

Thank you for downloading this free resource pack. This document outlines how to get the best out of these resources and includes links to the curriculum and extension ideas.

The following lessons are included:

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|  | **What can you see? – starter, discussion and writing activities**  A presentation including photos from refugee camps in Lesvos. What can your class see? What happens when you zoom out from the photos to see the bigger picture? |
|  | **Hamam’s story – literacy activities**  10-year-old Hamam undertook a long and dangerous journey from Iraq but it would have been even more dangerous for him to stay. Use his engaging story as a basis for suggested literacy lessons. |
|  | **What would you take? – literacy, discussion and online activities**  What would your class pack if they had to leave home tomorrow? Use the provided worksheets to generate discussion, empathy and understanding. Finally, if your class or school has a twitter account, you can tweet what your class would take using our special online app! |

**Curriculum links – English KS2**

* Recognise and use synonyms and antonyms [for example, big, large, little].
* Use dictionaries to check the meaning of words that they have read.
* Understand what they read and read independently, by:
  + Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
  + Asking questions to improve their understanding of a text.
  + Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  + Identifying main ideas drawn from more than one paragraph and summarising these.
  + Identifying how language, structure, and presentation contribute to meaning.
* Plan, draft and edit their writing.

**If you have enjoyed using these resources, please let us know on twitter** [**@ActionAidUK**](http://www.twitter.com/actionaiduk)**.**

**We’d love to see photos of your class using our work.**

**Other useful links:**

* [Amnesty International Australia’s list of definitions for key words on the topic of refugees](http://www.amnesty.org.au/refugees/comments/29460/).
* [A great website full of videos and stories from the Dadaab refugee camp, Kenya.](http://www.dadaabstories.org/)
* [“What’s in my bag?” – a fantastic, picture-led article showing what refugees take with them.](https://medium.com/uprooted/what-s-in-my-bag-758d435f6e62#.tvtdywfcp)

**What can you see?**

**Starter, discussion and writing activities**

One – two hours dependent on ability

**Overview of task**

A PowerPoint presentation to get your pupils warmed-up, thinking and feeling empathetic. Ask your class the questions in this pack about the five photos you see and then ‘zoom out’ of the photos to see if the children then change their answers. What can they see?

**You will need**

* A map/globe.
* The ‘What can you see?’ PowerPoint.
* What can you see?’ image file (optional).
* Student workbooks.
* A sheet of paper for each table (or erasable whiteboards if you have them).

**Suggested activities**

* Starter – Where is Lesvos? Can your pupils find it on a map? What country is it a part of? Is it in Europe? How far away is it? What countries is it near to?
* Show the class a photo from the presentation.
  + Pupils discuss each photo as a table/class. They discuss what they can see and write down their group’s answers to the questions below on their paper/whiteboard.
  + Pupils then answer the questions verbally or in their workbooks.
* ‘Zoom out’ of the photo. How has this changed your pupils’ view? What can they see now?
  + Alternatively you could hand out the images to different tables and ask your own questions.

**Questions**

|  |  |  |
| --- | --- | --- |
| **Photo** | **Questions for zoomed in image** | **Questions for zoomed out image** |
|  | What can you see?  Where do you think these people are?  What is the man in the blue t-shirt doing? | What more can you see now?  How do you think these people feel?  What is the man in the blue t-shirt doing? |
|  | What can you see?  Who do you think these things are for?  Why might these things be useful for these people? | What can you see now?  Who do you think the people in the photo are?  Why might they have these things? |
|  | What can you see?  How do you think the woman feels?  What do you think the environment is like there? | What can you see now?  Why do you think there is barbed wire?  Do you think it’s nice here?  Why do you think the men are helping the lady? |
| http://stories.actionaid.org/filestore/1/5/9/1/2/9_1c316bf91dafb56/159129scr_0b292183c02d073.jpg?v=2015-11-23+12%3A35%3A29 | What can you see?  What do you think these people are doing? | What can you see now?  Why do you think it’s important for women and child refugees to have a quiet space? |
| The photo above is at an ActionAid mother and child centre at Kara Tepe refugee camp. Mothers have the privacy to breastfeed and young children can play and relax. After a long journey, this is often the first chance they have to do these things. The ActionAid workers are also fluent Arabic speakers. | | |
|  | What can you see?  How old are the children?  How do you think these children feel? | What can you see now?  What might these children be missing out on? |

**Hamam’s story**

**Literacy resources**

Two – four hours dependent on ability

**Overview of task**

Read the remarkable story of Hamam, a young boy who had to leave his hometown with his family to escape a terrible war. Pupils will perform several different literacy-based activities to further understand Hamam’s story.

**You will need**

* Hamam’s story printed for each pupil.
* The ‘story map’ worksheet printed for each pupil.
* Student workbooks.

**Suggested activities**

* Starter – Where is Iraq? Can your pupils find it on a map? Is it in Europe? How far away is it? What countries is it near to?
* Pupils take it in turns to read sentences of Hamam’s story aloud.
* ‘Story map’ Hamam’s story on the worksheets provided, outlining the characters, the setting, the problem, three main events and the resolution of the story.
* Vocabulary booster – Can your pupils find the synonyms for the words ‘scary’ and ‘dangerous’ hidden within the text of Hamam’s story?
  + Can they think of and list any others not used in the story? Can they use these in sentences?
* This story contains different styles of sentences. Can your class find them and write their own?
  + One with two adjectives:
    - “But they then had to face a **long, hazardous** boat voyage.”
  + One with two pairs of related adjectives:
    - “**Worried and afraid, cold and tired,** Hamam’s mother offered to take them back home.”
  + One with a description followed by a colon and more detail:
    - Hamam remained brave**:** neither the sea nor his fear could change his mind.
  + One with an emotion followed by a comma:
    - “**Happily,** Hamam and his family are now safe.”
  + And one with a pair of conjunctions:
    - Hamam remained brave: **neither** the sea **nor** his fear could change his mind.
* Extension – early finishers could write a poem from Hamam’s perspective.
  + How does he feel in the boat? What can he see, smell and hear?

**What would you take?**

**Literacy, discussion and online activities**

One - two hours dependent on ability

**Overview of task**

Two worksheets that ask your class to decide what they would take if they had to leave home at short notice. As an extension activity, why not use our online twitter app to tell the world what your class would take?

**You will need**

* The two ‘What would you take?’ worksheets, printed for each pupil.

**Suggested activities**

* Use the worksheets provided to get your class thinking about what they would take.
  + Worksheet one (starter): Match the picture to the item.
  + Worksheet two: Pupils draw five small pictures of what they would take and write a sentence for each, explaining why they chose that item.
* Discuss as a group/class: What did you choose to take? Why?
  + If you were a mother or father with a young baby, how might this change your choices?