

# The Boy at the back of the Class

## Lesson 5: Friendship

13. The Something that changed Everything 14. The Three plans 15. The Greatest idea in the world

### Aim:

**To investigate the qualities of friendship and explore ways of responding to the needs of others**

#### Focus Theme:

**Friendship**

#### Themes Explored in chapters 13-15

**Refugee Re-settlement  
Refugee Crisis  
Racism  
Asylum Seeker  
Politics  
Government Policy**

#### Issues to discuss:

**Putting thoughts into action  
Media  
Being judgemental  
Dreams  
Calais**

#### Skills developed:

**Team work  
Tolerance  
Inclusion**

#### Expressive Arts Skills:

**Script work  
Body Language  
Vocal expression  
Facial expression  
Improvisation  
Illustration  
Graphic design**

**E's and O's:** Refer to Overview

Resources: Task Sheet 5a Resource sheet 5b

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 Something that Changed Everything  
The Three Plans  
The Greatest Idea in the World**

Friendship is a very important part of this story. In Chapter one, the narrator tells us all about the special friends they have in the class. You could say that without the narrator's friends, this goal would never have happened.

**Task:** In pairs, discuss 'what is a friend?' Make a list of *what qualities make a good friend*. Then think about these qualities in relation to *making friendship work*. Use Task Sheet 5a to record your work. Share these with your teacher and the class.

**Task:** Word circle: Sit in a circle and use the words think of various words which you might choose to complete the sentences below. Then go round the circle and share one of the phrases from the completed Task Sheet 5a - doing one round for each statement. Before the 4<sup>th</sup> or 5<sup>th</sup> person says their word or phrase, they repeat the first line the 'A good friend is...', then 'Having a good friend makes me feel....' and so on.

- A good friend is.....
- Having a good friend makes me feel.....
- Being a good friend makes me feel.....
- To make a friendship work you need to.....

**Task:** The narrator says very early on in the book that they want to be Ahmet's friend. What kind of friend is the narrator? Of the phrases and words you have identified in the task above, which ones apply to the narrator?

Identify all the things that the narrator does to show friendship in the book.

**Task:** The Something that Changed Everything in this section of the story is what shows real friendship in action by the narrator and friends. Look at Resource sheet 5a which shows the *On the Bus Chat*. Discuss with the class. What do you know about what they are talking about?

This was one of the main turning points of the story. Discuss 'turning points'.

Get into pairs and together read over the short script on Resource Sheet 5b. Then act out the scene with your partner. Think about the difference between this scene and the reaction to refugees that Grimsby and Griggs had earlier in the book. How would they have responded to this newspaper comment do you think?

Think about your tone of voice and facial expression and body language and how you might use these in this scene when you are working through the scene. These characters are empathetic towards refugees. What does that mean? **What do you think they are?**

It was these words that made the narrator want to do something about the situation. They were the catalyst for action. Discuss what the word catalyst means with the whole class. Have you ever heard something that you immediately wanted to do something about?

**Task:** Think about the three plans created by the friends Tom, Josie, Michael and Alexa

- Letter to the Prime Minister
- The special appeal
- Writing to the Judge in the High Court
- The Greatest idea in the World

Discuss these in groups. Can you think of any other ideas that might have worked?

**Task:** Think about other issues that you are aware of and concerned about. These could be related to Climate Change, or Homelessness, or Cruelty to animals – there are lots to think about. What are you particularly concerned about?

In small groups, choose one issue and think of ideas that you together might be able to do something about it. Make a plan. Everyone should have a specific task but you all would help each other. You have joint ownership of the plan.

Then design your plan the way the narrator did, with a series of illustrations on a very big poster of the different stages of the plan. Use arrows to show the order, like the narrator did. Look at page 167 of the book for guidance. You might want to refer to some books or newspapers or websites to help inform your plan.

Then present your *Idea Poster* to the rest of the class, dividing up the commentary equally. Could you have done this on your own? Discuss.

**Task:** You could improvise an *On the Bus Chat* like the one on resource sheet 8a, using the issue you have researched and the information you have for collected for your plan.

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

<i>A good friend is -</i>	<i>Having a good friend makes me feel -</i>
<i>Being a good friend makes me feel -</i>	<i>To make a friendship work you need to -</i>

*Friendship in action in 'The Boy the Back of the Class'*

## SCRIPT

*Resources: Two chairs, two newspapers*

**Man in a suit:** Oh ain't it horrible. Look at what they're saying about refugees! Border restrictions as of next month....I knew this would happen.

**Woman in a yellow coat:** Those poor people. Where are they meant to go? Back to the nightmare they left behind, or left to starve in France?

**Man in a suit:** Cheaper for us to leave them in France. (He shakes his head) Says here the borders will be closed by the end of the month. So that's all the racists made happy then...

**Woman in a yellow coat:** Rescuing kids out of the sea one minute and then telling them they can't be helped the next! Some of them might have family here, poor things. That should count for something.

**Man in a suit:** Well, apparently not. Says here we've already taken in a few hundred, so we're not going to take in any more. Doesn't matter how little they are.

*Resource sheet 8c*

*Quotes from Chapters 13 - 15*

### 13 The Something that Changed Everything

'Look at what's happening to refugees...border restrictions as of next month'

'Those poor people. Where are they meant to go? Back to that nightmare they left behind, or left to starve in France?'

'Cheaper for us to leave them in France. Says the borders closed by the end of the month. So that's all the racists made happy them.'

'Rescuing kids out of the sea one minute, and telling them they can't be helped the next! Some of them might have family here, poor things. That should count for something.'

'Says here we've already taken in a few hundred so we're not going to take in any more. Doesn't matter how little they are.'

### 14. Three Plans

'Books are like people. Look past their covers, and they'll take you on a Great Adventure.'

### 15. The Greatest Idea in the World

'When an idea is truly great, it doesn't take any time at all – it just suddenly appears and makes your eyes go wide and your brain feels as if it has just been pushed out of bed!'