

The Day War Came

Lesson 5: War Follows

Aim:

To explore the effects of rejection and prejudice using kindness and inclusion

Focus theme for this lesson

Prejudice and rejection

Themes Explored

1. War
2. Feelings : Despair, Being alone
3. Rejection
4. Prejudice
5. Isolation
6. Refugee Crisis
7. Feeling Safe
8. Kindness
9. Gratitude

Duration:

30 minutes plus

Skills developed:

Empathy
Sharing
Thinking in role
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.
5. Recording/video equipment (optional)

War Follows

When the girl had finished travelling, she arrived somewhere.

Discuss: Look at the pictures of this place. How would you describe it? In pairs discuss what you **see** in the pictures. Do you know what this place might be? Teacher discusses refugee camps and shares photos of such camps with the children. What would you **feel** if you arrived at this place?

The girl found a hut, 'a corner with a dirty blanket and a door that rattled in the wind'.

What do you think it means when it says

'War had followed me
It was underneath my skin
behind my eyes
and in my dreams.
It had taken possession of my heart.

Task: Look at the four pictures of the girl in the town where she had arrived. How different is it to the picture on the previous page – the refugee camp? Discuss the differences. Which would you prefer to live in? Why? **A52**

In 4 groups, look again at the people in each drawing. How were they behaving towards the girl?

Think of the words you could use to describe Why do you think they are doing this?

Then create a frozen picture of the people in each of the pictures. You can add other people in too. In your groups, decide what each character might be thinking to themselves and make that into what they might be saying. Put their words into thoughts. **A51**

In your classroom space, create a frozen statue of the people from each picture. Practice saying what you have decided they might say. Then, one pupil is selected (or the teacher may do this) to pass through the room and as they reach each little group of people, they stop, tap one of them on the shoulder.

(or the 'girl' might do this).The children then say what they are thinking, turn away and freeze.

When all the children have spoken and are frozen with their backs to the girl, they are gathered together.

Discuss: How do you think it felt when the girl was walking through the space? How did she feel? Put the words in a jar.

Why do you think the people in the pictures behaved in this way? Think about what you said when you took on their roles. In what way might you have behaved differently? Discuss in detail.

Have you ever felt you did not fit in or belong? How did that make you feel?

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Lesson 5: Activity Sheet A51

Who am I? (Name, age, job etc)

What am I thinking in the picture?:

Why am I thinking this?

What do I say as the girl walks past?

Why do I say this out-loud?

'The Day War Came'

Words to describe the refugee camp:

Lesson 5: **Activity Sheet A52**

Words to describe the town

1

1

2

2

3

3

4

4

5

5

6

6

7

7

8

8

