

# The Day War Came

## Lesson 1: Breakfast

**Aim:**

**To examine the idea of safety - physically and emotionally**

Focus theme for this lesson

**Being Safe**

Themes Explored

- 1)Family
- 2)Being Safe
- 3)Belonging

Duration:

**20 minutes approx**

Skills developed:

**Sharing  
Working together  
Identifying similarities and difference**

Expressive Arts Skills:

**Thinking in role  
Creating Tableaux**

E's and O's: Refer to Overview

Resources:

1. 'Breakfast Words' jar
2. 'Not Safe' Words jar
3. The book or the online presentation pictures from the book

## Breakfast: - 20 minutes.

**Task:** We are going to create some of the scenes from the book, from the journey of the girl.

In groups of three, sitting on their chairs, the children look at the first picture of the book – the scene at the breakfast table.

**Discuss:** What can you see? What does it make you *feel*? What words would you use to describe the feeling of the picture?

**Task:** The pupils are going to make it into a photograph of the three people at the table, a still image ( *tableau*). They should decide **who** is going to be each character and **what** they are going to be doing. They should use their bodies and facial expressions to show clearly **what** they are doing and **how** they think they are **feeling** and **why**. They can be as creative and imaginative. Each child chooses one word to identify what they might feel like as the people in this picture, in the moment the picture illustrates. Put these words in the 'breakfast Jar'.

Create the picture and freeze it. The teacher walks around looking at each tableau. They can then repeat separately with each group having a chance to look at each others' work. Ask some children what they were feeling in their role at that moment – one character from each group. Then ask the class if anyone felt differently. **Discuss**

**Task:** 'My mother made me breakfast, kissed my nose and walked with me to school.' Children close their eyes and picture in their minds this little scene. In groups of three, describe to each other your own school morning, thinking about the order of events.

Compare your morning routine to the morning routine of the child in the story

- What is similar?
- What is different?

**Discuss**