I have learned.
	Punctuate direct split speech.
	Choose the correct nouns and pronouns for clarity and cohesion to avoid repetition.

# Newspaper report features

Headline – word play / alliteration / explains the report

Orientation – when where what and who

Why

Direct speech

Indirect speech

Reorientation

By-line

Past tense

Third person

Formal tone

# Genre objectives

<u>Limerick / Haiku / Cinquain / Poet study / Classic / Performance</u> <u>Poetry Expectations Year 4</u>	
Describe poem's impact and explain own interpretation by referring to the poem	
Comment on the use of similes and expressive language to create images, sound effects and atmosphere	
Discuss the poem's form and suggest the effect on the reader	
Vary volume, pace and use appropriate expression when performing	
Use actions, sound effects, musical patterns and images to enhance a poem's meaning	
Use language playfully to exaggerate or pretend	
Use similes to build images and identify clichés in own writing	
Write free verse or use a repeating pattern	
Experiment with simple forms	
<b>Reading poetry</b>	(subject matter and theme / language use / style / pattern)
<b>Performing poetry</b>	(use of voice / presentation)
<b>Creating poetry</b>	(original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

# Please read the POR unit plan in full

- \* Link below

- \* <https://clpe.org.uk/system/files/The%20Boy%20at%20the%20Back%20of%20the%20Class%20Teaching%20Sequence.pdf>

# Links to other texts and resources

In Y6 children will read *Journey* and make links to this text

Prior to starting work on this sequence, you might choose to display a selection of texts inspired by the subject and themes of this title. Exploration of such texts can complement and extend the study of the book. Given the sensitive nature and often-mature themes of the subject matter some texts in the list will require adult mediation. ■ *Azzi In Between*, Sarah Garland (Frances Lincoln)

- *The Silence Seeker*, Ben Morley and Carl Pearce (Tamarind)
- *Moon Man*, Tomi Ungerer (Phaidon)
- *The Journey*, Francesca Sanna (Flying Eye)
- *The Arrival*, Shaun Tan (Hodder)
- *The Island*, Armin Greder (Allen & Unwin)
- *Ali's Story - A Journey from Afghanistan*, Andy Glynne, illustrated by Salvador Maldonado (Wayland)
- *Hamid's Story - A Journey from Eritrea*, Andy Glynne, illustrated by Tom Senior (Wayland)
- *Juliane's Story - A Journey from Zimbabwe*, Andy Glynne, illustrated by Karl Hammond (Wayland)
- *Navid's Story - A Journey from Iran*, Andy Glynne, illustrated by Jonathan Topf (Wayland)
- *Rachel's Story - A Journey from a Country in Eurasia*, Andy Glynne, illustrated by Salvador Maldonado (Wayland)
- *Welcome to Nowhere*, Elizabeth Laird (Macmillan)
- *The Unforgotten Coat*, Frank Cottrell Boyce (Walker)
- *After Tomorrow*, Gillian Cross (Oxford University Press)
- *We Are All Born Free*, Amnesty International (Frances Lincoln)
- *Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions*, Michael Rosen and Annemarie Young (Wayland)

## Other Titles also by Onjali Q Raúf:

- *The Star Outside my Window* (due to be published in October 2019, this title explores themes of domestic violence. It is advised that teachers read the title before sharing it with pupils)

# The chapters...

Chapter 1: The Empty Chair

Chapter 2: The Boy with the Lion Eyes

Chapter 3: Forty Winks

Chapter 4: What Mr. Brown and Mrs. Grimsby Said

Chapter 5: The Refugee Kid

Chapter 6: The Woman in the Silver Scarf

Chapter 7: Mr. Irons's Nose

Chapter 8: The Unexpected Adventure

Chapter 9: The Big Fight

Chapter 10: War and Missing Pieces

Chapter 11: The Game of Scrabble

Chapter 12: Syrah and the Sea

Chapter 13: The Something That Changed Everything

Chapter 14: The Three Plans

Chapter 15: The Greatest Idea in the World

Chapter 16: The Royal Letter

Chapter 17: The Emergency Plan

Chapter 18: The Taxi Man

Chapter 19: The Queen's Palace

Chapter 20: The Cold Stream Guards

Chapter 21: The Neighbors and the News

Chapter 22: World Wide Whispers

Chapter 23: Brendan the Bully and the Breaking News

Chapter 24: The Interview

Chapter 25: The Queen's Message

Chapter 26: The Present

*A Special Thank-You*

*What's in a Word?*

*Did You Know?*

*How Can I Help?*

*10 Questions to Think About*

*Pieces of Your Own Puzzle*

*Author's Note*

*Acknowledgments*

*About the Author*

# Hook ideas

Show an empty chair in the classroom

- \* Discuss who could sit in it – ask children to draw someone and make up ideas about that person e.g. a superhero / a book character / a talking animal





# *Pieces of Your Own Puzzle*

I was born in...

My parents are from...

My favorite food to eat is...

If I could travel anywhere in the solar system, I would go to...

If I visited the Queen, I would wear...

My best friend in the whole wide world is...

The thing I'm the best at is...

In my family, the funniest person is...

When I grow up, I want to be just like...

# Week 1 Monday

- \* Learning Outcome / Objective
- \* I can infer from illustrations.
- \* I can infer characteristics from characters from their speech and actions.
- \* I can retrieve information around appearance of characters.
- \* I can make predictions.

# The empty chair...

Discuss...

who could sit in it?

draw someone and make up  
ideas about that person

e.g. a superhero / a book  
character / a talking animal

Why 'empty'?





What do you notice?

Who might be the owner?

What might be inside?

# About the Author

ONJALI Q. RAÚF is the founder of Making Herstory, an organization that encourages men, women, and children to work together to create a fairer and more equal world for women and girls everywhere. In her spare time, she delivers emergency aid packages to refugee families living in Calais and Dunkirk, and can often be found with her head buried in a book at the local bookshop. *The Boy at the Back of the Class* is her first novel.

Let's listen to her start her story.

<https://youtu.be/aO-Hzlv5-OA>



# The Empty Chair

There used to be an empty chair at the back of my classroom. It wasn't special—it was just empty because no one was sitting in it. But then one day, just three weeks after school started, the most exciting thing that could ever happen to anyone happened to me and my three best friends. And it all began with that chair.

Usually, the best thing about starting a brand-new semester is that you get extra allowance to buy new school supplies with. Every year, on the last Sunday of the summer break, my mum takes me on an Extra-Special Adventure to hunt down my notebooks for the new school year. Sometimes I get so excited that my feet feel jumpy inside and I don't know which store I want to go into first. There aren't many nice school supply stores where I live—they only ever have boring dinosaur sets for boys or princess sets for girls. So Mum takes me on the bus and then the train into the city, where there are whole streets of stores—even huge department stores that look like tall blocks of apartments from the outside.

Last year, I found a space-themed notebook with pictures of an astronaut floating past the moon. It was on sale, too, so I bought a pencil case, a compass and protractor set, erasers, and a long ruler—

# In groups, create your character.

Group 1 – Narrator

Group 2 – Michael

Group 3 – Josie

Group 4 – Tom

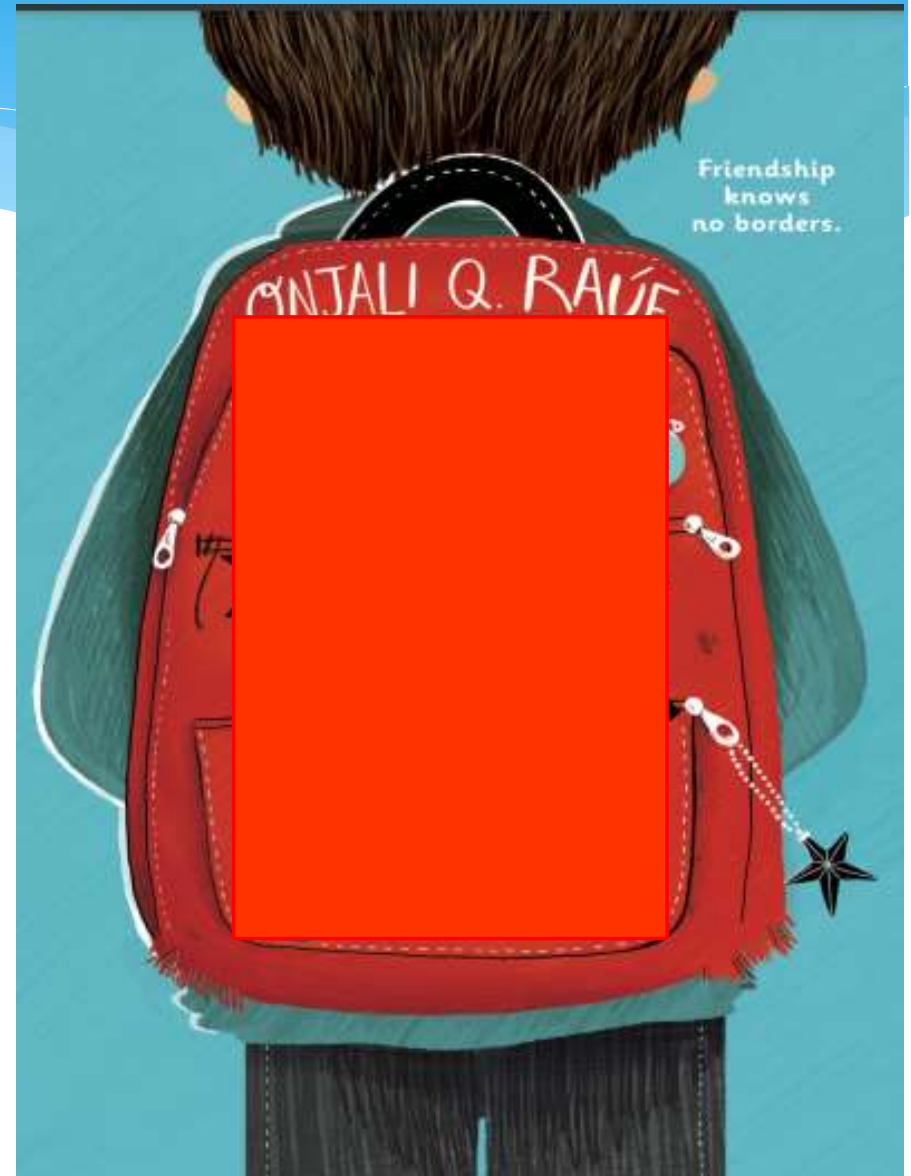
Share your ideas with the class when ready.

# The front cover...

Consider why the illustrator chose to draw the character from behind.

What effect does this have on the reader's perception/ view of the character?

What do they know and what would they like to find out?



# Complete - Role on the wall for all

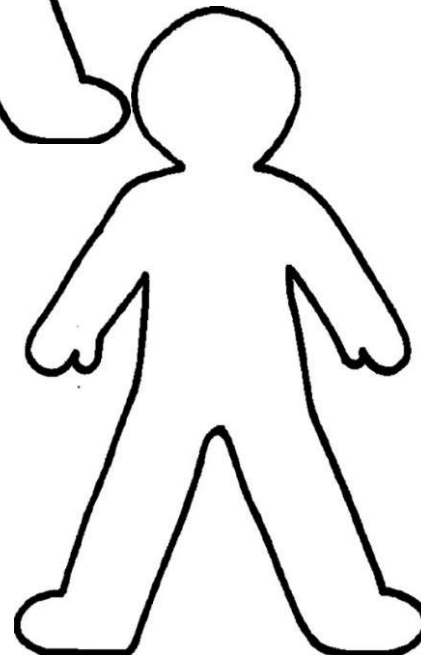
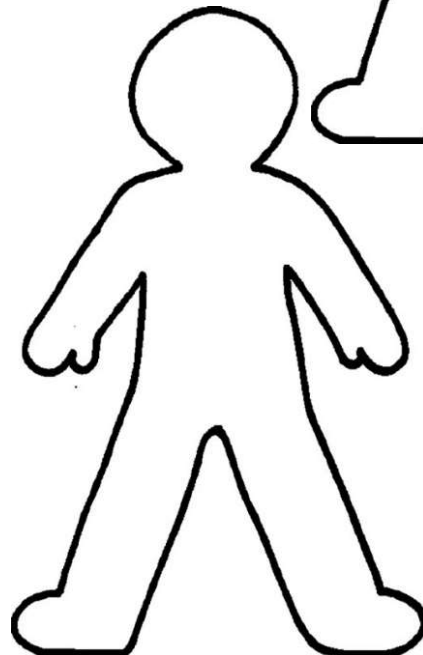
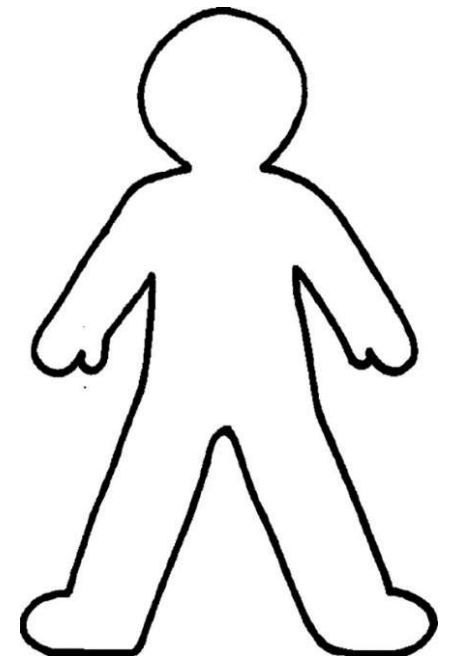
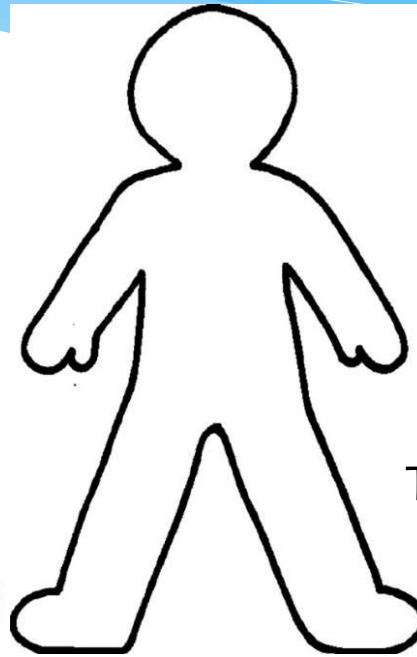
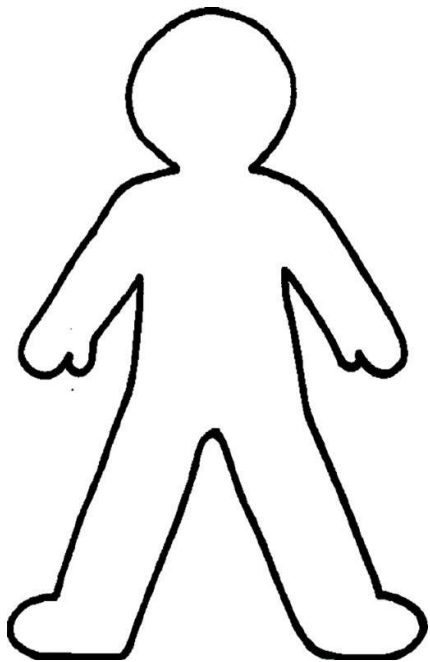
Ahmet

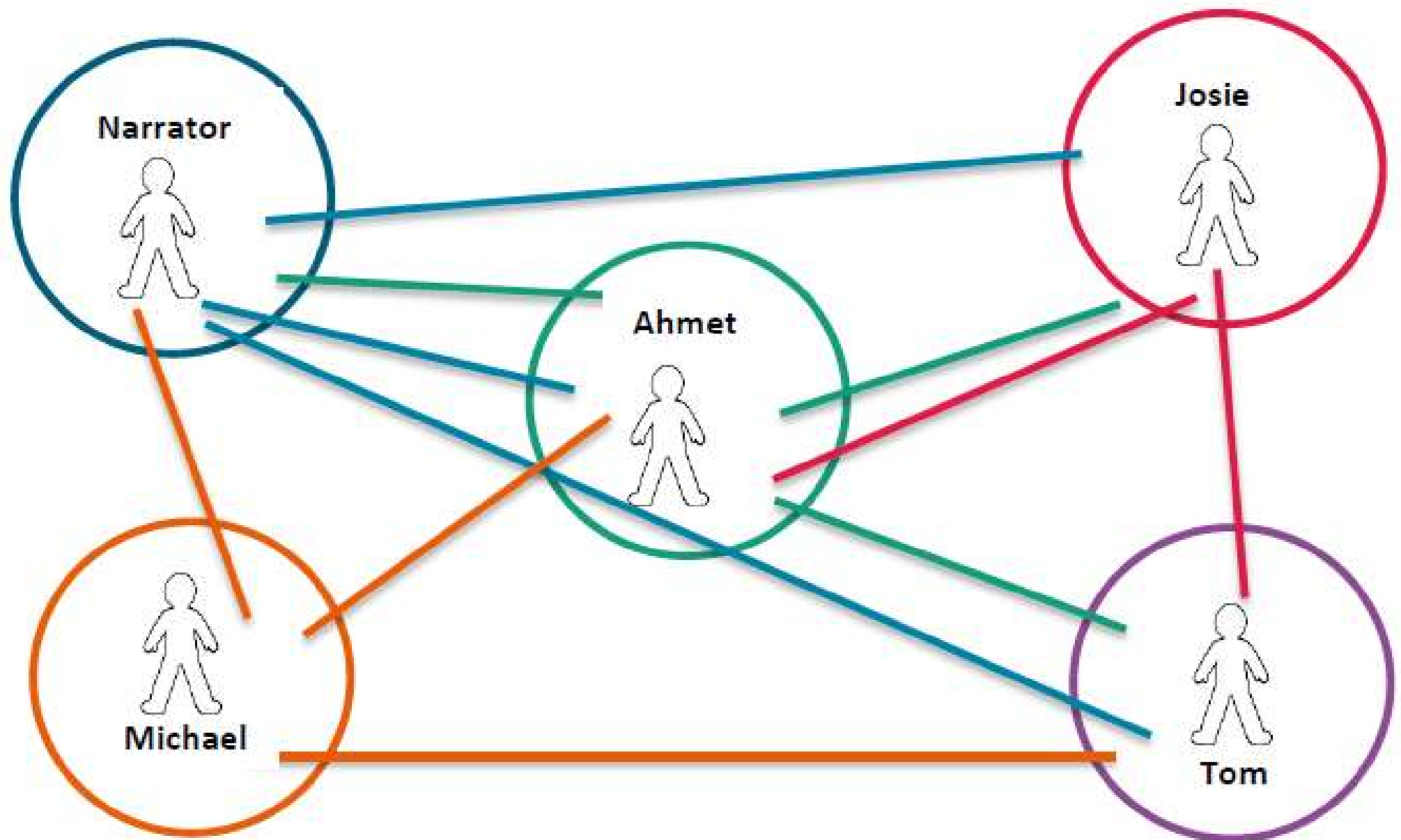
Narrator

Micheal

Josie

Tom





# Week 1 Tuesday

- \* Learning Outcome / Objective
- \* I can understand how a character is feeling.
- \* I can empathise with a character.

# *The Boy with the Lion Eyes*

For the rest of the day I kept sneaking glances over my shoulder at the new boy and noticed that everyone else was doing the same.

Most of the time he kept his head down low but every so often I'd catch him staring right back at us. He had the strangest-colored eyes I'd ever seen—like a bright ocean but on a half-sunny, half-cloudy day. They were gray and silvery blue with specks of golden brown. They reminded me of a program I saw about lions once. The camera had zoomed in on a lion's face so much that its eyes had taken up the whole screen. The new boy's eyes were like those lion's eyes. They made you want to never stop staring.

When Tom joined our class last year, I had stared at him a lot too. I didn't mean to, but I kept imagining that he came from an American spy family—like the ones you see in the movies. He told me later that he had thought there was something wrong with me. The new boy probably thought there was something wrong with me, too, but it's hard to stop staring at new people—especially when they have eyes like a lion's.

<b>Words/ Phrases to Describe Ways of Looking at Someone...</b>		
stare, gaze, inspect, glare, peer, gape, gawk...		

Words/ phrases to describe ways of looking at someone...	How such looks can make a person feel...	
stare, gaze, inspect, glare, peer, gape, gawk...	shy, irritated, awkward, frustrated, powerless...	

Words/ phrases to describe ways of looking at someone...	How such looks can make a person feel...	How a person might react to such looks...
stare, gaze, inspect, glare, peer, gape, gawk...	shy, suffocating, irritated, awkward, frustrated, powerless, heart pounding drowning...	angrily, violently, escape, look away, tug at clothes, heart pounding, bite lip...

<b>Initial Feelings</b>	<b>Type of Look</b>	Notice from a distance
	<b>Feeling</b>	Self-conscious
	<b>Reaction</b>	Look down
<b>Mild Response</b>	<b>Type of Look</b>	Stolen glances
	<b>Feeling</b>	Itchy
	<b>Reaction</b>	Pull sleeves
<b>Building Intensity</b>	<b>Type of Look</b>	Glimpses over shoulders
	<b>Feeling</b>	Thumping heart
	<b>Reaction</b>	Sinking
	<b>Type of Look</b>	Peering down noses
	<b>Feeling</b>	Ears thumping
	<b>Reaction</b>	Turn away
<b>Height of Feeling</b>	<b>Type of Look</b>	Boring a hole in my back
	<b>Feeling</b>	Burning up
	<b>Reaction</b>	Scream

# Week 1 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise the key principles that form the foundation of a safe, harmonious, healthy, co-existing school community and say why they are important.

# Forty Winks

The next day, and the next day and the next day after that, I smiled at the new boy and gave him a friendly wink, just as often as I could. My goal was to give him at least forty winks a day because that's what Mum says everyone needs, but after a while my eyebrows started to feel funny. I could tell the new boy was finding it interesting because he stopped looking at everyone else and kept looking at me. But then Michael saw me trying to wink with both my eyes, one after the other, and said I looked like I needed a doctor. He probably said that because I can't wink with my left eye as well as I can with my right eye. So I decided to stop winking quite as much.


