

The Day War Came

Lesson 4: Alone on the Journey

Aim:

To explore the physical and emotional journey of refugees.

Focus theme for this lesson

Journeys and Empathy

Themes Explored

1. War
2. Feelings: Loss
3. Despair
4. Being alone
5. Journeys
6. Refugee Crisis

Duration:

20 minutes

Skills developed:

Empathy
Sharing
Working together
Recognition of difference between being alone and loneliness

Expressive Arts Skills:

Suspension of disbelief
Imaginative Response
Thinking in role
Adopting and speaking in role

E's and O's: Refer to Overview

Resources:

1. Chairs
2. A41
3. 'Journeys Jar'
4. Soundscape from previous lesson. Recording/video equipment (optional)

Alone On The Journey

Discuss:

In groups of three , discuss your answers to the following question: **How do you feel when you are alone?** Share these with the class.

Discuss:

Then move your chairs into **pairs**. **Discuss:** What's the difference between being alone and being lonely? Share with the class.

Then move your chairs so you are by **yourself**, on your own. Think about the girl in the story. The story says the girl was alone – do you think she was lonely? The teacher reads out the words on pages nine and ten. What other words do you think would describe how he girl would feel? Have you ever felt lonely even when you are not alone? Children can think, then share and the words can be put in the 'Being Alone' jar. Now that you have thought in groups, and in pairs and alone, what did you like about each grouping? Which was your favourite way of working – threes, pairs or on your own?

Discuss: The girl made a long journey. Can you remember how many ways she travelled? Look at these pages on the screen. Discuss in pairs. What words would you use to describe the different parts of her journey? When you go on a journey, what can you rely on having to make your journey safe? List words and put in the 'Journeys Jar'.

Task: In pairs complete, Activity Sheet **A 4.1**.

What particular things would you not like about her journey? How would these experiences make you feel

Task: Create an obstacle course with the chairs and any other furniture in the classroom. It should go from one side of the classroom to the other. Place them upside-down, on their side, on top of each other, higgledy piggedly. Then one by one, or using a staggered start managed by the teacher, children should make their way through the obstacle course without making a sound. They should be very slow and very careful and silent. If they make a noise they should go back to the start.

Then repeat the exercise but this time using the recorded soundscape as a background and without the teacher managing. Class come together in their chairs.

Discuss: How did it feel the first time? How did it feel the second time? Why was there a difference?

'The Day War Came'

Lesson 4: Activity Sheet A41

Walking over fields and mountains, in the cold and mud and rain:

Describe how this may be for the girl:

What would you not like and why?:

How would it make you feel?:

Rode on the back of trucks, in buses:

Describe how this may be for the girl:

What would you not like and why?:

How would it make you feel?:

Went on a boat that leaked and almost sank; then up a beach where shoes lay empty in the sand

Describe how this may be for the girl:

What would you not like and why?:

How would it make you feel?:

I ran until I couldn't run:

Describe how this may be for the girl:

What would you not like and why?:

How would it make you feel?:

