

The Boy at the back of the Class

Lesson 1: Being New

1. The Empty Chair 2. The Boy with the Lion Eyes 3. Forty Winks

Aim

To investigate the feelings of being new, build empathy and develop skills to promote social inclusion

<u>Focus theme for this lesson:</u> Being New <u>Themes Explored in chapters 1 - 3:</u> <i>Lying</i> <i>Bullying</i> <i>Gender Stereotypes</i> <i>Reporters</i> <i>Friendship</i>	<u>Issues to discuss:</u> <i>Fairness</i> <i>Seclusion</i> <i>Imagination</i> <i>Reporting</i> <i>The Media</i> <i>Rumours Truth and Lies</i>	<u>Skills developed:</u> <i>Empathy</i> <i>Kindness</i> <u>Expressive Arts Skills:</u> <i>Use of Thought Tunnel</i> <i>Role Play</i> <i>Mime</i> <i>Visualisation</i> <i>Creative drawing</i>
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E's and O's: Refer to Overview

Resources: Large sheets of paper and pens. A word jar. 'Note to self' cards

Complete task **A** for the following chapter titles, using your knowledge, chapter headings and your summary to decide what is happening in each of the photos:

The Empty Chair
The Boy with the Lion Eyes
Forty Winks

Activity 1

Task: Have you ever been new somewhere and felt alone? Discuss with your partner. How did it feel? Remember learning in the book about Tom hiding in the toilet on his first day at school? Why do you think he did this?

Task: What do we know about Ahmet? Draw a life size outline of Ahmet – you could use a roll of old wall paper.

Task: Make a list of all the words and phrases you can think that of that would describe your thoughts and feelings if you were, like Ahmet, starting a new school and knowing what you know about Ahmet. Write these around the Ahmet outline. Choose one of these

words or phrases and make them into a sentence which describe how Ahmet might be feeling and why. Make it as detailed as you like. You could write these down on a card, imagining you are Ahmet.

Task: Thought Tunnel 1:

Choose who will be Ahmet – or the teacher may take on the roll oh Ahmet. You are then going to create a 'thought tunnel'. You will all line up in pairs facing each other and then widen the space to create a corridor or tunnel. Then Ahmet will walk down the corridor and as he does, when he stops and looks at you, you will say what Ahmet is thinking – what he might be feeling. He then continues until everyone has said what they think. The pupil playing Ahmet should say what is on their card as they look at Ahmet and Ahmet looks at them.

Task: Thought Tunnel 2

Now think of the pupils in his class. We know what the narrator of the story thinks about Ahmet but not the other pupils. You are going to take on the role of a pupil in the class. What might a pupil think about having a new pupil in the class? Discuss in pairs and write it up in a sentence. You are writing not as yourself but as someone in Ahmet's class. Then, think, knowing how you have felt being new, knowing how Ahmet felt, on what advice you would give to yourself on how to behave towards Ahmet. Write one or two sentences. Write it down as 'Note to Self'. Repeat the process of the thought tunnel.

Activity 2

Task: Ahmet had a red bag with him that is very precious. This was the bag that he has carried all the way from Syria. What could be in the bag? Imagine you are Ahmet and think about what you might choose to put in your bag if you were leaving home, and not going to return. Ahmet will probably be told to make sure it is not too heavy to carry and that he chooses carefully what to bring.

Task: Class closes their eyes. They are asked to visualise their rooms at home. What would you want to take with you that would fit into the bag? One change of clothing and some underwear has already been packed. But what else? Are there some things in the rest of the house you would want to take? What might you really want to take but cannot fit in your bag or you know you just cannot take it?

Activity 3

Task: Mime

Imagine you have been asked to pack your bag. Imagine you are in your home, in your room, surrounded by the chosen objects. Sit on the floor and mime looking at and handling every one of your objects and then carefully placing it in the bag.

Report back to your partner – what did you choose and why?

Task: Write a dairy as if you are Ahmet.... My first day at school.....
Read out your diary to the rest of the class. Discuss.

Task: The whole class gets together to discuss and agree on their Take-Aways from this lesson, writing them on the flip chart.

Quotes from Chapters 1 - 3

1. The Empty Chair

'.. think being a reporter and getting to solve mysteries and go on adventures must be the best job in the world.'

'I think it must be easier not to care about what people think when you've got that many toys in your life.'

'How can anyone not have an imagination?'

'I think it must be one of the worst things in the world to be new to a place and have to sit with people you don't know.'

2. The Boy With the Lion Eyes

'Sometimes I think everyone likes to believe a lie even when they know its a lie because its more exciting than the truth. And they especially like to believe it if its printed in a newspaper.'

'...feel sorry for Mrs Khan, how glad they were that the new boy wasn't in their class, it wasn't going to be easy to deal with.'

'When I'm a grown up, I'm going to wink at peopleand make them feel special.'

3. Forty Winks

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.