# ‘I’m still going to keep an eye on him though.’ (p.25)

- \* Discuss in what ways the bully’s behaviour is enabled by the people and culture of the school.
- \* What role do the teachers play?
- \* What role does language play in empowering the bully?



**Brendan**

**Jennie**



Key Principles	Why they're important?	In what ways can they be practically applied to behaviours, routines and systems?

# Week 1 Thursday

- \* Learning Outcome / Objective
- \* I can recognise how language choices, tone and style can be used to effectively convey a message.

# Watch each of these clips about starting school...

- \* <https://www.bbc.co.uk/newsround/45362493>
- \* <https://www.bbc.co.uk/newsround/34121191>
- \* <https://www.bbc.co.uk/newsround/45370577>

Make notes as you watch, now look at the grid on the next slide.

How did it make you feel?

What did you find most memorable about it?

What words or phrases stood out?

What visual elements stood out?

What did you like?

What would you have liked to see more of?

Soon after the new boy joined our class, lots of rumors about him began to be passed around the playground like an invisible game of hot potato.

Most people believed Jennie and said that the new boy must be dangerous and that's why he was never allowed out. But then other people started saying he had a super-contagious disease, and that was the real reason why we weren't allowed to talk to him. The disease rumor scared Clarissa so much that she tried to sit as far away from him as she could without leaving her chair. One time she leaned over so far that she crashed right onto the floor! She didn't lean away so much after that, but she always put her arms up or used a notebook as a divider.

I didn't think the new boy looked the least bit dangerous or like he had an infectious disease, so the rumor I thought sounded the most true was the one that said he was from a super-rich family and that his parents had sent him to our school undercover so that he wouldn't be kidnapped. Michael said kidnappers wouldn't come to our school to look for him because it wasn't in a fancy area, and Tom agreed. He said that when he had moved from America, his older brothers had told him they must be poor now because they were going to live in the Poor End of London and not in the Rich End. I didn't really understand what he meant, because London doesn't have ends. On maps it just looks a spilled blob of jam.

# Week 1 Friday

- \* Learning Outcome / Objective
- \* I can recognise facts and opinions.
- \* I can begin to use new language.

## Forty Winks

The next day, and the next day and the next day after that, I smiled at the new boy and gave him a friendly wink, just as often as I could. My goal was to give him at least forty winks a day because that's what Mum says everyone needs, but after a while my eyebrows started to feel funny. I could tell the new boy was finding it interesting because he stopped looking at everyone else and kept looking at me. But then Michael saw me trying to wink with both my eyes, one after the other, and said I looked like I needed a doctor. He probably said that because I can't wink with my left eye as well as I can with my right eye. So I decided to stop winking quite as much.

That week Mrs. Khan was teaching us all about photosynthesis and gave each of us a small pot with a seed in it to look after. Everyone was excited because she said there would be a prize for whoever grows the best plant. Even the new boy got one and I think it made him happy because he kept looking at it. I tried to whisper lots of cheerful words like "rainbow" and "popcorn" and "marshmallows" to mine, because I read somewhere that if you tell plants about happy things, it makes them grow quicker. I'd never won a prize before. Not even at the fair. I thought if I tried really

hard and kept talking to my plant, I might win this time. And if I couldn't win, then I wanted the new boy to, because he really seemed to like that plant.

But I was worried about Brendan the Bully Brooker. He's the Class Bully. His cheeks are always pink because he spends most of his time chasing anyone smaller than him around the playground. He's not very bright and hates anyone that is. If anyone gets a good grade in class or a prize, he'll try to beat them up after school. I saw him looking at Ahmet's plant and narrowing his eyes, just like he always does when he's thinking of something mean to do. I didn't like it one bit.

His most common trick is to trip you up with his foot. He also likes to tip up your lunch tray as he walks by so that your food dribbles down your chest like runny eggs. He's done that to me a few times. Sometimes he gets caught. But most of the time he doesn't. And even when he does get caught, he doesn't get detention.

Most of the teachers seem to like him, though. Maybe it's because when he smiles, he looks like one of those boys who sing in a church choir on television. Mr. Thompson used to call him "a rascal"—which must be a good word because he always gave Brendan the Bully a wink and a pat on the back whenever he said it, and then let him run off again. That made everyone else in class—except for Liam and Chris, Brendan the Bully's only two friends—hate him even more. Even the bullies in the upper grades find him annoying. It's funny how bullies don't like other bullies. Maybe it stops them from feeling special. But in school everyone knows who the bullies are, and who they like to bully, and no two bullies can go after the same person. It's a strange system. But those are the rules and everyone sticks to them. Even the teachers.

But Mrs. Khan is different.

She doesn't seem to like Brendan the Bully as much as the other teachers. She's always watching him, and ever since we were put in her class, he's been careful not to do anything around her. I'm still going to keep an eye on him, though.

Soon after the new boy joined our class, lots of rumors about him began to be passed around the playground like an invisible game of hot potato.

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I wanted to ask the new boy if the rumor about the kidnappers was true, and if he needed us to become his bodyguards. But he was still doing all his lessons on his own, and during every break and lunchtime he would disappear, so no one except for Clarissa could talk to him. And she didn't want to! I tried to catch his eye so I could smile at him and whisper "Hello," but Mrs. Khan caught me and told me to pay attention to my work.

Next I tried to send him a note made into a paper plane—because I'm good at those—but it flew wonkily and hit Nigel on the head instead. He's a tattletale and told on me right away. I hate tattletales because they seem to like getting people into trouble more than anything else in the world, and they always smile when they're doing

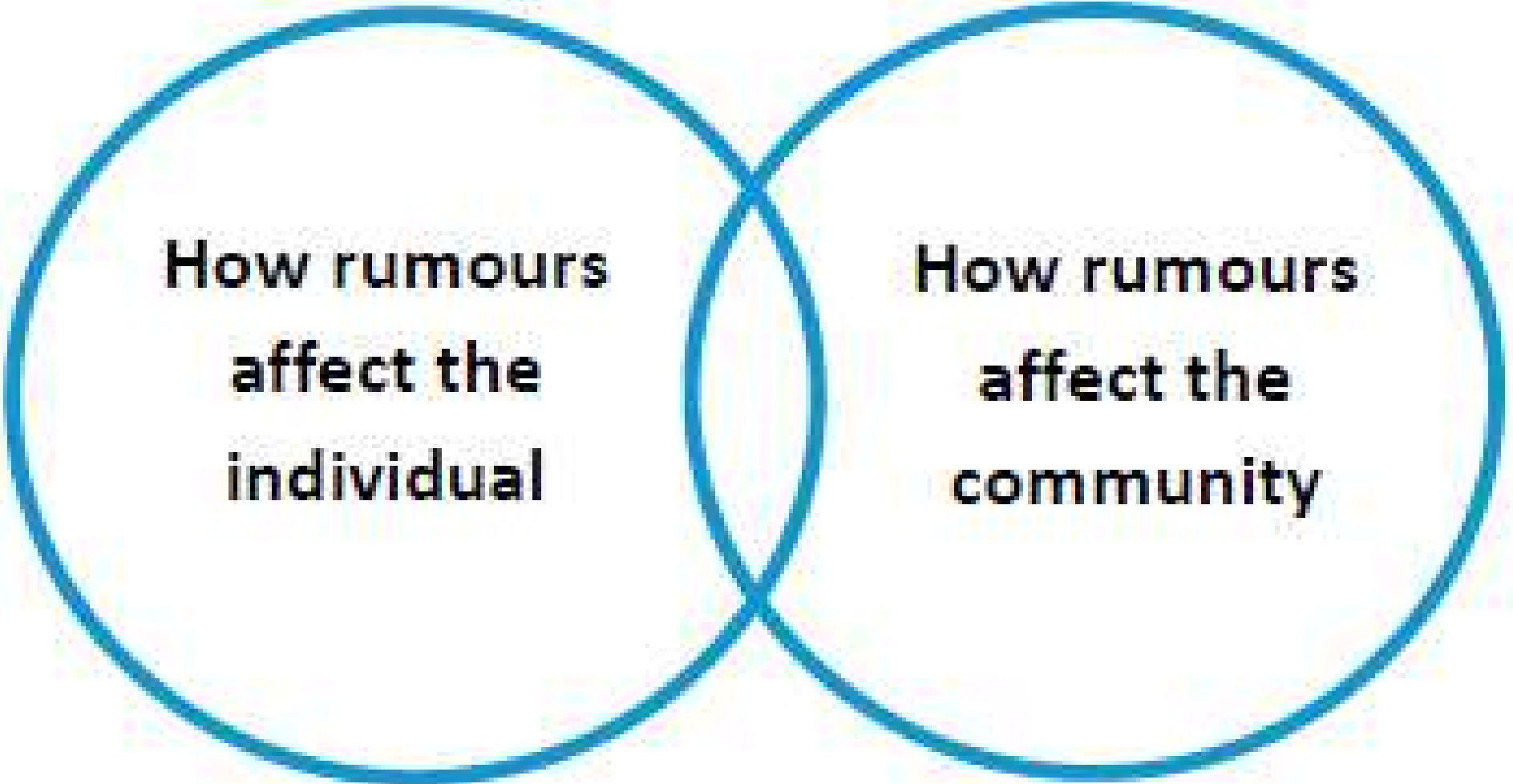
it. Mrs. Khan came and took the note and read it just to herself. She shook her head at me, but I think she must have found the drawing I made funny because her mouth gave a tiny smile that only I could see. Even though I didn't get lectured, I knew it would be too risky to send any more messages by airmail. Especially with tattletales around.

The next day at recess, Josie, Tom, Michael, and I decided to follow the new boy and find out where he was going. But Mrs. Khan caught us following him in the hall and told us not to do it again. She didn't seem angry, but she did say that the new boy needed to be in "Seclusion" for a little while longer and that it was for his own good, so we promised not to follow him anymore.

"What does 'Seclusion' mean?" asked Josie when we went back out onto the playground.

None of us knew exactly, not even Michael, although he said it sounded as if the new boy needed to have private treatment like a really sick person in a hospital, so maybe he did have an infectious disease after all.

But it wasn't long until we found out what "Seclusion" really meant, and why the new boy needed so much of it.



A Venn diagram consisting of two overlapping circles. The left circle is labeled 'How rumours affect the individual' and the right circle is labeled 'How rumours affect the community'. The overlapping area in the center represents the intersection of these two effects. The circles are drawn with a thick blue line.

**How rumours  
affect the  
individual**

**How rumours  
affect the  
community**

# Fact or Opinion?

A **fact** is a true **statement**.

An **opinion** is what someone **thinks**.

Look down the list and decide which of these sentences are facts (**F**) or opinions (**O**).

1. January is the first month in the year.
2. London is the capital of England.
3. Football is the best sport.
4. It is hot today.
5. Sammy's hair looks better when it is long.
6. I am really good at running.
7. I am shivering.

## Challenge:

Explain **in your own words** what a fact is, then what an opinion is.  
Include some examples.

# Fact or Opinion?

## Odd One Out

Here are some facts and opinions. Look at the three sentences in the group. Decide which are fact and which are opinion to find out which is the odd one out.

- 1) A. It is raining.  
B. My birthday is in March.  
C. Ice creams are too sweet.

- 2) A. French is tricky to learn.  
B. Saturday is at the weekend.  
C. Mike the Knight is a cartoon character.

- 3) A. The cat was really mean.  
B. Elvis Presley was a great pop star.  
C. The capital city of the UK is London.

### **Challenge:**

Facts can change. True or false?  
Prove it.

# Fact or Opinion?

These sentences have been scattered and blown in the wind. Sort them into facts (F) or opinions (O). Some of these are tricky so you may have to discuss them as a class at the end.

**We live in England.**

**The police will investigate the crime.**

**He was shouting and screaming as he left the house.**

**Ice cream is delicious.**

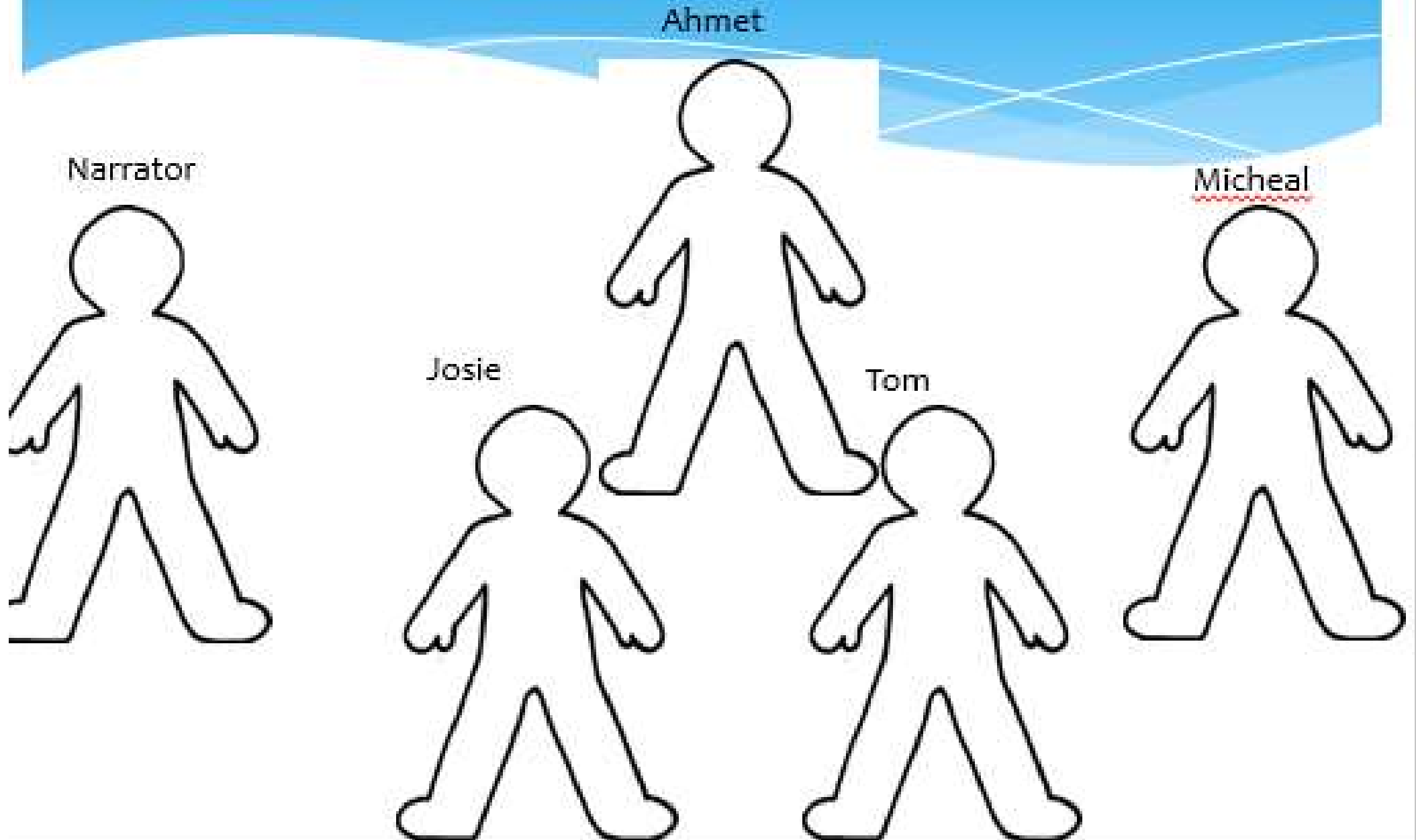
**I am late.**

**The currency in the United Kingdom is pounds.**

**There are five main religions in the world.**

**Everyone loves babies.**

Can you think of some facts from this chapter that we can use to add to our Role on the Walls?



# Vocabulary

## **EXPLORE THE LANGUAGE USED**

expensive, gangly, ingenious, insightful, gadgets, imagination, memorise, ordinary, sneaking glances, specks, operator, photosynthesis, rascal, rumours, contagious, divider, infectious disease, seclusion

# Week 2 Monday

- \* Learning Outcome / Objective
- \* I can understand actions of characters and their motivations.
- \* I can work collaboratively.
- \* I can share and justify my ideas.

## *What Mr. Brown and Mrs. Grimsby Said*

My dad used to say that if you really, really want something, you have to keep trying for it. And since he always used to say that he had everything he could ever want, I guessed he must have known all about trying for things.

I knew that I wanted to be friends with Ahmet. I didn't really know why; I just did. I gave up trying to speak to him during the day—because of all the Seclusion he needed—but I figured after school was okay, because Mrs. Khan had smiled at me and winked that first time. So every day for two whole weeks, I waited by the school gates at dismissal.

As soon as the new boy and Mrs. Khan came out to meet the woman in the red scarf, I would run over and give the new boy a lemon candy—and sometimes a whole chocolate bar. But no matter how many candies I gave him or how much Mrs. Khan encouraged him to talk to me, the new boy never said a word, and he never, ever smiled back. Not even when I gave him a whole packet of chocolate frogs, which are my favorite. He just quietly took the candy and, staring at the ground, went and stood behind the woman in the red scarf as if he needed to hide from me.

# ‘... and he never, ever smiled back.’

- \* Discuss why the narrator might be so keen to have a response.
- \* Is fair or right of the narrator to expect a response?
- \* Could it be seen as selfish?
- \* Explain your response and add ideas to your role on the wall.

# In groups, complete the grid...

Refugee		
What I know	What I think I know	What I'd like to find out

# Discuss...

Where might the adults have developed such misconceptions about refugees?

# Week 2 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise the purpose of a newspaper.
- \* I can recognise language bias.
- \* I can recognise the effect of headlines of influencing readers.



# News and Headlines

- \* What is the purpose of a newspaper?
- \* What is the purpose of a headline?
- \* How are font styles, sizes and colours used?



# What does it tell us?

- \* How are pictures used?
- \* Can you tell what this is about from the headline?
- \* How?



# What does it tell us?

- \* How are pictures used?
- \* Can you tell what this is about from the headline?
- \* How?

# FirstNews

Issue 587 15 – 21 September 2017

11 YEARS OF AWARD WINNING NEWS!

Britain's best-selling publication for kids\*



**HURRICANE Irma** has caused billions of pounds' worth of damage and nearly destroyed some islands in the Caribbean, so the cleanup is going to be a huge task.

A lot of media attention focused on Irma's path across Florida, but the tiny Caribbean island of Barbuda was hit so hard that Gaston Browne, the prime minister, said that 90% of the island's buildings are destroyed and 60% of the population of 1,600 is now homeless.

The Red Cross has launched an appeal to raise money for those in the Caribbean affected by Hurricane Irma, and the UK Government has promised to match every pound donated.

Read our special report on p18 to find out where and how hurricanes form.



The cleanup has also begun in southeast Asia, where record monsoon rains killed more than 1,200 people. More than 41 million people in Nepal, India and Bangladesh have been affected, with hundreds of thousands of people losing their homes, crops and animals. Monsoon rains aren't caused by hurricanes, but a seasonal shift in wind direction.



**EPIC NEW SPACESUIT!**



**CLARE BALDING INTERVIEW!**



**GLIDER WORLD RECORD!**

## What does it tell us?

How are pictures used?

Can you tell what this is about from the headline?

How?



by editor in chief Nicky Cox

**ROCKET man Richard Browning flew into the pages of Guinness World Records last week.**

Called the 'real life Iron Man', British inventor Richard broke the record for the fastest speed in a body-controlled jet engine power suit. Wearing the £40,000 Daedalus suit, which he designed himself, Richard flew at 32.02mph.

The inventor, 38, took to the air at Lagoona Park in Reading, Berkshire. He takes off vertically and controls direction with his arms.

Richard, founder of technology company Gravity, says this is just the beginning and he plans to smash the record again in the future.

He said: "We stand at the very beginning of what human propulsion systems will do. It's at the same point as the mobile phone was in the early '80s or the internet of the early '90s. Daedalus will eventually be capable of flying at several hundred miles per hour."

The Gravity team and other experts say they will continue to improve these suits and, who knows, in 20 years we could all be zooming about like Iron Man. Before that they still have to make the suits safer, easier and affordable.



**PRINCE William, the Duke of Cambridge, launched a nationwide campaign to tackle cyberbullying yesterday (16 November).**

Over the last 18 months, a Taskforce of the biggest media and technology companies, children's charities, parents and young people have been working to create the first ever internet code of conduct, called 'Stop, Speak, Support'.

The Taskforce, brought together by the Royal Foundation, hopes that their Action Plan will reach every 11–16 year old in the country, so that they will be empowered to stop cyberbullying by speaking out and seeking support.

As part of the Action Plan, some of the biggest social media companies, such as Facebook and Snapchat, will trial new functions for reporting cyberbullying. The Duke hopes that these functions will then become standard throughout the world. New safety guidelines to keep young people safe have also been agreed.

Peter Wanless, NSPCC Chief Executive, said: "We know it can be very difficult for young people being bullied online or in person to tell someone what's happening... 'Stop, Speak, Support' provides simple steps for children and teenagers who witness cyberbullying to follow."

Turn to page 25 to find out about 'Stop, Speak, Support'.

# What does it tell us?

- \* How are pictures used?
- \* Can you tell what this is about from the headline?
- \* How?



What does it tell us?

- \* How are pictures used?
- \* Can you tell what this is about from the headline?
- \* How?

The weekly newspaper for young people

# First News

more than 8 million readers\*

Winner of the national newspaper of the year\*



## NOT TOO COOL FOR SCHOOL

Record-breaking South Pole schoolboy swaps skis for GCSEs



**SCHOOLBOY** Lewis Clarke was back at school on Monday, days after becoming the youngest person ever to trek to the South Pole.

Lewis, 14, ended his record-breaking trek on Saturday (24 January) following a 1,000-mile journey to the South Pole. He was the youngest person to ever reach the South Pole, a feat he achieved after a 1,000-mile trek. He was the youngest person to ever reach the South Pole, a feat he achieved after a 1,000-mile trek. He was the youngest person to ever reach the South Pole, a feat he achieved after a 1,000-mile trek.

By Andrew Brown

**South Pole**

Nothing can really prepare you for what it's like to reach the South Pole. Lewis, 14, was the youngest person to ever reach the South Pole, a feat he achieved after a 1,000-mile trek. He was the youngest person to ever reach the South Pole, a feat he achieved after a 1,000-mile trek.



Being young, I had to go to the parents and teachers, but Lewis was the youngest person to ever reach the South Pole, a feat he achieved after a 1,000-mile trek. He was the youngest person to ever reach the South Pole, a feat he achieved after a 1,000-mile trek.



**The hungry children of Afghanistan**



**The hedgehog who lost all her spikes**  
But look at her now...



**A Wii U and a 3DS**

Discover what's to come in this year's Your Money column!

Plus, share your money-saving tips for a chance to appear in First News



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# FirstNews

Issue 623 £3.99 29 - 31 May 2018

THE UK'S  
#1  
TITLE FOR  
KIDS\*

NEWS > SPORTS > ENTERTAINMENT > INTERVIEWS > PUZZLES > COMPETITIONS AND MORE

## COULD FORTNITE GET BANNED?

by editor in chief Nicky Cox

IT'S the latest craze among kids, college students and even celebrities: the video game Fortnite.

In the UK and across the world, schools are banning it and towns are complaining that their workers are distracted by the survival game, too. Fortnite was even mentioned by ministers in a meeting at 10 Downing Street last week.

Parents have been arguing with kids about how much time they are spending on the game. Now, they could get a helping hand from the Government, which is said to be thinking about banning teenagers from being on social media and gaming for more than two hours a day.

Quite how the Government could carry out the ban is not clear, but it could involve social networks and games companies being forced to use technology to build in time limits.

"It's one of the hardest times to be a parent," said the Government's Culture Secretary Matt Hancock, whose eldest daughter is 13. "This new technology has come and made changes to childhood that we couldn't have dreamed of when we were growing up." He went on to say there was a balance between making sure the internet was used for good, while also making it a safe place for children.

Andy Burnham, safety chief at children's charity the NSPCC, said new rules and laws were urgently needed to keep children safe online.

Let us know what you think - are worries over Fortnite a fuss about nothing, or is the craze a problem? Make sure you take part in our poll.

**POLL OF THE WEEK**

Should there be a ban on playing games for more than two hours a day?

Vote now >>>



**AN AMAZING FAMILY ADVENTURE  
BY CLARE BALDING!**  
RACING INTO BOOKSHOPS ON 31 MAY



What does it tell us?

- How are pictures used?
- Can you tell what this is about from the headline?
- How?

# Remember our work on facts and opinions...

- \* Look closely at news reports, as they sometimes make opinions seem like facts.
- \* Newspapers are written by people who have an opinion and sometimes they can try to make you think the same as them by only reporting things that they want you to hear.

bias

NOUN

inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

# Please help us

These two little boys have travelled 1,000 miles from hell.. and still our government won't let them in

SEE PAGES 6&7



ORIGEN: Niall, two, and Darryn, five, are stranded in Calais despite their dad being in London. Photo: DAVID J. BROWN

# McSHAME



Fury as burger giants and other big firms continue to trade in Russia despite war

BY GRAHAM HIBSCOTT Head of Business  
MCDONALD'S and other big western firms faced growing fury last night for continuing to operate in Russia.  
Burger King, KFC, Pepsi and Coca-Cola were also among those still trading in despite Vladimir Putin's war on Ukraine. Labour's Chris Brown accused some giants of "betraying their moral compass".  
Others, including Apple and Visa, will pause trade in Russia.  
FULL STORY: PAGES 2, 3, 4, 5, 6, 7, 8 & 9



Vladimir Putin

This is a real newspaper printed in England in March 2022.

How do you think the newspapers printed in Russia would be reporting on the war or on companies trading with them like McDonalds?

Can you see how different views will be shared in these different ways?

# Week 2 Wednesday

- \* Learning Outcome / Objective
- \* I can understand influences on me.
- \* I can understand how I can influence others.
- \* I can recognise the importance of language choice.

My mum is amazing and the smartest person I know—even smarter than Mrs. Khan. She works two jobs—she's a librarian

during the week and on Saturdays she's a nurse. She looks after people who can't eat or walk or remember things properly anymore or who are too sick to live on their own. Because Mum has to work all the time, I don't get to see her lots—except on Sundays. Sundays are our special Adventure Days—we used to have them all the time with my dad. Whenever he had a day off, he would wake us up early and pack us all a lunch, and we'd set off in the car. Usually to the seaside or a safari park or, if the weather was cold, for bowling or a movie.

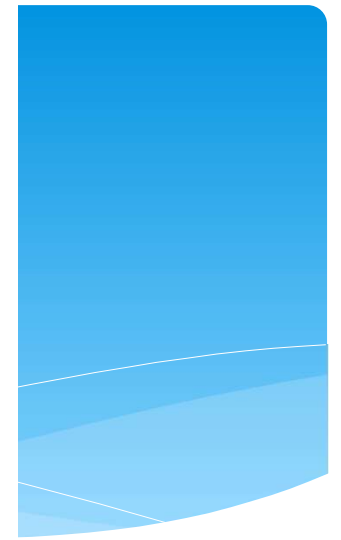
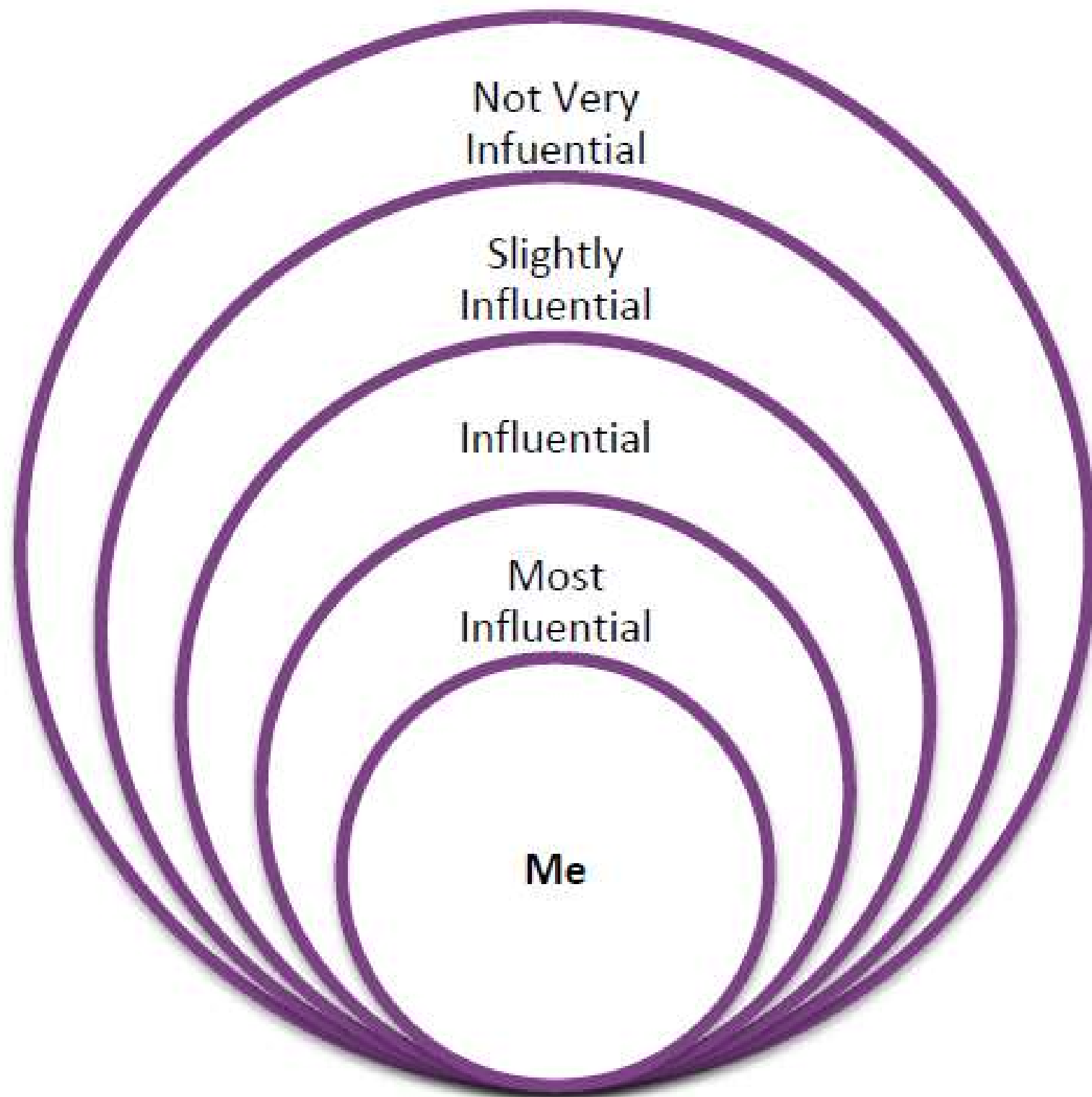
We can't really afford to do any of those things now, because when I was six years old, my dad died in a car crash. Sometimes I worry that I'm forgetting him, even though I miss him every day. But when I think hard and dive right down into the deepest part of my brain, he's still there. He was the funniest dad anyone could ever have. He used to be a carpenter and loved to build things out of whatever he could find.

This is what Dad looks like in my memory:



## MY 11 QUESTIONS

1. Where did you have to run away from?
2. What language do you speak?
3. Who's the woman in the red scarf?
4. Do you have any brothers or sisters?
5. What did the bullies do to make you run away?
6. Did you have to get on a boat like the people on the news?
7. What sports do you like best?
8. What's your favorite fruit?
9. How far did you have to walk to get away from the bullies?
10. Do you like it here or do you miss your old house more?
11. Do you have a best friend?



# Week 2 Thursday

- \* Learning Outcome / Objective
- \* I can story map key incidents so far in the story.
- \* I can continue to use inference to understand characters.

---

~~The playground had started to empty by the time the new boy~~ finally came out, holding both Ms. Hemsí's and Mrs. Khan's hands. As they made their way over to the woman in the red scarf, Michael whispered, "Come on!" I could tell he was excited because his eyes had gotten wider. Michael's eyes always get wider when he can't wait to do something.

We all ran over to the new boy and gave him our gifts.

"This is from me," said Tom, holding out the large bag of candies like it was a trophy. "There are gummy cola bottles in there—and Gobstoppers and some M&M's too!"

"And this is from me," said Josie, holding out the chocolate pudding. "It's my favorite!"

"Er...this is just a banana. But look!" said Michael, turning it over to show the new boy the row of stick men he had drawn on it.

"And this is from me," I said, holding out the apple.

The new boy looked up, his arms full, and gave us each a happy nod. I could tell it wasn't just an ordinary nod because even though his mouth wasn't smiling, his lion eyes looked happy.

# Keep adding to the Roles on the Wall...

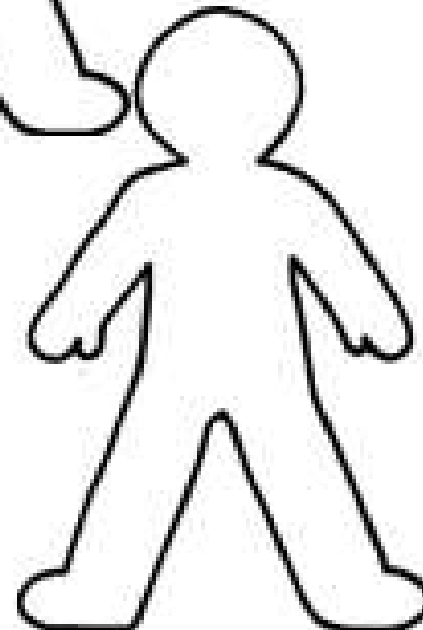
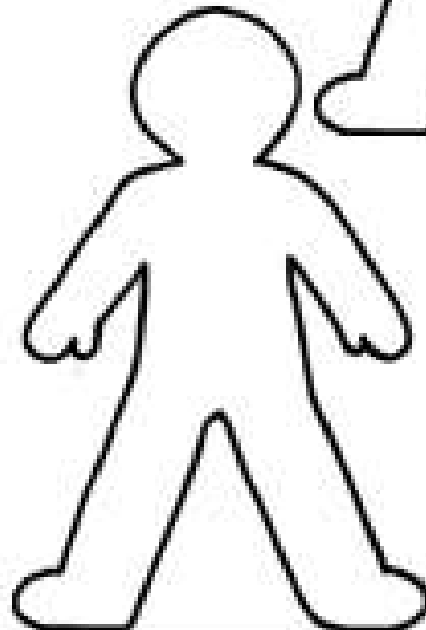
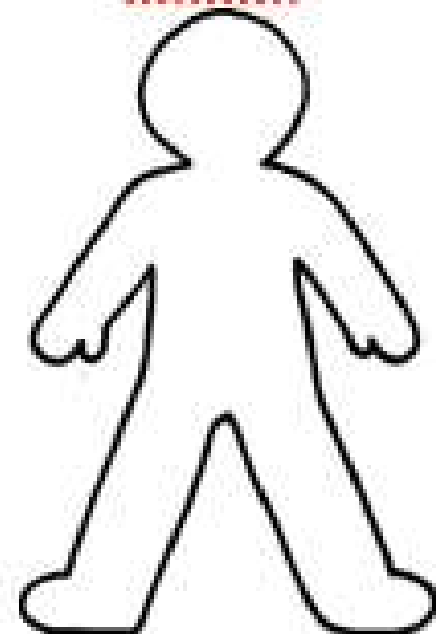
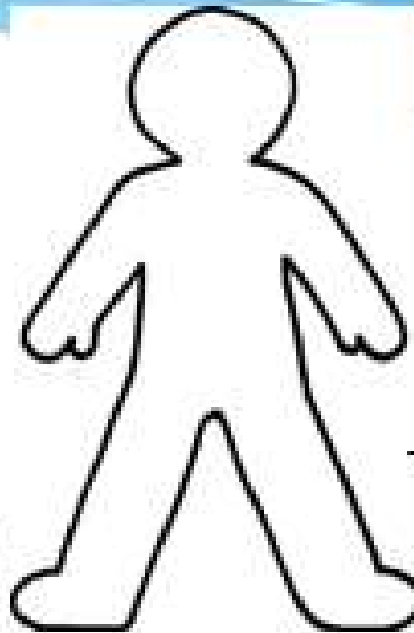
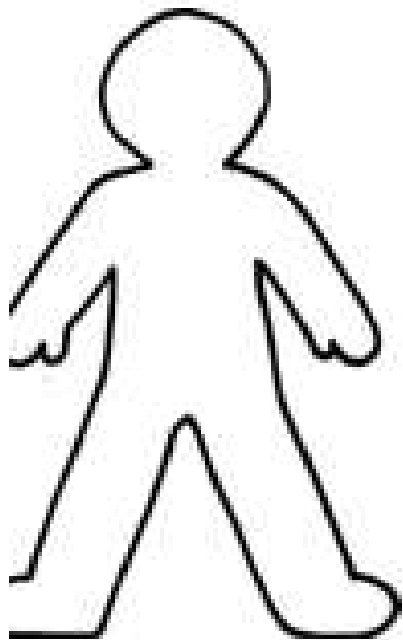
Ahmet

Narrator

Micheal

Josie

Tom



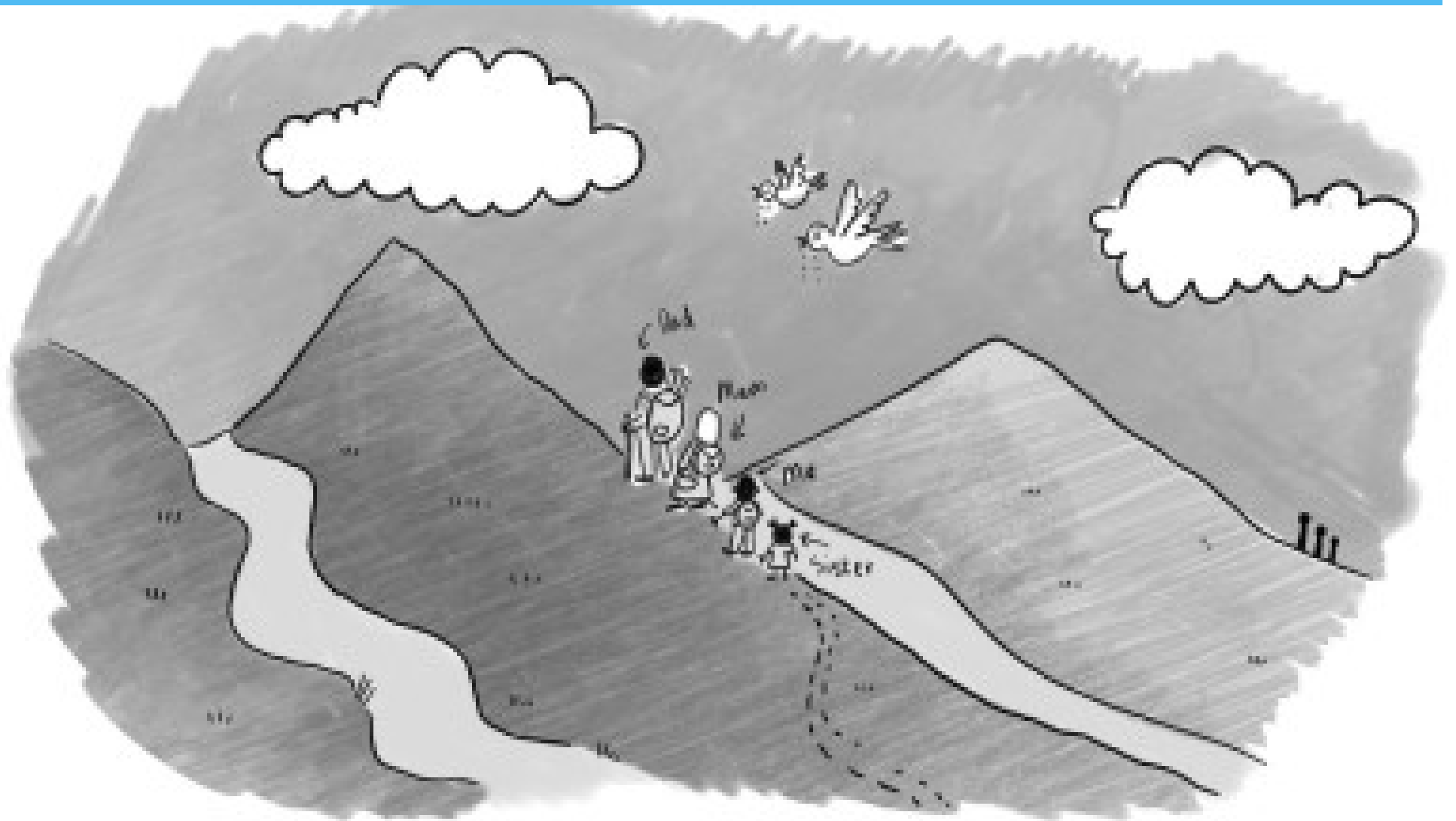
Retell Ahmet's story through the pictures from the book.

Think carefully about the language you are using.

# Ahmet's story













## MY 11 QUESTIONS

- ~~1. Where did you have to run away from?~~
- ~~2. What language do you speak?~~
3. Who's the woman in the red scarf?
- ~~4. Do you have any brothers or sisters?~~
- ~~5. What did the bullies do to make you run away?~~
- ~~6. Did you have to get on a boat like the people on the news?~~
- ~~7. What sports do you like best?~~
- ~~8. What's your favorite fruit?~~
- ~~9. How far did you have to walk to get away from the bullies?~~
- ~~10. Do you like it here or do you miss your old house more?~~
11. Do you have a best friend?

## OUR 5 NEW QUESTIONS

1. What is your sister's name (and where is she now)?
2. Why wasn't your mum in the last picture?
3. What happened to the cat?
4. How long did it take to walk to France?
5. Who are the bullies who dropped bombs on your house?

‘And then, just two days after The Great Baked Beans Bag Trap, I found out.’

- \* Consider how Ahmet must be feeling at this point.
- \* Why was this last attack the one to affect him the most?

# Week 2 Friday

- \* Learning Outcome / Objective
- \* I can recognise and understand the definition of refugee.
- \* I can understand the declaration of human rights.
- \* I can give personal responses with justifications.

## *The Game of Scrabble*

After hearing Ahmet's story and seeing his pictures, I was bursting with lots of new questions. So were Tom and Josie and Michael, but we knew we couldn't ask Ahmet anything.

"We should write them down," suggested Josie. "Then maybe after the holidays Ahmet will have put some more pieces back together, and Mrs. Khan will think it's okay for us to ask him?"

We all agreed, so when I got home that night, I took out my old list of questions and, after crossing out the ones I had the answers to, wrote the new questions out in my very best handwriting—just to make sure we wouldn't forget any of them.

# What questions would you have for Ahmet?

- \* Jot them down with your partner.

# Refugees...

## Refugee

The definition of a refugee according to The 1951 United Nations Convention Relating to the Status of Refugees is:

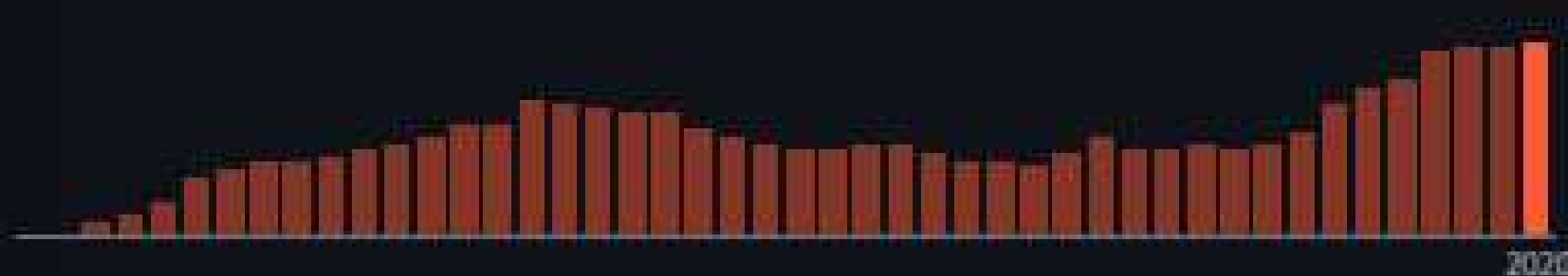
*“A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.”*

2020 ▼ World ▼

20,313,342

refugees from 161 countries  
in 152 asylum countries

[Explore Data](#)



# THE REFUGEE PROJECT




# Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

# Article 1

**We** are all born free and equal. **We** all have our own thoughts and ideas. **We** should all be treated in the same way.

- 
- \* Reflect on the changes.
  - \* Which words have been changed and what affect does this have?
  - \* Consider how the omission of some words and the introduction of others changes the tone, for example the introduction of the pronoun 'we' softens the tone and creates a sense of personal and collective responsibility.
  - \* Discuss why it might be helpful to have the legal language simplified in this way.

# There are 30 articles in the declaration of human rights.

- \* Here are sections from an illustrated book.
- \* The book shows an illustration for each article.
- \* There are only some selected on the slides.
- \* Why not find some of the missing articles and illustrate them in the style of the book.

# Articles 1 & 2



We are all born free.

We all have our own thoughts and ideas.

We should all be treated in the same way.

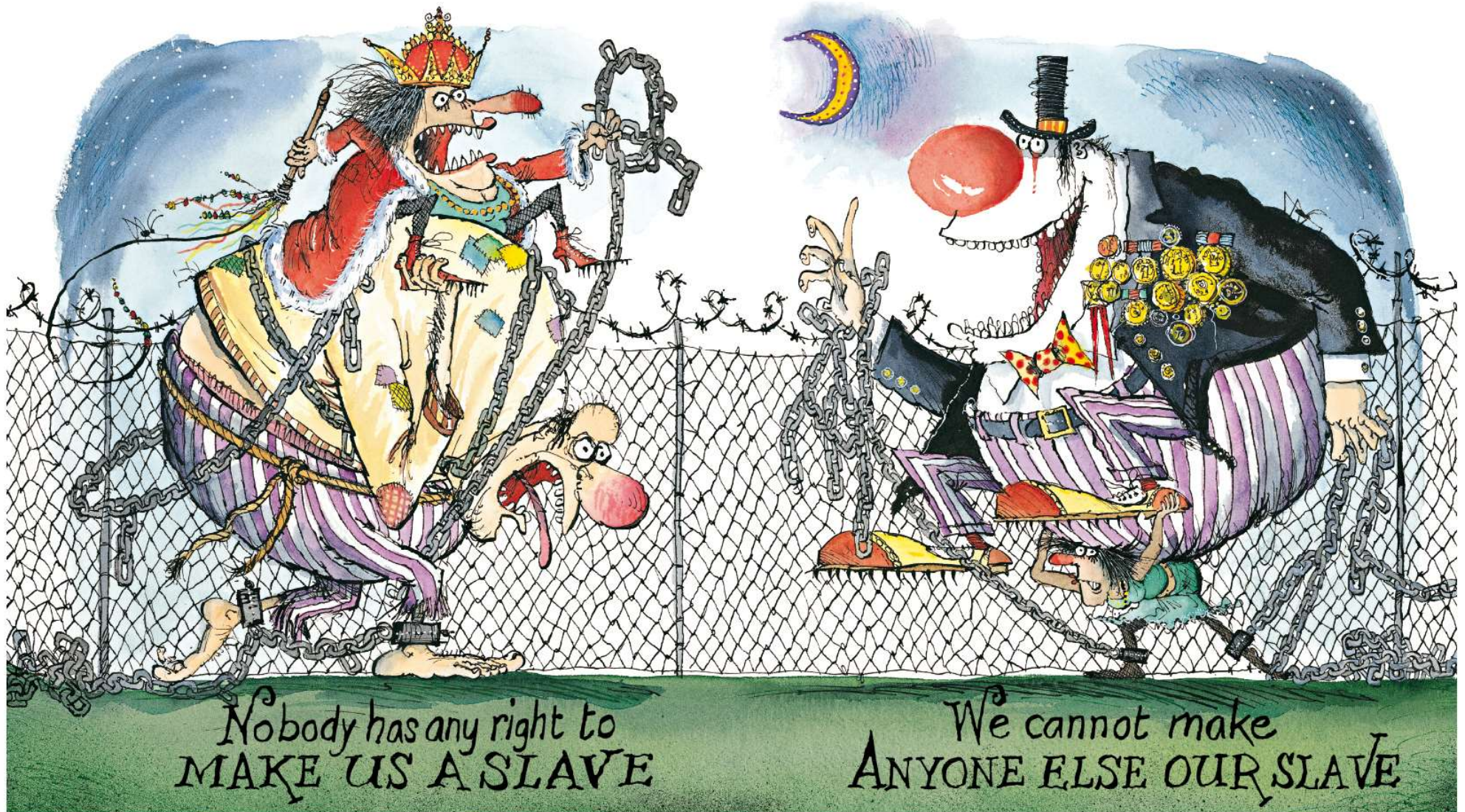
These rights belong to everybody,  
whatever our differences.

# Article 3



Artist: Niki Daly

# Article 4



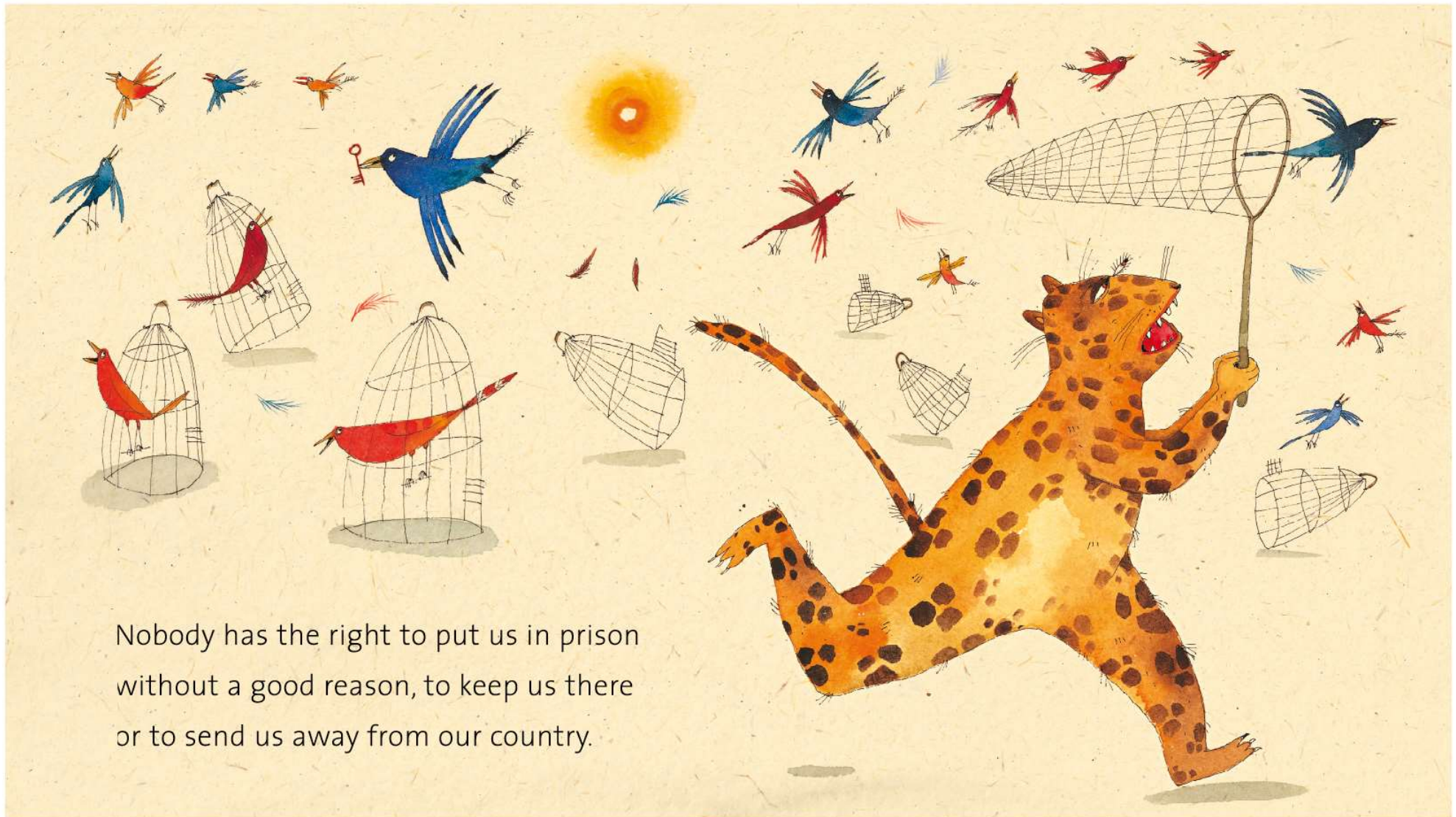
Artist: Korky Paul

# Article 8



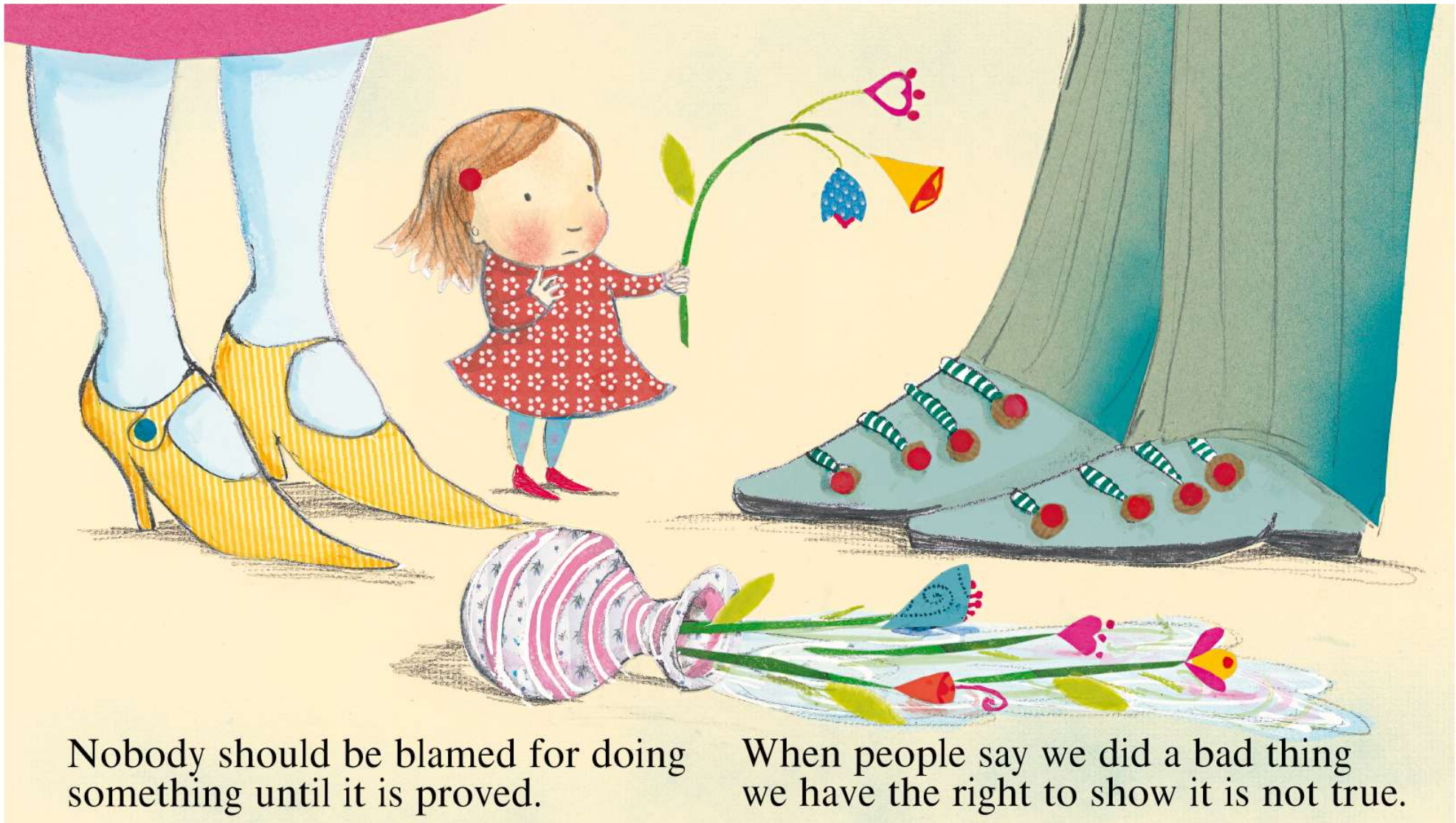
WE CAN ALL ASK FOR THE LAW TO HELP US WHEN WE ARE NOT TREATED FAIRLY.

# Article 9



Nobody has the right to put us in prison  
without a good reason, to keep us there  
or to send us away from our country.

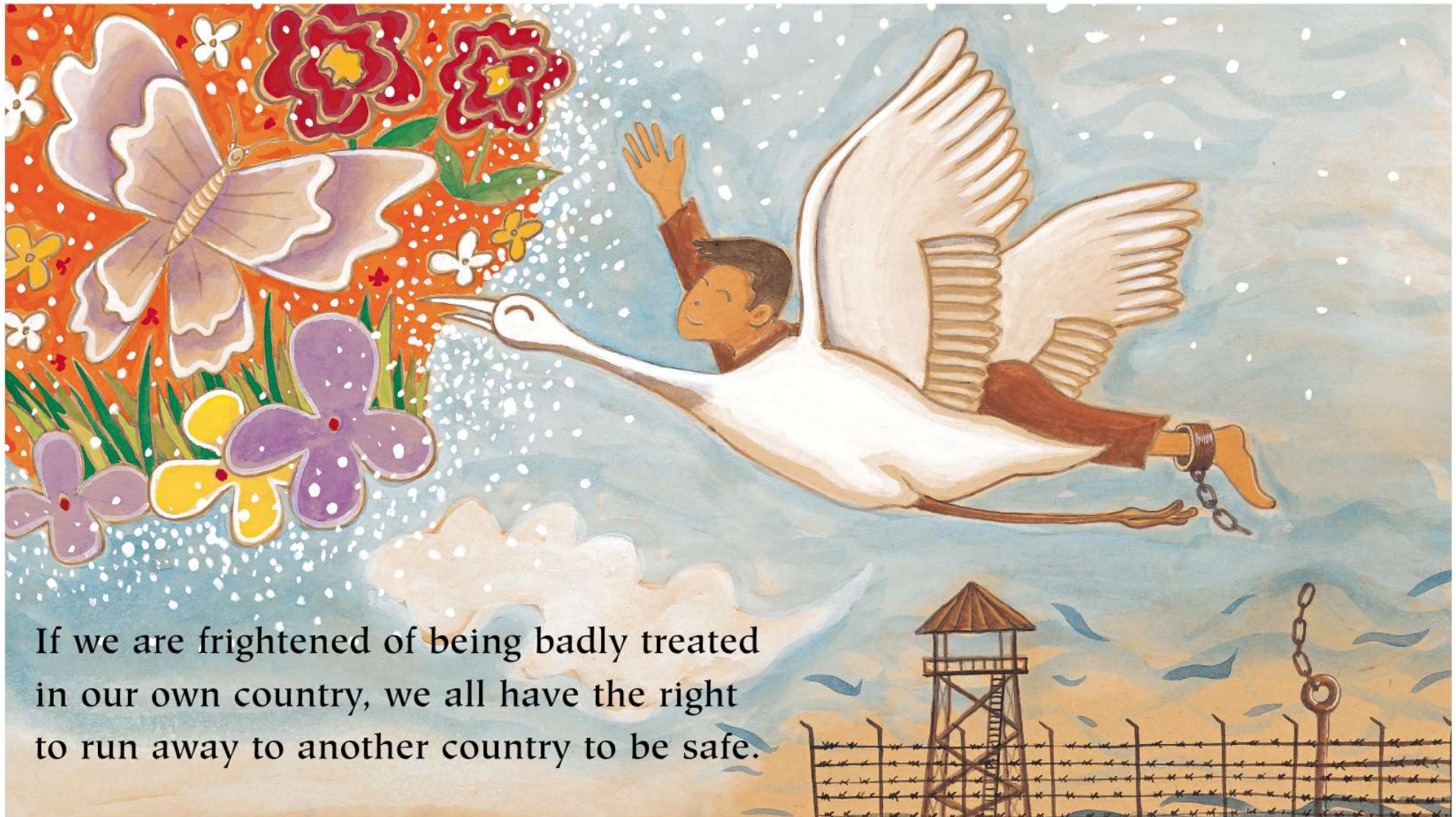
# Article 11



Nobody should be blamed for doing something until it is proved.

When people say we did a bad thing we have the right to show it is not true.

# Article 14

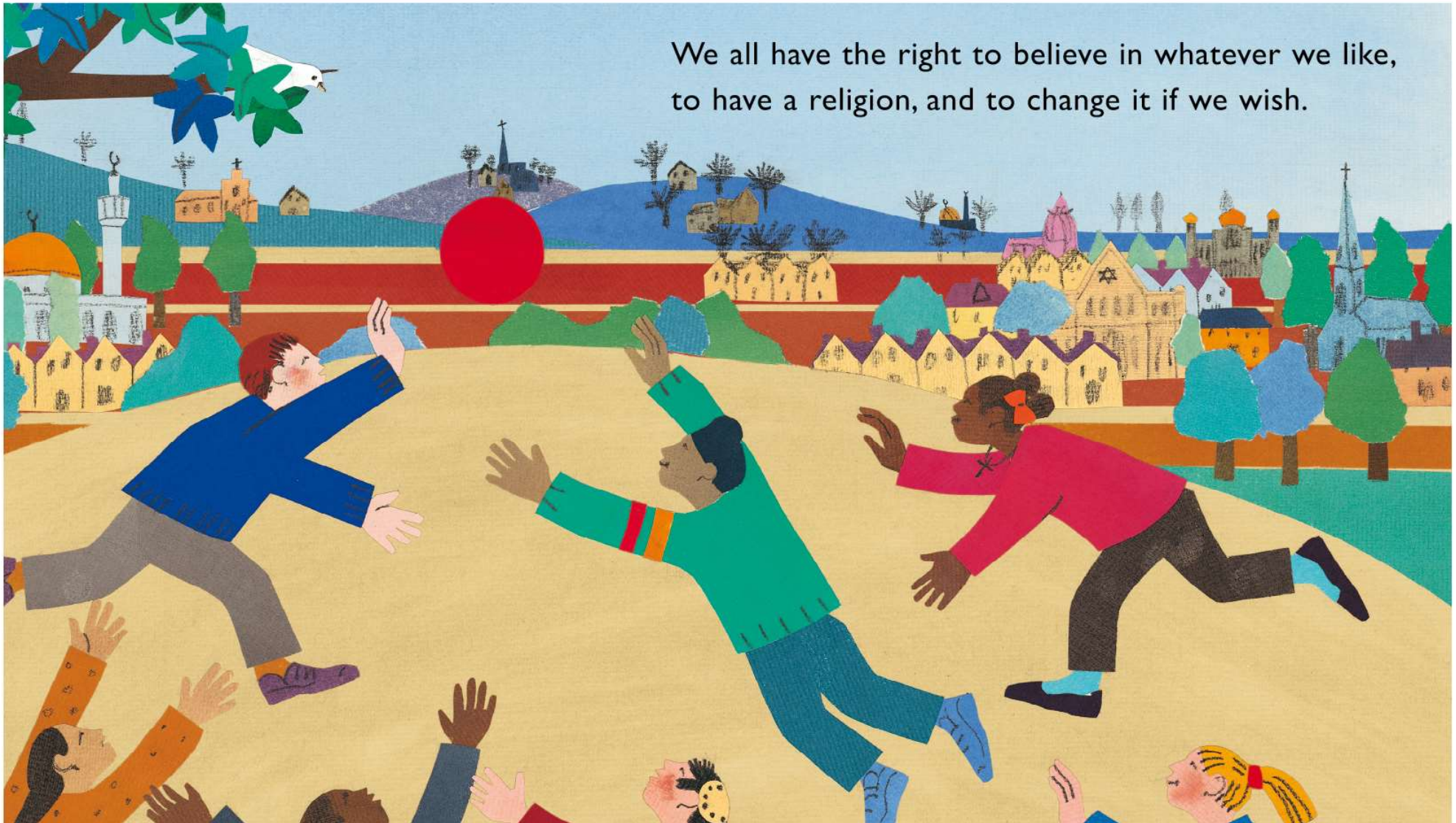


If we are frightened of being badly treated  
in our own country, we all have the right  
to run away to another country to be safe.

# Article 18

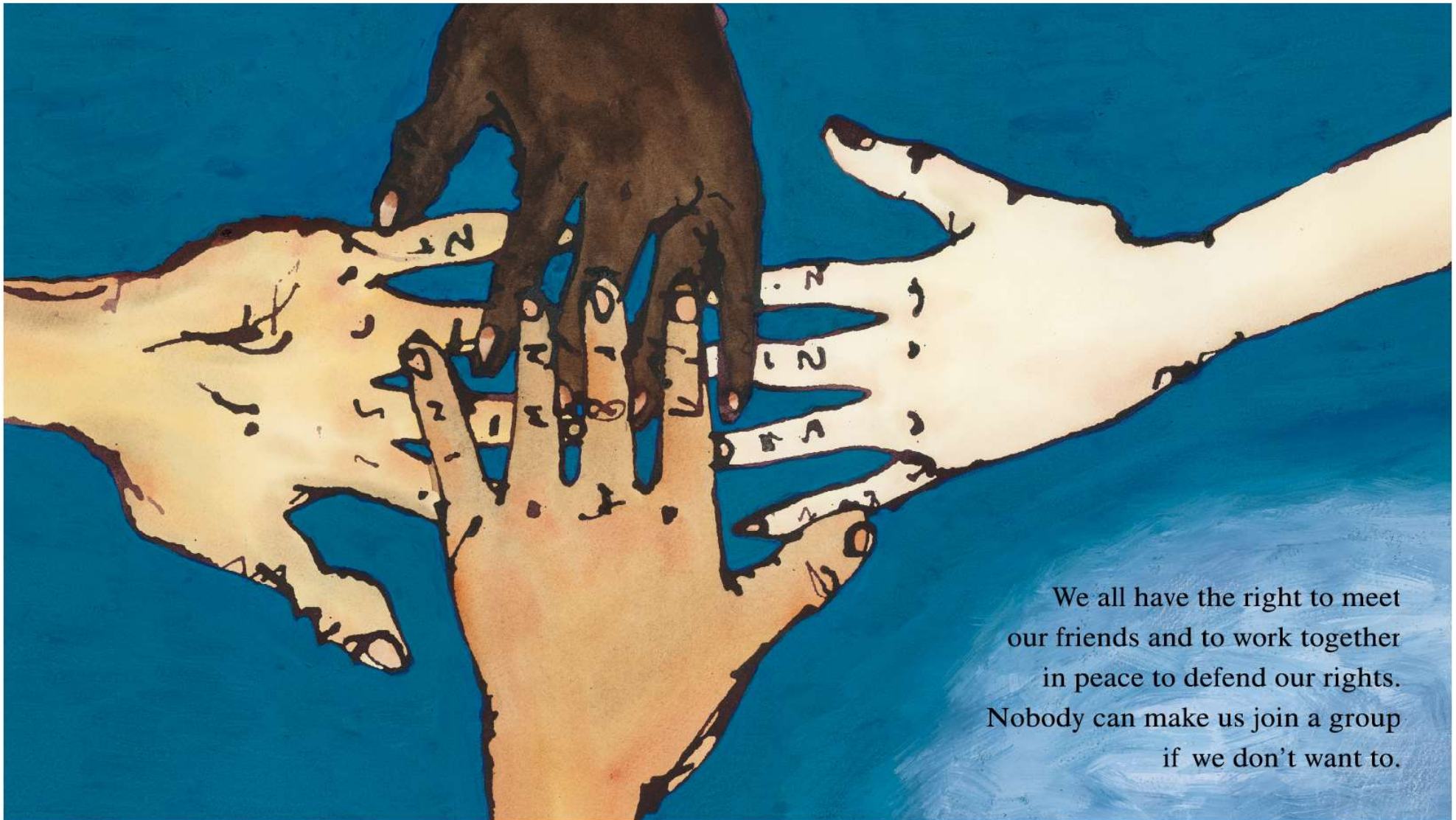


We all have the right to believe in whatever we like,  
to have a religion, and to change it if we wish.



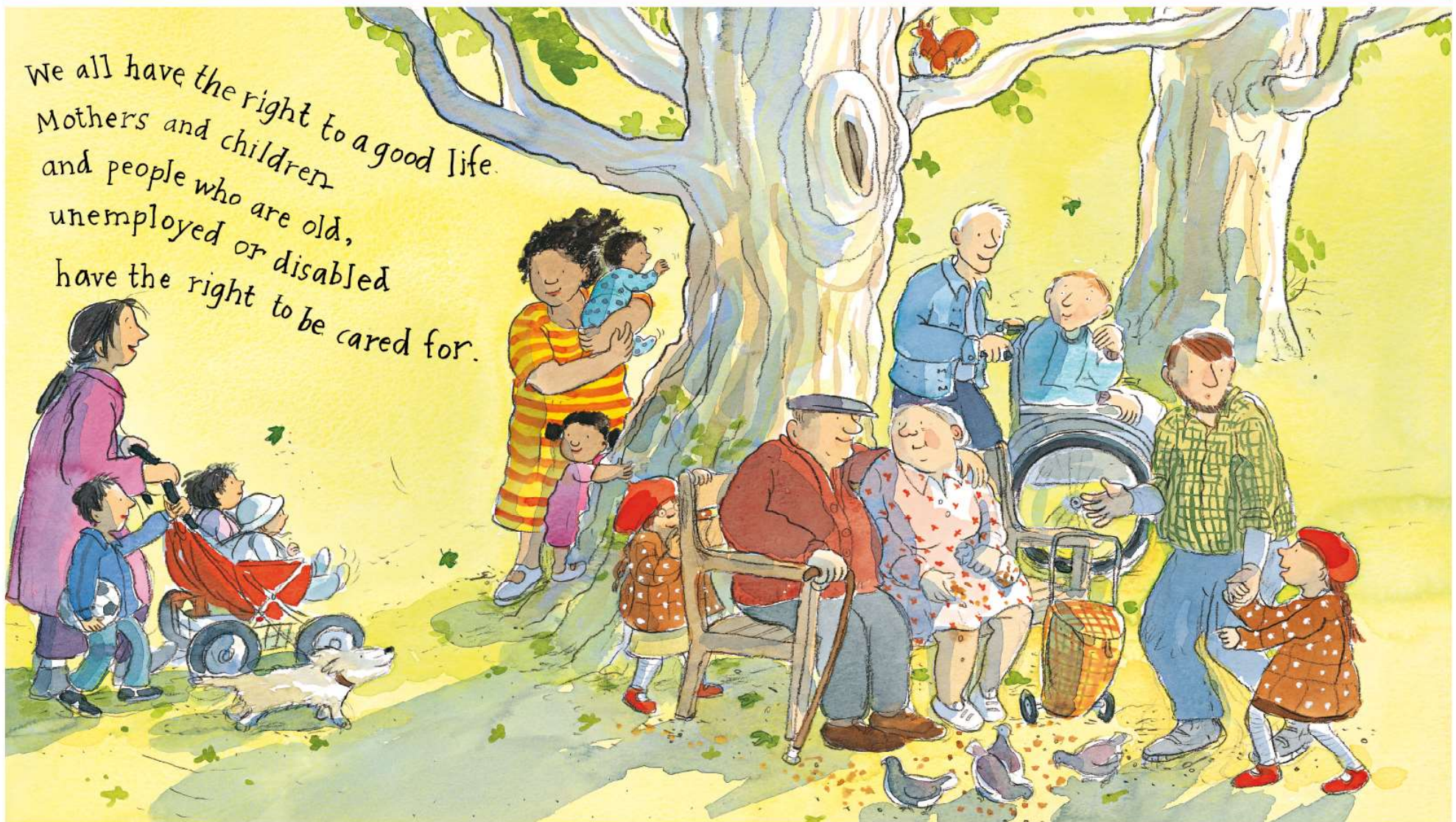
Artist: Jessica Souhami

# Article 20



We all have the right to meet  
our friends and to work together  
in peace to defend our rights.  
Nobody can make us join a group  
if we don't want to.

# Article 25



We all have the right to a good life.  
Mothers and children  
and people who are old,  
unemployed or disabled  
have the right to be cared for.

# Article 27



We all have the right  
to our own way of life,  
and to enjoy the good things  
that science and learning bring.

# Article 28



# Tell me...

- \* Likes?
- \* Dislikes?
- \* Patterns?
- \* Puzzles?

# Vocabulary

## **EXPLORE THE LANGUAGE USED**

encouraged, allergic, refugee, record player, apparently, munchkin, ruffled, criminal, immediately, nervously, interrupt, confiscating, ridiculous, patient, dimples, economy, pomegranate

# Week 3 Monday

- \* Learning Outcome / Objective
- \* I can think as a character in the story.
- \* I can reflect on how a character may act to different situations.

## *Syrah and the Sea*

When we all got to school that first Monday after vacation, it turned out that nearly everyone had heard of Ahmet's story. It had spread over the break more quickly than news of a new flavor of chips, and just as quickly as he had become famous for being "the Boy Who Beat Brendan the Bully," Ahmet became famous for being "That Refugee Boy."

I don't think anyone kept their promise to Mrs. Khan of not asking him any questions, because everyone in class tried to sneak in at least one whenever they talked to him. Even Josie and Michael and Tom couldn't help themselves and started to ask him things like, "Did you have cheese sandwiches in Syria?" or "What was the weather like in Greece?" or "Did you ever eat snails and frogs in France?" I don't think Ahmet minded because we were his friends. If he understood the question, he would just answer yes or no, and if he didn't understand, he would just stare at us or shrug. But there were lots of people he didn't know asking him lots of questions too. Some of them asked so many questions in one go that even we couldn't understand what they were saying—and we could speak English!

# What do we know about each character?

- \* So what type of plan might they come up with?
- \* Decide which character you feel you know best or relate to most.
- \* Think about their life, their beliefs, hobbies, places they live, parents jobs etc.
- \* How does knowing this help predict the type of plan they might come up with?

# The plans...

- \* Group 1: Michael
- \* Group 2: Josie
- \* Group 3: Tom
- \* Group 4: Narrator

# Now think as Ahmet...

- \* How might Ahmet feel about their efforts?
- \* How would you feel if you were in Ahmet's position?
- \* Would you invite such support?
- \* How might you feel about the additional attention this might bring?

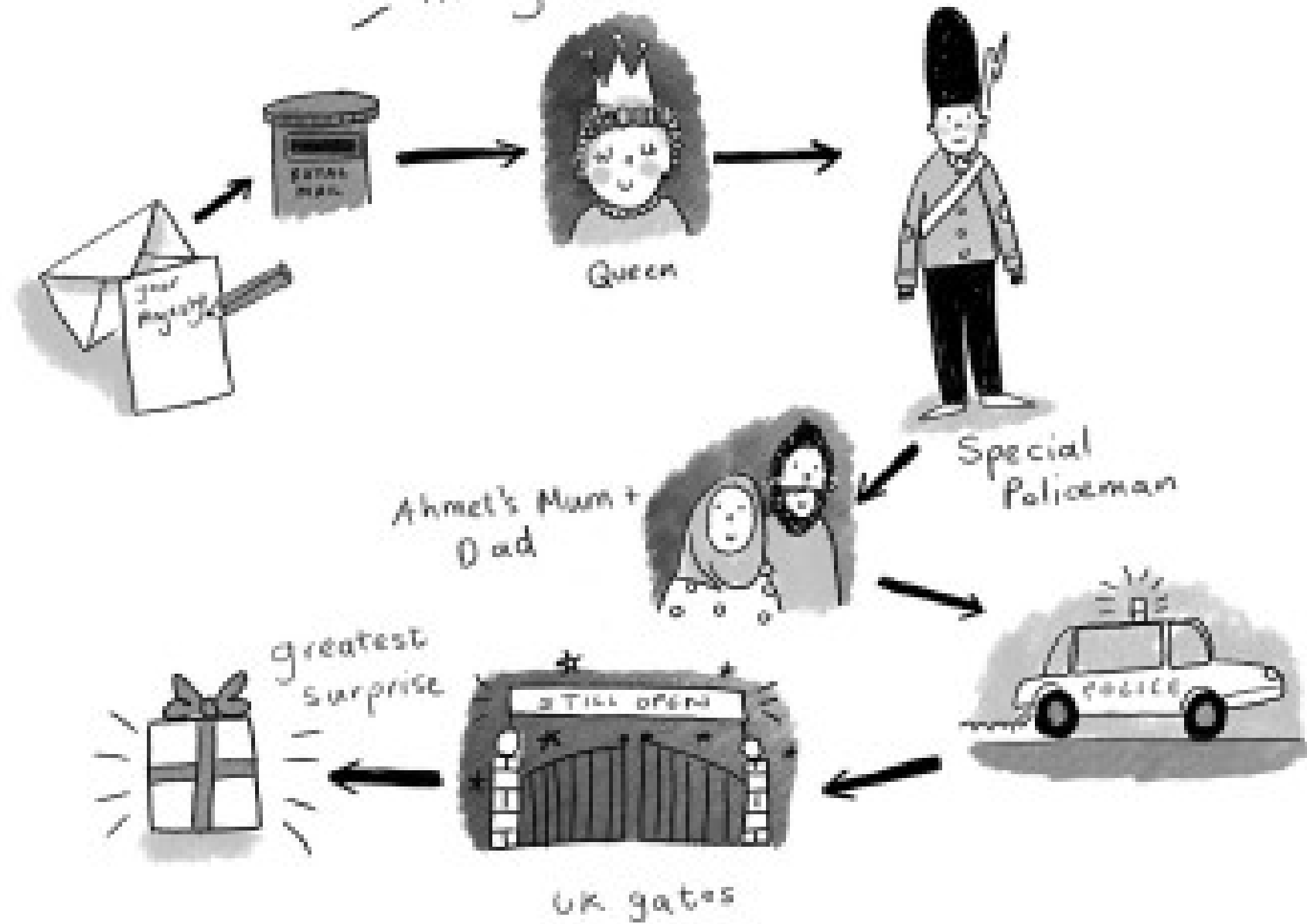
# Now you know the plans, were you close?

- \* Can you see how the plans are personal to each character?

# Week 3 Tuesday

- \* Learning Outcome / Objective
- \* I can track the emotions of a character through different events.
- \* I can recognise how language can be nuanced.

≡ The greatest Idea in the World ≡



Your Royal Majesty of the United Queendom of England,

Please Mrs. Majesty. There is a new boy in our class named Ahmet and he's a Refugee Boy from Syria where there is a war and lots of bullies throwing bombs and hurting people. Ahmet had to get on a boat and walked a long way to come to our school, and had to leave his Mum and Dad behind in tents too. Ahmet needs to find them before the Government closes all the gates.

We thought because you own the country and the police and the Prime Minister has to listen to you, that you could please ask your Special Police and the Prime Minister to keep all the gates open and help Ahmet find his family. We know the gates will close on Friday so this is an EMERGENCY.

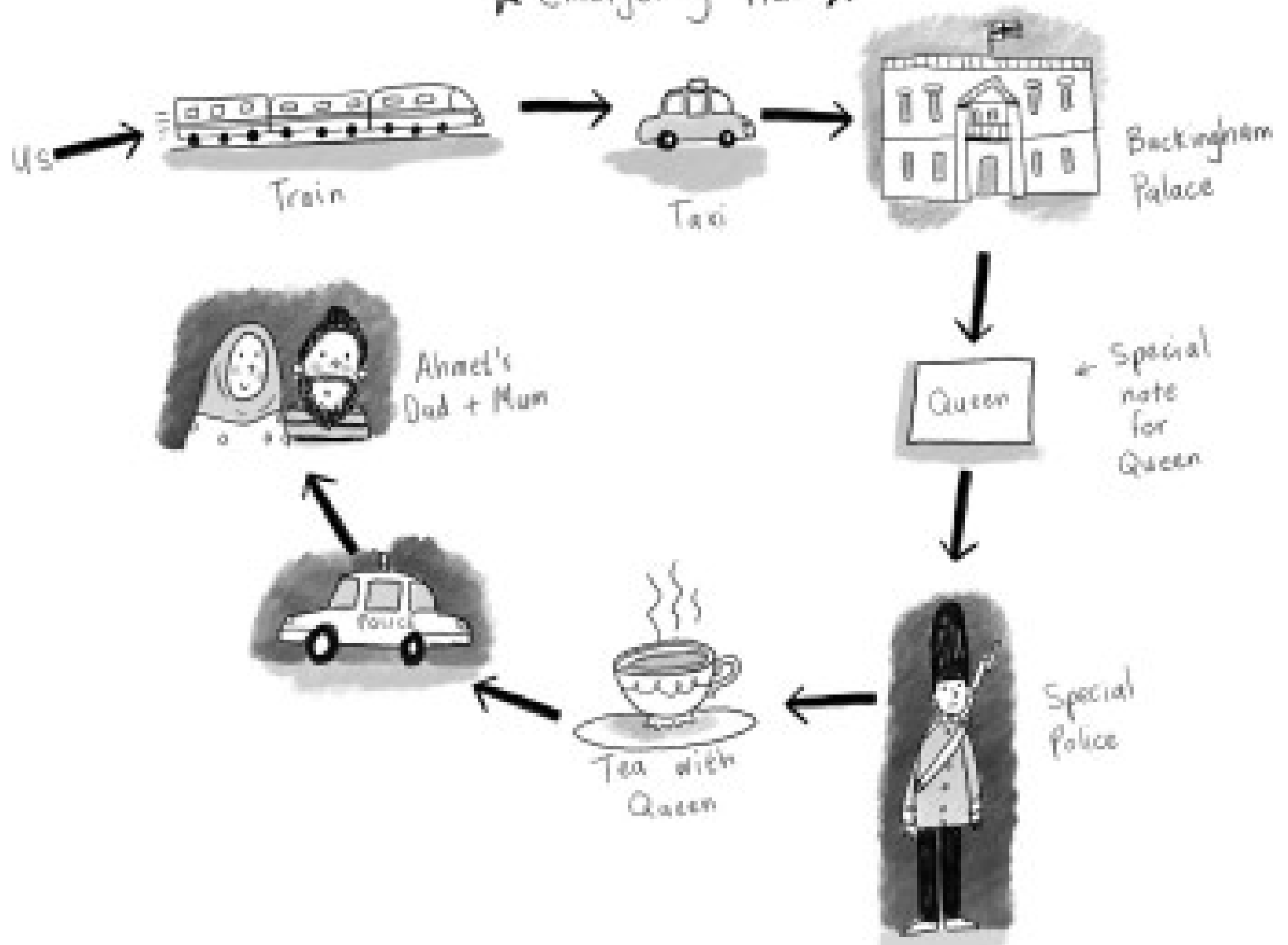
You can find us at Nelson Primary School and Mrs. Khan is our teacher and Ms. Hemsli is Ahmet's Special Teacher.

Please let us know if you can help as soon as you get this letter.

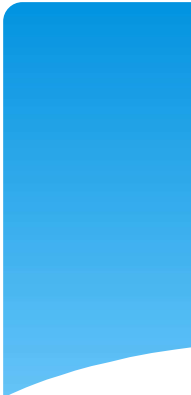
Love from me (9  $\frac{3}{4}$ ), Tom (9), Michael (9  $\frac{1}{2}$ ), and Josie (9  $\frac{1}{4}$ )



# \* Emergency Plan \*







“Oh! I GET IT!” exclaimed Tom. “They’re changing *over*! So *those* ones are going home, and *those* ones behind the man in the gold coat are going to stay here with the Queen!”

“But”—I turned around—“that means the gates are going to be shut—as soon as the swap is done...and...” And when they were, we wouldn’t have another chance to get our note to the Queen.

Tom looked at me with his mouth open, and I looked back at him with my mouth open, and I could tell we had both thought the exact same thing.

Feeling my hands start to shake, I pulled the note out of my coat pocket and held it out. We had to do it—we had to! It wasn’t every day that you got to go to the Queen’s Palace and see her Special Guards so up close! But even though I tried to make my voice come out, it stayed stuck in my throat.


“Those...those are HUGE!” said Tom, looking at the guns the soldiers were holding over their shoulders. I was looking at them too. They were long and had extra-pointy ends that suddenly looked more sharp and shiny and much more pointier than they had just a few minutes ago.

The man in the golden jacket and all the palace guards behind him were now beginning to march past us. In just a few seconds, they would enter through the gates. And when they did and those gates were closed, there would be no chance of telling the Queen about Ahmet—and it would be all my fault.

I clutched the note tightly. I could feel my heart thumping in my throat and my fingers beginning to sweat.

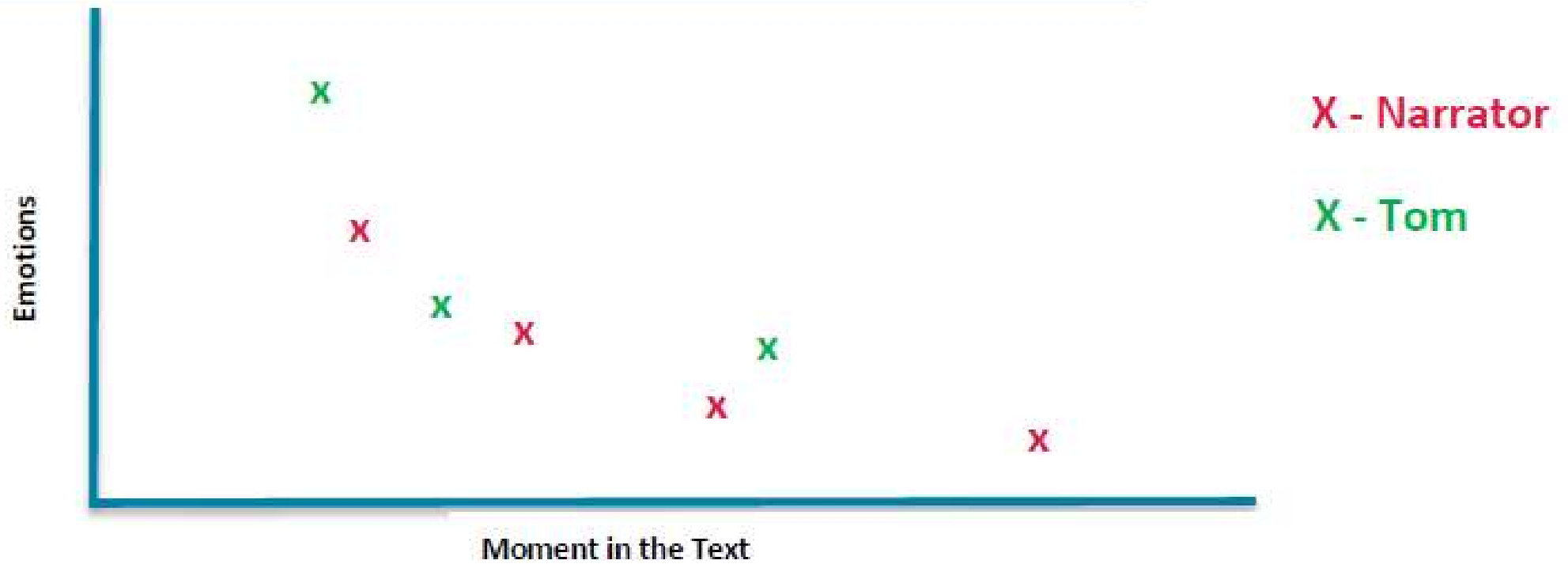
And then, somehow, I began to move.





The Lowest  
Depths of  
Sadness

The Height  
Happiness



# Week 3 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise different perspectives.

## *The Cold Stream Guards*

When my brain woke up again and I opened my eyes, I was lying on something soft and could see a blur of flashing blue lights and lots of police cars everywhere.

“Right, into the ambulance we go,” said a voice.

Tom was standing next to where my feet were. He was crying and saying “friend” a lot to a London police officer. But standing behind him were two of the Queen’s Special Guards!

Forgetting that I had been frightened, I sat up and cried out, “Please!” And, realizing the note was still in my hand but all scrunched up now, I held it out to them and said, “Please—you have to give this to the Queen.”

The London police officer who had been talking to Tom walked up to me. “Now, you just calm down and take it easy. You did a dangerous thing today. These are trained combat officers,” he said, pointing at the Queen’s Special Guards. “They’re trained to stop anyone attempting to hurt the Queen.”

“But...but we didn’t want to hurt the Queen!” sobbed Tom, his face red and wet.

<b>Character</b>	
<b>What did your character witness?</b>	
<b>What did your character see?</b>	
<b>How did the experience make your character feel?</b>	
<b>What did your character think about what they experienced?</b>	

# Week 3 Thursday

- \* Learning Outcome / Objective
- \* I can recognise similarities and differences in perspectives.
- \* I can recognise commonly used newspaper reporting language.

## *The Neighbors and the News*

Sometimes grown-ups can be so confusing that they make you scratch your head.

When Officer Martina took me home, Mum was the angriest I had ever seen her before. At first it was scary, because she kept shouting things like “I can’t BELIEVE you did this!” and “WHAT IF SOMETHING HAD HAPPENED TO YOU!” But then she would hug me and hold me so tight that I thought my bones were going to be crushed. I wasn’t quite sure if I was in trouble or not.

When she had calmed down, Mum made me hot soup and told me to tell her everything. So, I told her about Ahmet’s pictures and about what the man and woman on the bus had said about the gates, and the Greatest Idea in the World and the Emergency Plan and everything that had happened in front of the Queen’s Palace. Mum was quiet while I talked, and then, after I had finished telling her everything, she sat still for a long time and didn’t say anything at all. I was too scared to say anything else, so I sat on my hands and stared at the table.

Finally, Mum opened her mouth to say something—but then the doorbell rang.

	In Support of the Narrator's Actions				Against the Narrator's Actions			
Name	Mum	Mrs Gillingham	Mrs Rashid	Mr Rashid	Mr Greggs			
What does the character do that indicates their view?								
What key words and phrases give us an idea of what their view is?								
What can we infer about their view based on the words they choose to use?								

	News Account 1	News Account 2	News Account 3
Which details are accurate and based on fact?			
Which details are based on opinion?			
Which details are speculative?			
Which words convey a sense of formality?			
Which words or phrases might influence the view of the audience?			
How might the words or phrases influence the view of the audience?			

# Week 3 Friday

- \* Learning Outcome / Objective
- \* I can speak with confidence and fluency.
- \* I can give personal opinions and justify them.
- \* I can define new vocabulary.

# LONDON *News*

Editorial: 10p

Subscription: 10p

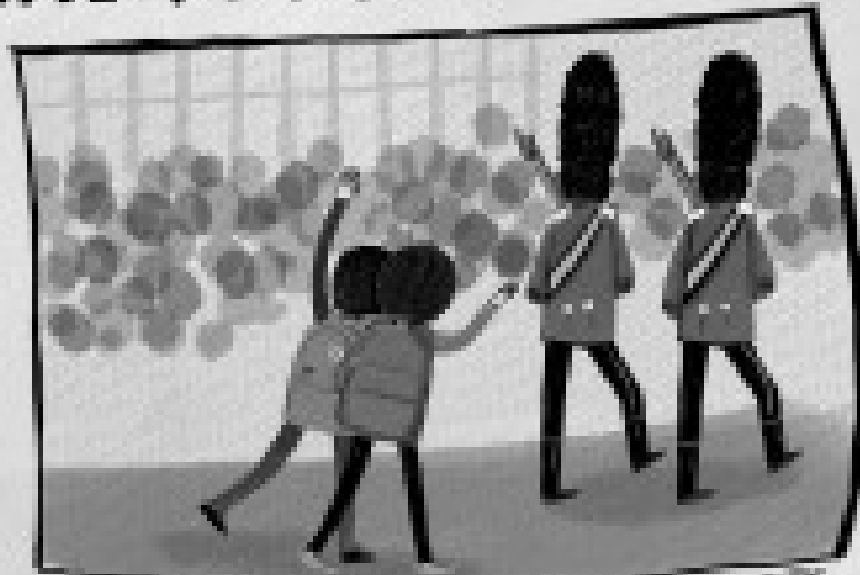
10p

## WHO IS AHMET? AND HOW CAN WE HELP?

### 9-YEAR-OLDS STORM PALACE IN BID TO HELP REFUGEE BOY

A group of nine-year-olds from the St. Paul's School in London, have taken a bold step to help a refugee boy. The children, who are members of the school's 'Refugee Support Group', have been working hard to raise money for the boy's journey to the UK.

The group, which was set up last year, has been successful in raising over £1,000 for the boy's journey. The children have been working hard to raise money for the boy's journey to the UK.



Yesterday afternoon saw a centuries-old tradition in disarray, when the Changing of the Guard ceremony was disrupted by two nine-year-old children. Breaking through the barriers, they attempted to give one of Her Majesty's palace guards a written note, asking the Queen to help them find the family of a refugee boy known only as "Ahmet."

The decisive actions of these children have served to remind us all of the shameful hesitancy and fear that often govern our actions—and those of our government.

So, who is Ahmet, and where is his family?

This paper is determined to help and urges our readers, our leaders, and our politicians to do what they can to find this young boy's missing family and reunite them here on UK soil.

Perhaps it is the actions of these children that will inspire political bodies across the world to finally heed the plight of refugee children everywhere. A fitting testament indeed to a young boy—whose story we have yet to learn—made famous by a daring act of true friendship. We appeal to all of you to not let the brave actions of these children be in vain. Help us find Ahmet's family!



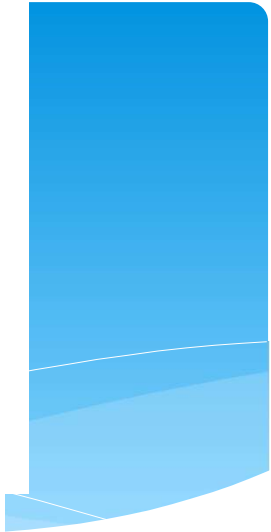


Dearest children,

Lieutenant Chris Taylor and Second Lieutenant Walter Kungu were so kind as to inform me of your brave—although slightly dangerous!—actions undertaken on behalf of your refugee friend, Ahmet. I have now also received the letter you wrote to me on the subject beforehand. Thank you for the very colorful envelope and the lovely stamps. Purple is quite my favorite color!

I was very sorry to hear of Ahmet's plight—I have heard of many little boys and girls like him. Thanks to your brave actions, lots of people from all over the world are working together to try to locate his family. I know they will all be trying their very best, and I look forward to hearing of their safe arrival to the United Kingdom (or Queendom, as you so nicely put it!) soon.

My Lieutenants tell me that you had brought tea and cookies and gifts in the hopes of sharing them with me. That was a lovely idea! I am unfortunately scheduled to go on a small tour across Britain this week, but when I get back in a fortnight's time, I should like nothing better than to invite you all to have tea with me at the palace.



*Until then, I must ask that you please do not go running after any more of my soldiers. It was awfully dangerous, and I am most relieved that you were not hurt. Any letter addressed to me will always reach me, and I do like to receive mail—especially one so beautifully decorated and written with such care.*

*With my fondest best wishes,*

Elizabeth R

*(92 years old)*

# **STATUS—FAMILY INVESTIGATION SUMMARY:**

## **AHMET SAQQAL (AGE 9)**

FATHER: MOHAMED SAQQAL

AGE: 43

PROFESSION: PROF. OF ENGINEERING

COUNTRY OF ORIGIN: SYRIA

STATUS: *LOCATED CALAIS REFUGEE CAMP, FRANCE*

MOTHER: SAMIRA SAQQAL

AGE: 45

PROFESSION: JOURNALIST

COUNTRY OF ORIGIN: SYRIA

STATUS: *LOCATED MED FAC. SURUC, TURKEY*

SISTER: SYRAH SAQQAL

AGE: 3

STATUS: DECEASED, MED. CROSSING

**H.O. OUTCOME: GRANTED PERMANENT ASYLUM IN THE UK.  
REUNIFICATION OF FAMILY IMMINENT.**

## *A Special Thank-You to All the Children (and the Extra-Nice Grown-Ups) Who Have Read This Book*

Did you know that by reading and whispering lots about this book, you will be helping refugee children and their families receive some very precious gifts?

The author has committed a portion of the money that she receives from the sale of each copy of *The Boy at the Back of the Class* to some wonderfully brave people and charities who spend every single day trying to help save and rebuild the lives of refugees all over the world.

So whether that's food and water, warm clothes, or shelter—or lots and lots of chocolate to help make their insides feel happier—thank you for each and every gift you will be helping to deliver to refugee children just like Ahmet and their surviving families.



# What's in a Word?

The word “refugee” has a very special meaning, and is different from the word “immigrant.”

An “immigrant” or “migrant” is someone who has deliberately moved to a new country (immigrant) or another part of their home country (migrant) because it is what they wanted to do—it was their choice. There are many reasons why people want to move to a new part of the world. They may want to live in a nicer house (like Dena’s parents) or somewhere with more trees, they may have found a brand-new job, or they may simply want to be closer to people they love.

Unlike an immigrant or a migrant, a refugee has been forced to leave their home to escape war, persecution, or a natural disaster. If a refugee remained in their home region or country, they would face extremely difficult circumstances and risk death. According to international law, it is legal to leave your country to try to find safety in another country—and to travel as far as you need to until you find a home.

# *Pieces of Your Own Puzzle*

I was born in...

My parents are from...

My favorite food to eat is...

If I could travel anywhere in the solar system, I would go to...

If I visited the Queen, I would wear...

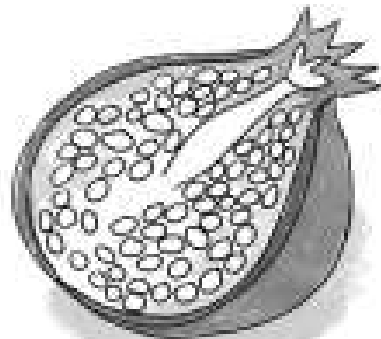
My best friend in the whole wide world is...

The thing I'm the best at is...

In my family, the funniest person is...

When I grow up, I want to be just like...

Remember  
this?



# Tell me...

- \* What did you like?
  - \* What did you dislike?
  - \* What patterns did you find?
  - \* What puzzled you?
- 
- \* Reflect on what key insights you have gained from reading this book.



# Vocabulary

## EXPLORE THE LANGUAGE USED

unexpected, confused, squashed, plucking, jewels, lunged, watery, famous, announcement, applause, signalled, kibbeh, grocery, matter-of-factly, poor tyke, downcast faces

## EXPLORE THE LANGUAGE USED

reassuringly, anxiously, frantically, nudging, chauffeuring, swerved, zigzagged, prodding, surged, clamouring, paramedic, concussion, troopers, siren

## EXPLORE THE LANGUAGE USED

dangly, despicable, neckerchiefs, bigotry, intercepted, transpired, terrorist, no scruples, hounded, harass, murmured, suspension, disarray, radar, expelled, motioning

# Week 4 Monday

- \* Learning Outcome / Objective
- \* I can recognise features of a newspaper report.

# Do you remember these headlines from the story?

- \* AHMET: THE MOST FAMOUS REFUGEE BOY IN THE WORLD
- \* EXCLUSIVE: THE CHILDREN BEHIND THE BUCKINGHAM PALACE PROTEST
- \* PARENTS UNIT TO FIGHT AGAINST RACISM & CHAMPION REFUGEE RIGHTS

Racists like MP Fry have no right to tear innocent families apart!

# The Features of a Newspaper Report

---

Newspapers have a range of features that attract the reader.

Can you think of these features?

**Next**



**Next**

A newspaper report must include...

the name of the newspaper  
at the top;

Next

an interesting headline and sub-headline,

an introductory paragraph that  
includes the five Ws;

Next

captions for  
all pictures;



Next

facts about the main  
events;

Next

writing in the third person  
past tense;

Next

Next

“ quotes written as direct  
speech; ”

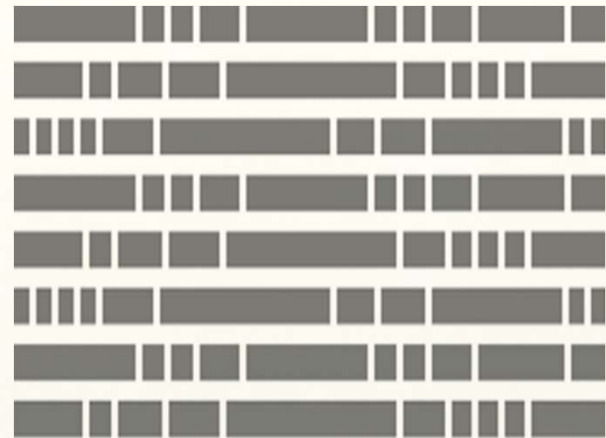
Next

a conclusion paragraph  
to explain what might  
happen next.

Next

# HEADLINE

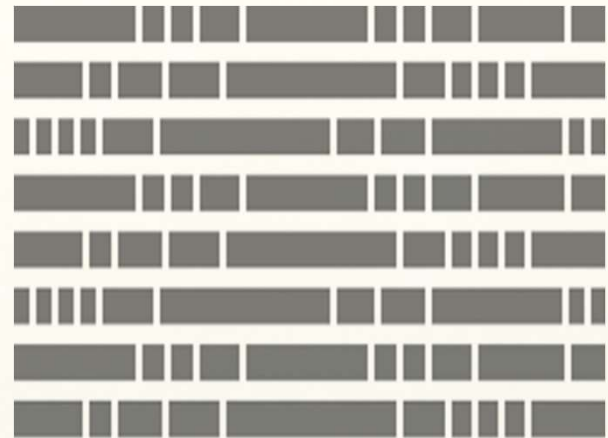
Newspapers use the headline to try to grab the readers' attention. It might even use a pun, rhyme or alliteration. Which one of these catchy headlines makes you want to read more?



Next

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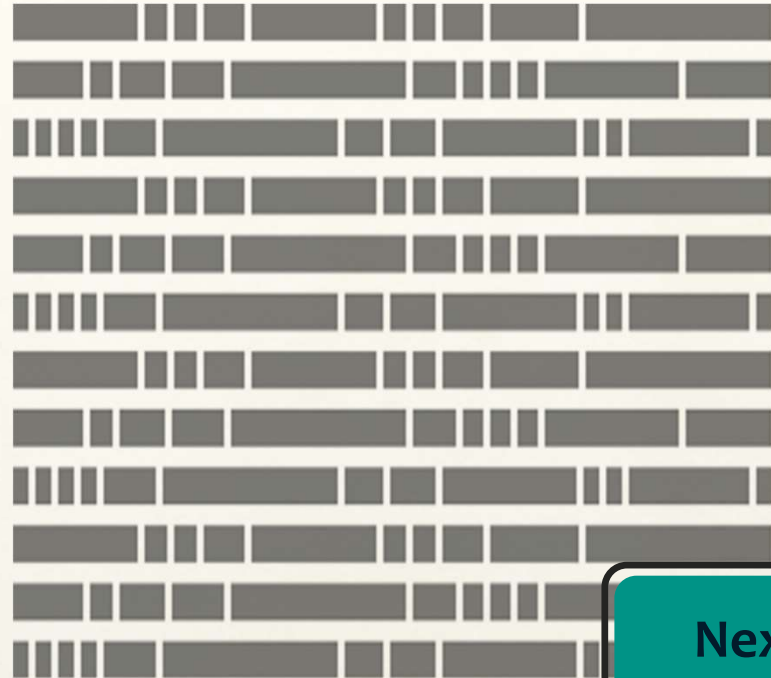
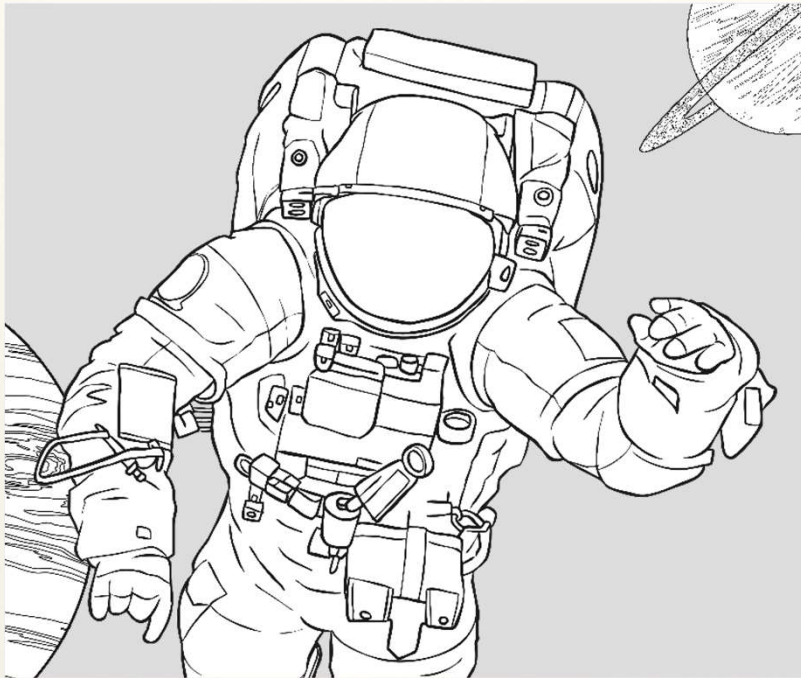
Next

## ROMAN COIN SURPRISE FOR MRS SHIP



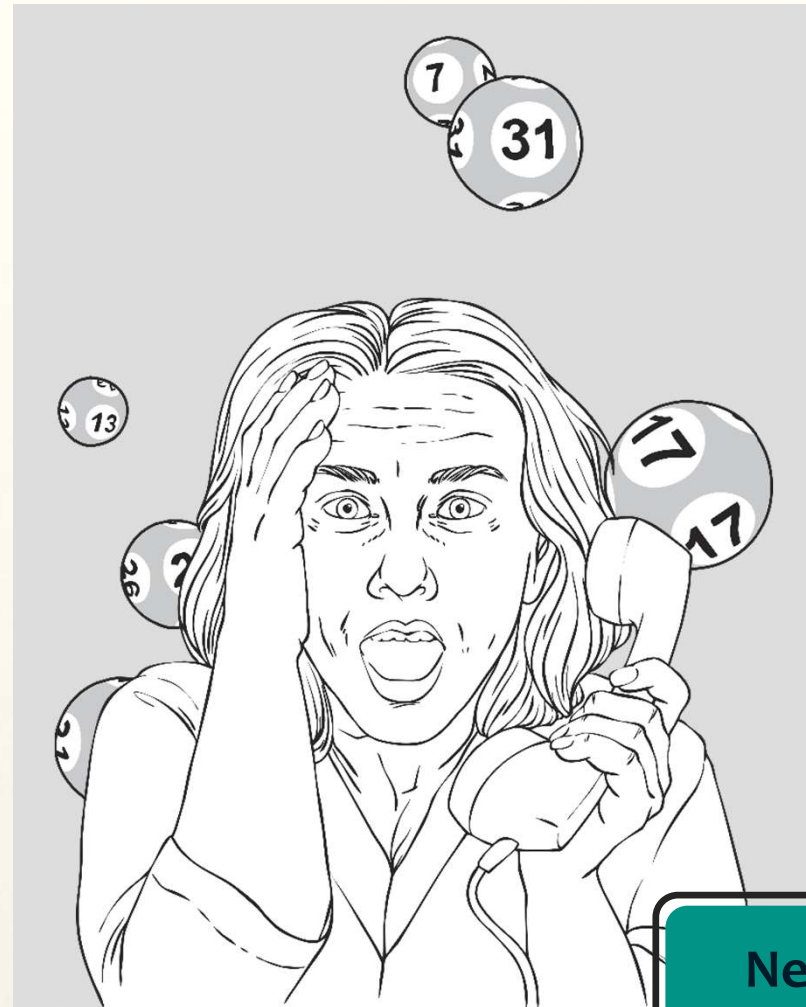
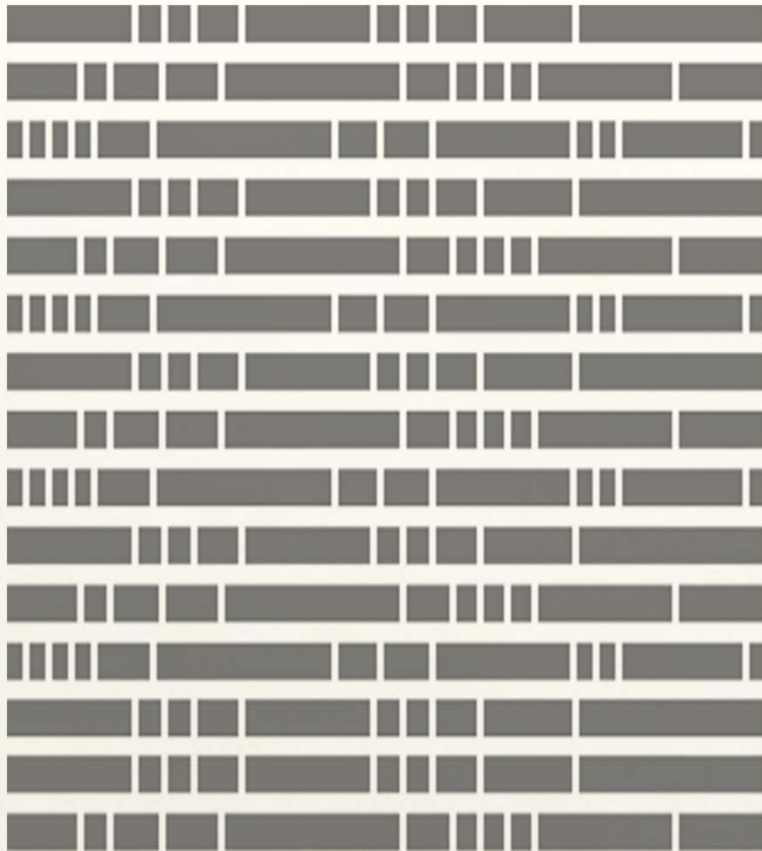
**Next**

# BACK TO EARTH WITH A BUMP!



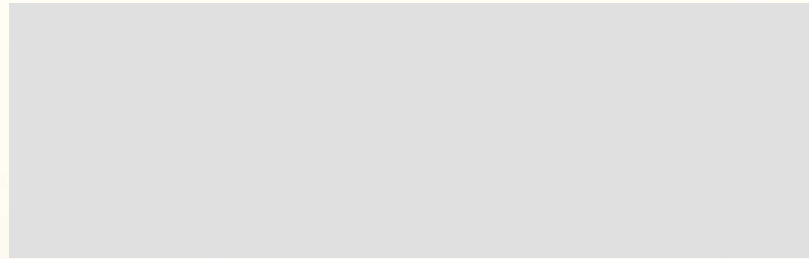
Next

# LUCKY LOTTERY WINNERS... WIN AGAIN!



Next

# BAGGINS IS BACK!

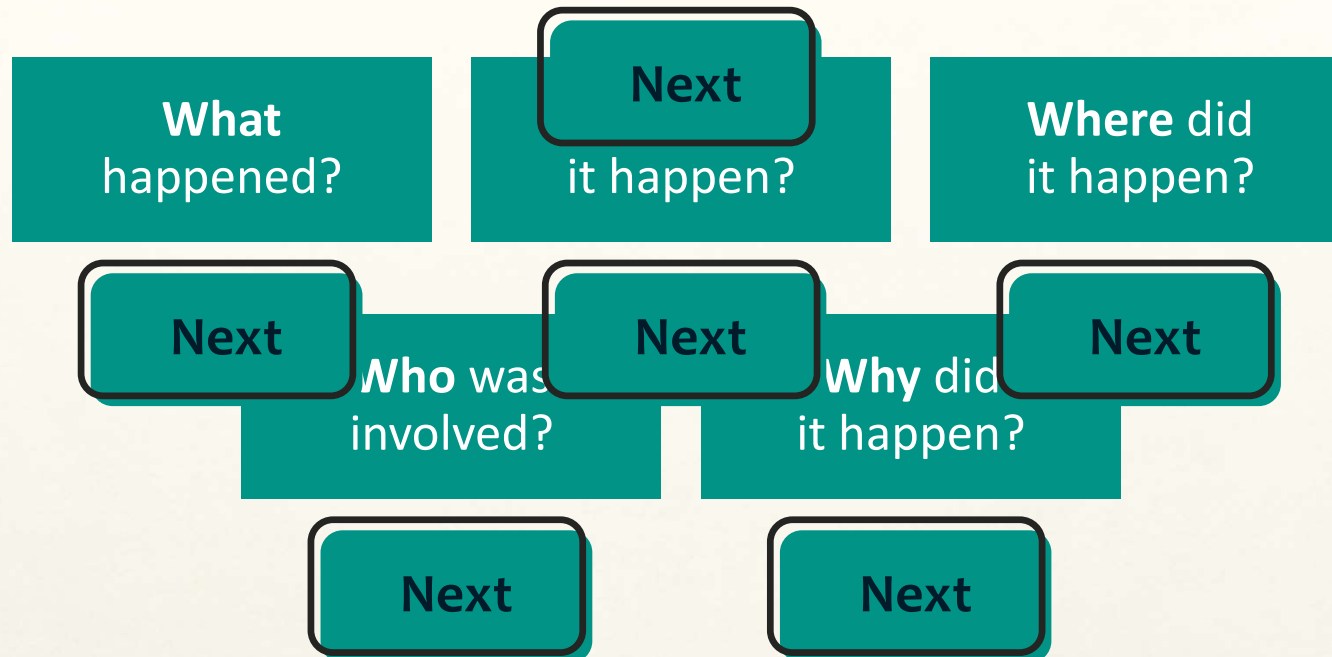


Placeholder text consisting of multiple lines of gray rectangular blocks, representing a paragraph of text.

Next

# Introductory Paragraph

A newspaper report begins with an introductory paragraph that includes the **five Ws**.



# BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.



*Landing with a bump! Tim Peake lands safely in Kazakhstan.*

Can you spot the **five Ws** in the start of this report?

Next

# Captions and Pictures

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.

Next



A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

Next

What do you think a report using this picture would be about?

Next

# Captions and Pictures Main Events

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.

and which are opinions?



A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

What do you think a report using this picture would be about?

Next

The man had a beard and wore a black coat.

I am the smartest person in the class.

Yellow is my favourite colour.

You shouldn't go swimming in the sea.

It took them 4 days to complete the endurance race.

Mrs James lives on Blake Drive.

The truck arrived at the jewels at 3 o'clock.

Next

Facts

had a beard and wore

Opinions

The man  
wore

I am the

beard and  
coat.

person in the class.

I am

person in the class.

test  
class.

Yellow is the best colour.

It took  
days

Next

over 84  
days

to complete the  
extreme race.

yellow

Next

colour.

swimming in the sea.

You shouldn't go

Mrs

Next

It took the runner 84 days to  
complete the extreme race.

Next

the sea.

103 Blake Drive.

Mrs Jan

to pick up

at 103 Blake Drive.

The truck  
the jewels

The truck arrived to pick up the jewels at 3  
o'clock.

Next

W

Facts

Third Person a

Opinions

se

The man had a beard and  
wore a black coat.

Write about what happened to others (e.g. he, she,

It took the runner 84  
days to complete the  
extreme race.

Newspaper articles are normally an example of a  
recount text. They are written in the past tense as the  
event has already taken place.

**Mrs James lives at  
103 Blake Drive.**

The truck arrived to pick up  
the jewels at 3 o'clock.

**I am the smartest  
person in the class.**

**Yellow is the best colour.**

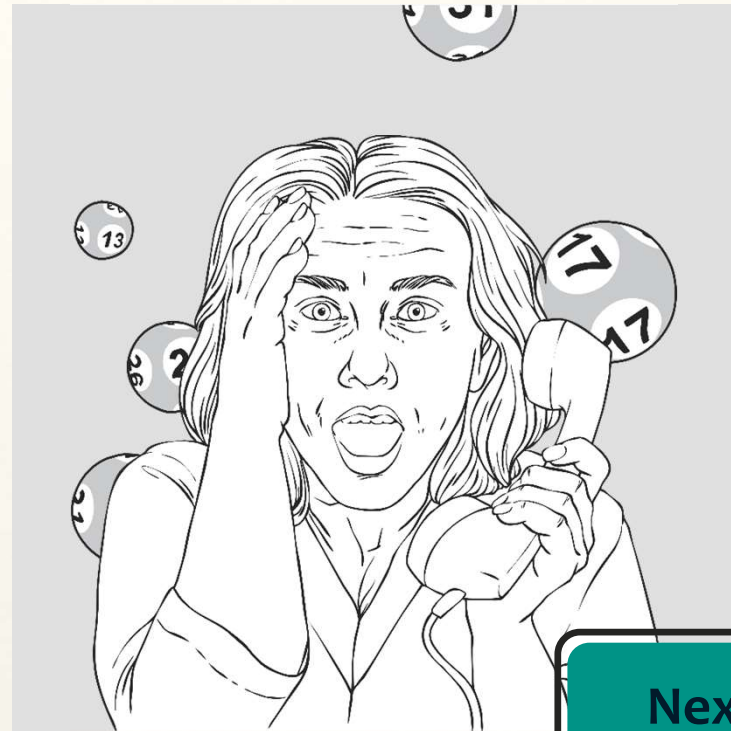
**You shouldn't go  
swimming in the sea.**

Next

# Quotes

Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. Remember to use inverted commas!

“ [REDACTED] ”



Next

"We were all jumping around and dancing in the living room. We never believed it could happen again," Alisha commented.

Next

"Sally asked me to stop working because I was about to hit whatever she'd seen. I hadn't even spotted them," commented builder Karl Webb.

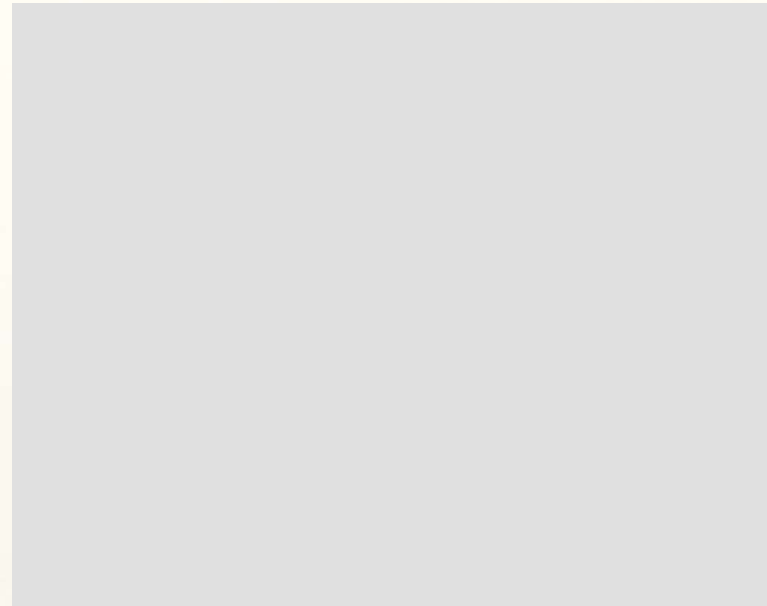
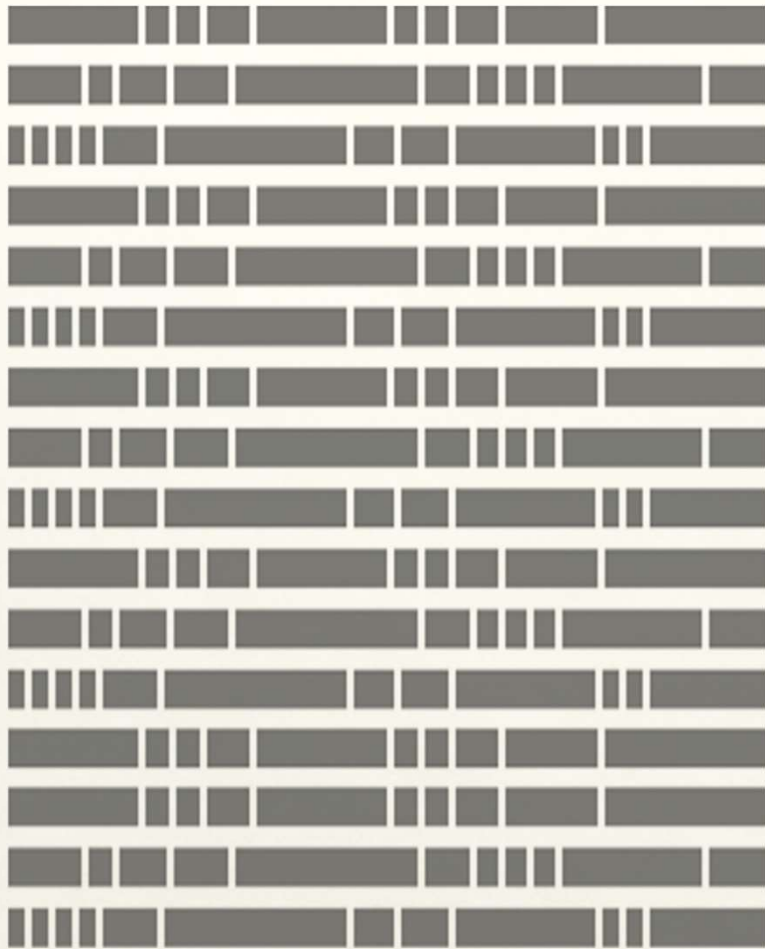
Next

Next

"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

Next

# Concluding Paragraph



A concluding paragraph is often used to tell the reader what might happen next.

Next

What do you think might happen next in this report about some very lucky lottery winners?

Click next to reveal what happened next.



## LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

The two winners have exclusively revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

Next

## ROMAN COIN SURPRISE FOR MRS SHIP

Reported by Owen Butcher, Media Correspondent, Glastonbury

**Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.**

It was last year when Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of

history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

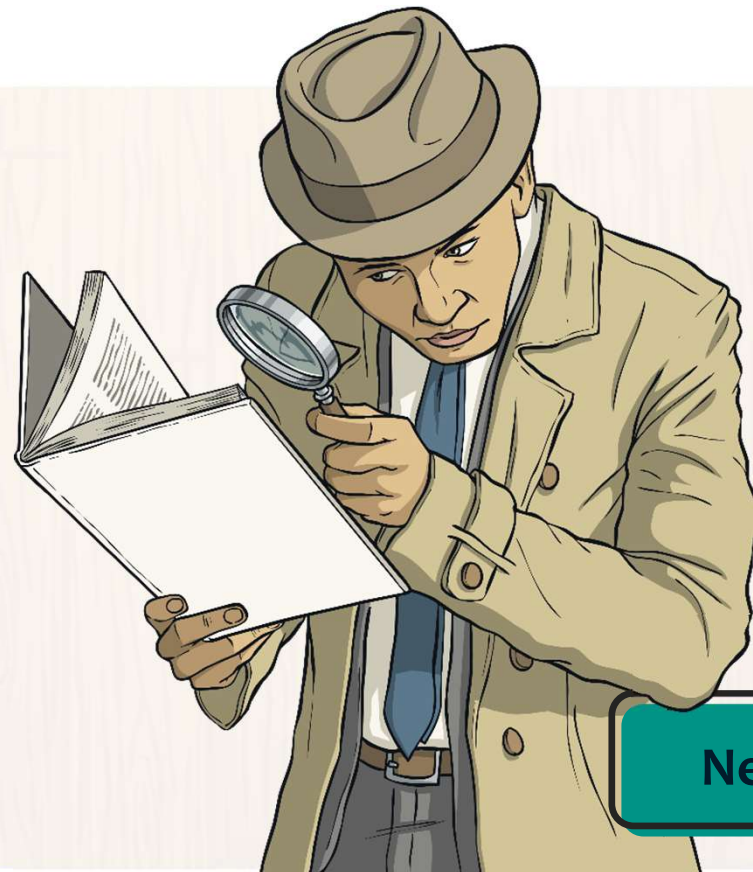
Further excavations took place at Mrs Ship's property but no other finds were made. It is yet to be decided where the coins will be put on public display.



The treasure was discovered in a garden in Somerset

What features do you need to remember to include in your newspaper report?

Take a look at this example, how many features can you find?



**Next**

**TWINKL TIMES**

## ROMAN COIN SURPRISE

An interesting headline.

Next

An introductory paragraph that includes the five Ws.

Next

Facts about the main events.

Next

Quotes are written as direct speech.

Next

**TWINKL TIMES**

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The treasure was discovered in a garden in Somerset

What features do you need to

The name of the newspaper at the top of the page.

Next

Write in the past tense.

Next

A final concluding paragraph explains what might happen next.

Next

Captions are added to pictures.

Next

# Here is our model text

- \* Can you spot the features being used?

# LONDON NEWS

Daily news only... £1.50

Special feature on conflicts across the globe on p.8

*The newspaper which keeps you one step ahead!*

## WHO IS AHMET? AND HOW CAN WE HELP?

### Editorial

All the top goals and full score coverage from yesterday's league matches. PAGE 14

Secrets of fashion week - what's hot and what's not to wear. PAGES 5-8

Strictly come dancing stars interviewed as new line up is released. PAGE 3

Recipes that will make your mouth water this summer - how to do the best BBQs. PAGE 10

### 9 year-olds storm the palace in bid to help refugee boy

Yesterday afternoon saw a centuries old tradition in disarray, when the Changing of the Guards ceremony was disrupted by two nine-year-old children. Breaking through the barriers, they attempted to give one of Her Majesty's Palace guards a written note, asking the Queen to help them find the family of a refugee boy known only as 'Ahmet'. The decisive actions of these children has served to remind us all of the shameful hesitency and fear which often govern people's actions - and those of the government.

The girl, who was taken into an ambulance to check for injuries, cried out, "I just needed to make sure the Queen got our letter before the gates close." Those close by did not hear the response from the other child involved. Both looked shocked by the reaction of the guards. One witness stated that they were hoping their actions might inspire political leaders to support the plight of refugee children across the world.

We appeal to you all to not let the brave actions of these children be in vain. Help us find Ahmet's family.

**By  
Sonny  
Day**



Ahmet's appearance is currently unknown.



To help 'Find AHMET'S Family visit  
[www.togetherwecan.com](http://www.togetherwecan.com)



Weather - sunshine and showers due this week for the majority of the UK.

# Model text – Newspaper report

# WHO IS AHMET? AND HOW CAN WE HELP?

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Reported by Sonny Day

# WHO IS AHMET? AND HOW CAN WE HELP?

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# Week 4 Tuesday

- \* Learning Outcome / Objective
- \* I can retrieve and infer information.
- \* I can justify a personal opinion.
- \* I can recognise direct speech.

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# Tell me...

- \* What did you like about the newspaper report?
- \* What did you dislike about the newspaper report?
- \* What patterns did you spot?
- \* What puzzles you?

# Comprehension practise...

**Go through these questions and decide which are retrieval, inference or other.**

- \* When did the incident take place?
- \* What was the incident?
- \* Who was taken to an ambulance?
- \* Why?
- \* What is the purpose of the report? How do you know?
- \* What does the word disarray do to the sentence?
- \* What bias can you gain from this article? Is it in favour of the actions of the children or against? Find evidence to justify your answer.
- \* Why have they included the sentence 'Both children looked shocked by the reaction of the guards.'?
- \* What does the word 'plight' mean?
- \* Why are questions used in the headlines?

# WHO IS AHMET? AND HOW CAN WE HELP?

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# Direct speech

- \* The exact words spoken by someone show using speech marks.

The girl, who was taken into an ambulance to check for injuries, cried out, "I just needed to make sure the Queen got our letter before the gates close."

# Imagine we interviewed someone else...

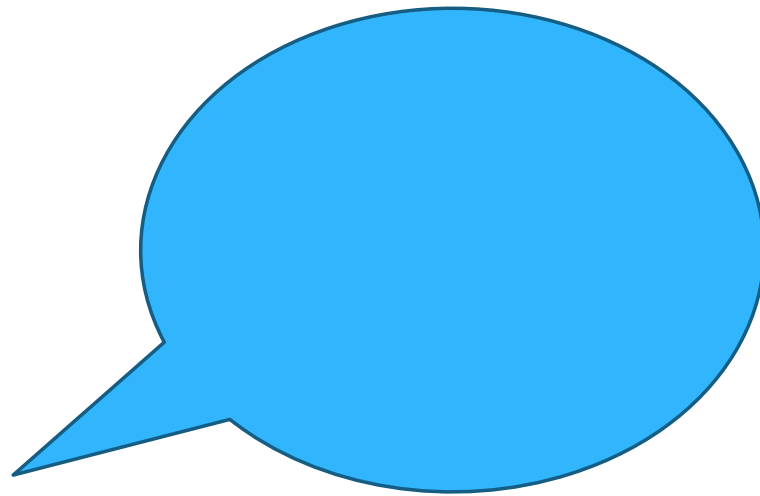
Imagine we interviewed a person who had travelled miles on holiday to see the changing of the guard.

Imagine they were upset that their holiday had been ruined by the selfish children.

Imagine they were scared and frightened by the police rushing in and an ambulance on the scene.

# Imagine we interviewed someone else...

What might they say if they were interviewed?



# How could we put this into a sentence as direct speech?

- \* One woman on the scene **said**, “It was so scary to see the police arrive. Those children were silly and selfish to have ruined my holiday.”
- \* A lady, who was watching the changing of the guards as part of her holiday, **commented**, “Where were the children’s parents? They should never have been allowed in London unsupervised!”
- \* Mrs Jackson, an elderly woman who loves to visit the palace each year with her husband, **remarked**, “Why do children think they have the right to just do what they want? When I was younger, I just did what I was told!”

# Week 4 Wednesday

- \* Learning Outcome / Objective
- \* I can offer ideas and collaborate.
- \* I can recognise bias.

# WHO IS AHMET? AND HOW CAN WE HELP?

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Reported by Sonny Day

# Think about bias...

- \* Imagine the newspaper reporter was not in favour of what the children did.
- \* How could the report be written to show this?
- \* Who could they interview?
- \* What words could be used to show no sympathy?

# Planning from a different viewpoint

Headline	Opening	Direct	Indirect	Closing
Silly children endanger our Queen	Who – children What – gave letter to guards When – yesterday Where – palace Why – not going to be mentioned	Lady – upset for disruption	Children – not sorry for actions	Schools should be teaching more about respect and being in school

# Silly children endanger our Queen

Yesterday morning, two foolish school pupils absconded from school in an attempt to cause harm to our Queen. The rebels brazenly marched up to the palace and interfered with the royal ceremony of the changing of the guards. Luckily, the police intervened quickly to apprehend the villains.

A lady, who was watching the changing of the guards as part of her holiday, **commented**, “Where were the children’s parents? They should never have been allowed in London unsupervised!” She had spent a years savings to visit London to see this royal spectacle and felt so sad that it had been ruined by a few silly children thinking they know better.

The pair have now been returned home, via a police car, and will be seriously reprimanded by the school and their parents. However, it seems the pupils have no regrets for their actions as they were overheard laughing about what had happened and feeling quite disappointed that they had not actually met the queen.

We appeal to all schools to work harder with their pupils to understand how to respect systems and the need to be in school everyday.

Reported by  
Mr B las

# Week 4 Thursday

- \* Learning Outcome / Objective
- \* I can write a newspaper report.
- \* I can use direct speech.
- \* I can recognise my own bias.

Think about the follow up report that could be written when Ahmet's parents have been found.

You could write as either:

- \* Mr B las (showing anger / disappointment / frustration at the Queen's interference)

Or

- \* Sonny Day (showing delight / wonder / appreciation at the Queen's support)

# Planning

Headline	Opening	Direct	Indirect	Closing

# Week 4 Friday

- \* Learning Outcome / Objective
- \* I can complete my report.
- \* I can use my computing skills to edit and improve my writing while publishing it.
- \* I can select appropriate pictures that support my bias and perspective.

# Use Publisher or Word

- \* Think about Bold / Underline / Columns / Font size / Font style / Picture choice / Caption for picture

# Week 5 Monday

- \* Learning Outcome / Objective
- \* I can retrieve, infer, summarise, explain.
- \* I can research using books and computers.

# Recapping the story in chapters...

## SUMMARY

This story is about the arrival of Ahmet, a nine-year old refugee child from Syria who joins an ordinary primary school in London. The narrator and her friends are curious about the new boy at the back of the class and make it their mission to become friends with him. This mission, however, encounters many twists and turns as the four friends learn more about Ahmet's past and tackle bullies and bigotry. Before long, all five children are caught up in a very public adventure as they follow the 'Greatest Idea in the World' in order to fight for justice for Ahmet.

The themes within this book are complex and sensitive therefore it is more suited to children in the upper end of KS2 who will enjoy discussing the issues at depth. It is a useful tool to stimulate discussion, especially within schools or communities who regularly welcome children and families who have either chosen or have been forced to leave their country of birth.

The book has 26 short chapters.

## CHARACTER REVIEW

*Alexa (remains nameless through much of the story causing the reader to question gender stereotypes – the study questions below reflect this)*

Ahmet

Tom

Michael

Josie

Alexa's mum

Various adults: teachers, parents, extended family, neighbours

### Chapter 1

- **How does the author portray friendship in this chapter? Find evidence to support your answer.**

### Chapter 2

- **What influence does gossip have in the school?**
- **Have you experienced the effects of gossip?**

### Chapter 3

- **How is Ahmet feeling throughout this chapter? Find evidence to support your answer.**

### Chapter 4

- **How do Mr Brown's and Mrs Grimsby's views on refugees differ?**

## Chapter 1

- **How does the author portray friendship in this chapter? Find evidence to support your answer.** *Close bond between the friends – playing, sharing, helping. Each friend is celebrated for their unique qualities. Josie shows loyalty to the main character.*

## Chapter 2

- **What influence does gossip have in the school? Focus on the character of Jennie and effect of rumours on children in school.**
- **Have you experienced the effects of gossip? Take children's responses. You may want to share an experience of your own.**

## Chapter 3

- **How is Ahmet feeling throughout this chapter? Find evidence to support your answer.** *Nervous, worried, curious, interested, confused, lonely, sad, scared. Discuss experiences of travelling to a new place, starting a new school etc.*

## Chapter 4

- **How do Mr Brown's and Mrs Grimsby's views on refugees differ? Children to look at dialogue for evidence of different views. Ask children what they think about these different views. Have they heard similar views elsewhere? How would a refugee feel if they heard each adult discussing their view?**

## Chapter 5

- How does the author show that there is a close relationship between the main character and their mum?
- Mum says, 'The world has never been kind to refugees' (p.45). What does she mean by this?

### **Activity**

- Research - Carry out research into different refugee crises throughout history. Children could do this in pairs or groups of four using the cooperative learning roles.

## Chapter 5

- **How does the author show that there is a close relationship between the main character and their mum?** *Trusts mum, admires mum, we realise that main character and mum are only ones living in flat because dad has died, they have special 'Adventure Days' together, mum tucks main character into bed – this makes them feel very safe and loved.*
- **Mum says, 'The world has never been kind to refugees' (p.45). What does she mean by this?** *Take children's responses.*

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\* <https://www.refugeecouncil.org.uk/information/refugee-asylum-facts/the-truth-about-asylum/>

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\* See model text for info

# Week 5 Tuesday

- \* Learning Outcome / Objective
- \* I can speak with confidence and prosody.
- \* I can recognise features of a non-chronological report.

# Refugee Week

## **What is Refugee Week?**

Refugee Week is a UK-wide programme of arts, cultural and educational events and activities that celebrate the contribution of refugees to the UK. It aims to promote a better understanding of why people seek sanctuary. It is usually celebrated around the 20th June each year. Anyone can be involved by organising, attending or taking part in activities.

## **What does being a refugee mean?**

A refugee is someone who has had to leave their own country because they are being persecuted or are in fear of being persecuted. This means that they are afraid of being killed because of their religious beliefs, political opinions or their race. People are often forced to become a refugee due to war, political oppression or natural disasters.





### **Did you know?**

Refugees often come from very different countries compared to the UK. They speak different languages, have a different culture, foods, traditions, religion, artistic and creative skills, and much more. We can learn a lot from people with different experiences to our own.

### **When did Refugee Week begin?**

Refugee Week began in 1998 because there was a lot of incorrect information and ignorance about refugees. People read in the newspapers that refugees were here for financial benefits and 'free housing', and there was a lot of negative behaviour towards refugees.

Refugee Week organisers state:

**"Our ultimate aim is to create better understanding between different communities and to encourage successful integration, enabling refugees to live in safety and continue making a valuable contribution"**

# Can you find the key features in the model text?

- \* Title – clearly showing what the text is about
- \* Subheadings – questions to draw readers in and help them find the information quickly in the relevant sections
- \* Topic sentences – clearly explaining the paragraph
- \* Facts – unbiased
- \* Third person – formal language – present tense

# Refugee Week

Title

Subheadings

Topic sentences

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\* Third person

\* Formal language

Refugee Week organisers state:

\* Present tense

"Our ultimate aim is to create better understanding between different communities and to encourage successful integration, enabling refugees to live in safety and continue making a valuable contribution"

# Week 5 Wednesday

- \* Learning Outcome / Objective
- \* I can work collaboratively.
- \* I can organise ideas.

# Shared writing

Title	Opening	P1	P2	P3	Closing
Refugees	What is a refugee?	Why do people become refugees?	What are refugee camps?	What do refugees do?	Why is helping refugees important?

# Refugees

What Is a Refugee?

A refugee is a person who is seeking a safe haven after being forced to flee violence, persecution or war. Refugees are defined and protected in international law. Seeking asylum is not a crime. While every refugee is initially an asylum seeker, not every asylum seeker will ultimately be recognized as a refugee.

# Why do people become refugees?

People become refugees for a number of different reasons, including: persecution, war and political violence. For well over a decade, the number of people forced to flee their homes because of conflict and persecution has steadily increased. In 2012, these numbers spiked, resulting in what is now recognized as a global refugee crisis.

# What are refugee camps and why are they created?

Refugee camps are temporary settlements created to provide refugees with immediate aid and protection. Forced from home, refugees are often left with little to call their own. Lacking food, clean water, clothing and proper hygiene supplies, refugee children and their families are vulnerable to disease, abuse and worse. There are refugee camps all over the world.

# What do refugees do?

Refugee's lives have been thrown into a state of chaos because of what they experienced in their home countries prior to displacement, as well as on their journeys to find safety. Like anyone, refugees need food, shelter and the opportunity to thrive. But after leaving everything behind and without livelihood opportunities to earn an income, many refugees struggle to survive.

# Why Is Helping Refugees Important?

The COVID-19 pandemic has demonstrated that people are living in an extremely interconnected world and must focus on the fate of everyone around the world, especially children.

This unprecedented disruption to children's education and rising poverty caused by the COVID-19 pandemic could force at least 9.7 million children out of school forever, with girls, refugees, and internally displaced children most affected. With 26 million men, women, and children now forced to flee their home countries due to conflict and persecution, it's more important than ever to take action to help improve the lives of refugees.

# Week 5 Thursday

- \* Learning Outcome / Objective
- \* I can plan a non-chronological report.
- \* I can write a non-chronological report.

# What Is a Refugee?

I wonder what a refugee is?



A **refugee** is a person who has been forced to leave their country.

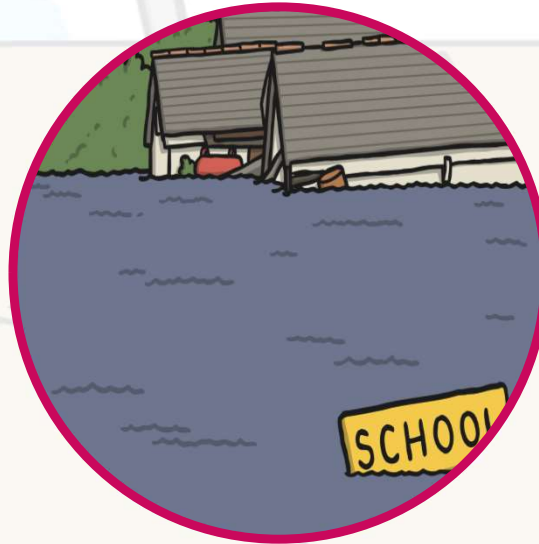
An **asylum seeker** is someone who has left their country of origin and formally applied for protection in another country but whose application has not yet been decided.

# Why Would Somebody Become a Refugee?

There are many different reasons why a person would become a refugee.



A person may leave their home because of a war.



A natural disaster such as a flood, earthquake or volcanic eruption may cause a person to flee.



A person may escape their home to avoid [persecution](#).

# Persecution.

## Dictionary Definition

Persecution is experiencing hostility and ill-treatment, especially because of race or political or religious beliefs.




# What Would Happen to a Refugee?



When a refugee escapes from their home and country, they travel to another place where they will feel safe.

Often, people travel for days or weeks to arrive at the country.

Sometimes people walk; other times they travel by car, lorry or boat.

An illustration featuring two children sitting at a brown table in the foreground. On the left is a boy with dark skin and short brown hair, wearing a green long-sleeved shirt with a yellow pocket. On the right is a girl with light skin and blonde hair, wearing a red and white striped shirt under blue overalls, with her hand to her chin in a thinking pose. Behind them is a large, light blue circular backdrop. In the background, a girl with brown hair in a ponytail, wearing a light green jacket and white pants, is walking. The scene is set outdoors with a blue sky and white clouds.

I wonder what a  
refugee would take  
with them?

As they are travelling for a  
long time, refugees usually  
take very little. They only take  
things that are vital and  
precious.

# What Is a Refugee Camp Like?



When a refugee enters a new country, they may try to get into a refugee camp. Often there are big queues.

They have to stay in these camps until their application to stay in the country has been agreed.

Once this has been agreed, a refugee has received **refugee status**.

# What Must it be Like to Leave Your Home?



Ali is a ten year old boy from Afghanistan. He had to leave his home and become a refugee. Watch the [video](#) to find out more.

# Think About It...

How do you think Ali felt when he had to leave his parents?

Would it have been safe to stay with his parents?



# History of Refugees

During the First World War and the Second World War, many refugees came to the United Kingdom.



Photo courtesy of Kessell (Lt), War Office official photographer [Public domain], via Wikimedia Commons- granted under creative commons licence – attribution

# Current Refugees

Currently, there are more refugees due to war and persecution than ever before in world history. Over 65 million people are refugees, of which over half are children.



# Current Refugees



Jordan: In 2015, hundreds of thousands of people arrived in Jordan as refugees.

Uganda: Over two million people from Sudan have fled to Uganda as refugees.

Rwanda: Thousands of people are in refugee camps. There is not enough food and water so people are facing health problems.

Greece: Charities are working in Greece to help refugees. Nearly half a million people have been helped.

Bangladesh: Thousands of people have entered Bangladesh, escaping persecution in Myanmar.

# Independent planning

Title	Opening	P1	P2	P3	Closing

# Week 5 Friday

- \* Learning Outcome / Objective
- \* I can complete my information text.
- \* I can edit and improve my writing.
- \* I can discuss why I selected the information I selected.

# Features

- \* Title
- \* Subheadings as questions
- \* Topic sentences
- \* Present tense
- \* Formal language
- \* Third person
- \* Pictures with captions

# Week 6 Monday

- \* Learning Outcome / Objective
- \* I can speak with confidence and fluency.
- \* I can recognise different vocabulary choices for 'look' and how these create emotions.

# Words for 'look'...

'The new boy probably thought there was something wrong with me too, but it's hard to stop staring at new people – especially when they have eyes like a lion's.'

'stare', 'stared intensely', 'stared open-mouthed', 'glance', 'gaze lovingly', 'peer', 'gape', 'glimpse', 'scan', 'inspect', 'bore a hole...', 'gawk', 'goggle', 'glare'

How would these make you feel?

'irritated', 'shy', 'awkward', 'overwhelmed', 'special', 'important', 'angry'

<b>Initial Feelings</b>	<b>Type of Look</b>	Notice from a distance
	<b>Feeling</b>	Self-conscious
	<b>Reaction</b>	Look down
<b>Mild Response</b>	<b>Type of Look</b>	Stolen glances
	<b>Feeling</b>	Itchy
	<b>Reaction</b>	Pull sleeves
<b>Building Intensity</b>	<b>Type of Look</b>	Glimpses over shoulders
	<b>Feeling</b>	Thumping heart
	<b>Reaction</b>	Sinking
	<b>Type of Look</b>	Peering down noses
	<b>Feeling</b>	Ears thumping
	<b>Reaction</b>	Turn away
<b>Height of Feeling</b>	<b>Type of Look</b>	Boring a hole in my back
	<b>Feeling</b>	Burning up
	<b>Reaction</b>	Scream

# Glasses

Glasses for reading, glasses for writing,  
Glasses for seeing the world as it is,  
Glasses for drinking, glasses for sleeping,  
Glasses for seeing things as I want them to be.

Of all the glasses that belong to me,  
And the myriad things they all let me see,  
The dearest ones, spectacles most clear,  
Are the ones that let me see through fear.

Michael Maller

# Tell me...

- \* Likes?
- \* Dislikes?
- \* Puzzles?
- \* Patterns?

# Week 6 Tuesday

- \* Learning Outcome / Objective
- \* I can respond to poetry and understand the purpose behind it.

# The 13-year-old Syrian refugee who became a prizewinning poet

A year after learning to speak English, Amineh Abou Kerech has won this year's Betjeman prize. She tells us how she found her voice



**I** take words from anywhere,” says Amineh Abou Kerech, moments after winning the 2017 Betjeman poetry prize for 10- to 13-year-olds last week. “I take them from songs and films, from what I see on the computer or the television. And I put them all together.”

She makes it sound so simple. It’s anything but, according to her older sister Ftoun, who is smiling at Amineh across a pub table in London’s St Pancras station. “She sits in her bedroom all the time and practises, practises.”

Amineh, who was born in Syria 13 years ago, nods. She started writing poems during the four years her family spent in Egypt, but since moving to England last summer, with a new language to master and a new culture to get to grips with, she has been working doubly hard on her verses.

Her prizewinning poem, Lament for Syria, was written half in English, half in Arabic, and translated fully into English with help from her sister, her teacher and Google Translate. At the prizegiving, which took place on National Poetry Day last Thursday, next to the statue of John Betjeman at St Pancras, she read the first part of it in English before switching to Arabic at the words “I am from Syria.”

**▲▲ When I remember my Syria I feel so sad and I cry and start writing about her**

Amineh was eight when they left. The civil war had begun a year earlier, in 2011, sparked by the Arab spring and kindled by disaffection towards the Assad regime. Her family lived in Darayya, a Damascus suburb known as a centre of anti-government protest. When violence flared up, Amineh's parents Tammam and Basmeh fled the city with their young family. They moved around for a year, sleeping wherever they could find shelter, until remaining in Syria was no longer viable and they escaped to Egypt.

"In Syria, all the time we were scared," says Amineh. When they settled in Cairo, despite the fact that her family had lost everything (her father had owned a shop in Damascus selling fabric) and were living in the most basic conditions, Amineh's fear abated. She began writing poetry, she says, as a way of putting her dislocation into words. "When I remember my Syria I feel so sad and I cry and start writing about her."

After four years, the family moved to England as refugees, settling in Oxford where Amineh and her two siblings - Ftoun, 14, and Mohammad, 11 - now go to school. At Oxford Spires, a multicultural academy in the east of the city where more than 30 languages are spoken, the two sisters joined a workshop led by the Iraqi poet Adnan Al-Sayegh. That's where they met Scottish author Kate Clanchy, the school's writer-in-residence since 2009, who has been nurturing Amineh and Ftoun's talents at weekly classes.

“It’s a surprise for me, like a dream,” her father tells me afterwards. He never imagined his daughter winning a prize like this: poetry doesn’t run in the family. “I used to write simple things, but after the war, after the hard time that we had, we didn’t think that we needed to write anything,” he says. “We survived.”

# Lament for Syria

## by Amineh Abou Kerech

Syrian doves croon above my head  
their call cries in my eyes.  
I'm trying to design a country  
that will go with my poetry  
and not get in the way when I'm thinking,  
where soldiers don't walk over my face.  
I'm trying to design a country  
which will be worthy of me if I'm ever a poet  
and make allowances if I burst into tears.  
I'm trying to design a City  
of Love, Peace, Concord and Virtue,  
free of mess, war, wreckage and misery.

Oh Syria, my love  
I hear your moaning  
in the cries of the doves.  
I hear your screaming cry.  
I left your land and merciful soil  
And your fragrance of jasmine  
My wing is broken like your wing.

I am from Syria  
From a land where people pick up a discarded piece of bread  
So that it does not get trampled on  
From a place where a mother teaches her son not to step on an  
ant at the end of the day.  
From a place where a teenager hides his cigarette from his old  
brother out of respect.  
From a place where old ladies would water jasmine trees at  
dawn.  
From the neighbours' coffee in the morning  
From: after you, aunt; as you wish, uncle; with pleasure, sister...  
From a place which endured, which waited, which is still waiting  
for relief.

Syria.  
I will not write poetry for anyone else.

Can anyone teach me how to make a homeland?  
Heartfelt thanks if you can, heartiest thanks,  
from the house-sparrows, the apple-trees of Syria,  
and yours very sincerely.

# Tell me...

- \* Likes?
- \* Dislikes?
- \* Patterns?
- \* Puzzles?

# Week 6 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise figurative language.

# What Is Figurative Language?

Figurative language is a way of using words to compare something to something else – beyond the literal meaning.

Figurative language is used for emphasis and impact.

I've told you a million times to clean your room!



She ran as fast as lightning.



His team was on top of the world after winning the championship game.



# Why Use Figurative Language?

Figurative language makes our writing more interesting. It also helps the reader create a mental image of our meaning.

**Which sounds more interesting?**

We are alike.

OR

We are two peas in a pod.

# Types of Figurative Language

Here are a few types we will discuss:

simile

metaphor

personification

hyperbole

# Simile

A **simile** compares two things by using the words “like” or “as.”

Your eyes sparkle **like** diamonds.

The classroom looked **like** a tornado had gone through!

I tiptoed **as** quietly **as** a mouse.

**Similes** always include the words “like” or “as.”

# Metaphor

A **metaphor** compares one thing to another **without** using “like” or “as.”

Laughter is music for the soul.

You are my sunshine.

Those ideas are food for thought.

**Metaphors** say one thing *is* another.

# Personification

**Personification** gives human qualities to animals, non-living objects, or ideas.

The stars danced in the sky.

In the jungle, the lion sings tonight.

That cake is calling my name.

**Personification** gives something non-human the qualities of a **person**.

# Hyperbole

**Hyperbole** is obvious exaggeration to make a point.

She knows everything about math!

You are the best teacher in the entire universe.

My hands are ice cold!

**Similes** and **metaphors** can also be examples of **hyperbole**.

# Quiz

Can you correctly identify the type of figurative language?



# Simile, Metaphor, Personification, or Hyperbole?

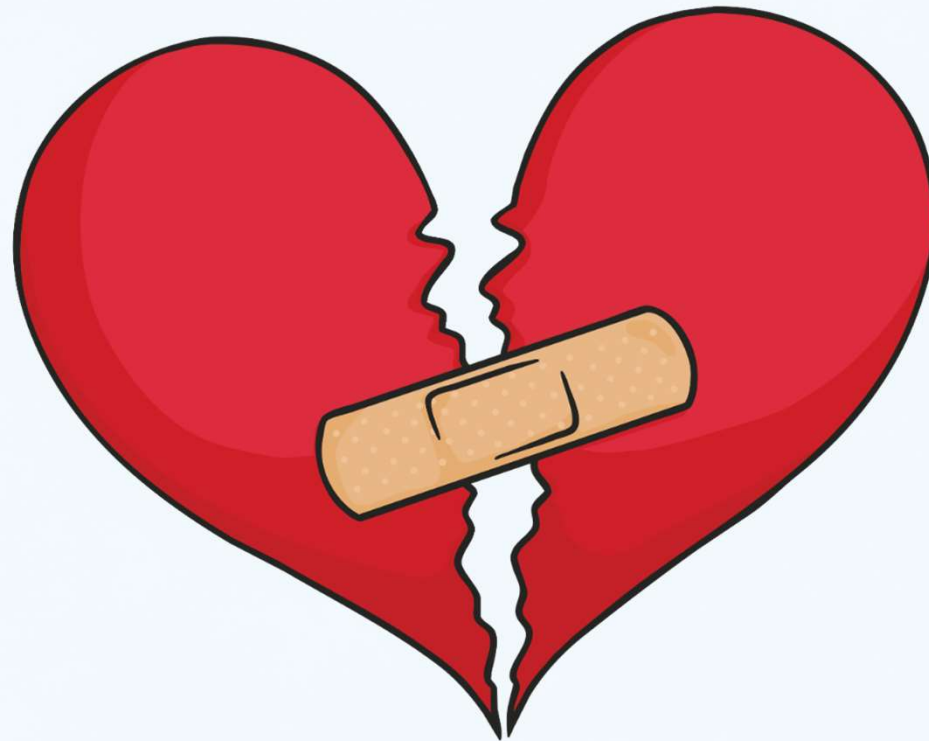
My phone shouted at me from the other side of the room.



# personification

# Simile, Metaphor, Personification, or Hyperbole?

His heart was broken.



metaphor

# Simile, Metaphor, Personification, or Hyperbole?

Your name sounds like music to my ears!



simile

## Simile, Metaphor, Personification, or Hyperbole?

There's no river wide enough to keep me from getting to you.



hyperbole

Question:

Why do you think we use  
figurative language  
in poetry?

Question:

Can you find some figurative language examples in our model text and in our poem by Amineh?

# Week 6 Thursday

- \* Learning Outcome / Objective
- \* I can write my own free verse poem.

# Emotions / feelings / responses...

Poems are a way to express emotions.

Think about our story and our understanding of refugees.

Brainstorm some ideas about how you have felt learning about these concepts.

Write lines on paper that express this.

Include some figurative language to support you.

Lay your paper out in front of you and organise it so it has some flow. Keep moving ideas and lines around until you are happy and then copy them into your book.

Share your poems with the class or a partner.

Listen to other poems to see if the same emotions and feelings have been felt.

# Week 6 Friday

- \* Learning Outcome / Objective
- \* I can reflect on my learning this term.

# The Boy at the Back of the Class

- \* What have you achieved?
- \* What have you enjoyed?
- \* What have been your strengths?
- \* What have you improved?
- \* What are you going to keep working on?

