

# *Middle Years Primary – Primary 3-5*

## *Curriculum Overview*

### *'The Day War Came' by Nicola Davies*

This learning package grew from a strong believe of those in the MOOL Charity that young people need to gain a greater knowledge and understanding of the realities of the global Refugee Crisis, both nationally and at a local level.

It is vitally important not only to provide the stories, facts and figures of the plight of refugees but to provide programmes to develop greater empathy for people who find themselves in such situations.

It is not by chance that the majority of these initial activities in this programme are delivered through the Expressive Arts. The Arts more than any other area, provide the mechanisms and conventions through which children can engage with the practical and emotional complexities of challenging situations.

The focus of the lessons begins with the child and changes towards the end when we focus on our behaviour. The empathy which is nurtured through this work will enable young people to challenge their own views and behaviours as well as those of others. This strategy of exploration leading to greater understanding and hence building greater empathy, is a process which is transferable and can be applied to other challenging issues we face in our lives.

This package provides all the material needed to deliver a learning programme on the plight of refugees

## *Contents:*

- 1. Introduction*
- 2. Learning Aims*
- 3. Video Presentation: Reading of 'The Day War Came'*
- 4. Extension work with themes, skills and Experiences and Outcomes identified*
- 5. Experiences and Outcomes for Middle Primary Years at level 1 and 2 for all activities*
- 6. Activity sheets for all learning activities and extension work 1 – 8????*
- 7. User friendly summative lesson outline for each learning activity and extension work*

## *1. Introduction to the programme*

This programme of work is based on the story *The Day War Came* by Nicola Davies. The book follows

the journey and experiences of a girl who seeks safety and belonging when war destroys her home and her world. The book is endorsed by Amnesty International. It is published by The Bucket List, Edinburgh.

### Themes:

*The Day War Came* focuses on exploring the following themes, amongst others: **being safe, family, loss, journeys, despair, prejudice, being alone, rejection, belonging, refugee crisis, inclusion**

### Skills:

It focuses on developing the following skills, among others: **working together, empathy, gratitude, kindness, respect, equality, sharing, working together, thinking in role, imaginative responses, drama skills**

### Timing:

- The **video presentation** takes about 15 minutes. It includes the story being read aloud by the presenter, looking at the pictures of the story and some open questions to stimulate conversation at the start of the practical lesson. It also introduces basic vocabulary for this programme.
- The following **learning activities** are divided into sections, each of which takes approximately between 15 and 30 minutes. These are designed to be followed chronologically as a response to each stage of the story, building up a narrative to an understanding of the story and its themes. Each of the 6 activities **covers one or more of the themes, one or more of the skills and Curriculum for Excellence Experiences and Outcomes.**
- Each of the extension activities is designated a **subject focus** and is designed to deepen learning in skills and themes.

## 2. Learning Aims & Objectives

**The following aims and objectives apply to the complete primary and secondary education programme**

- **To raise awareness of the refugee crisis** by:-
  - Exploring how global events can impact on the lives of individuals
  - Examining the journeys faced by refugees in pursuit of safety
  - Reviewing the myths surrounding the refugee crisis
- **To develop empathy towards the plight of refugees** by:-
  - Giving children the opportunity to take on the roles of young refugees
  - Exploring feelings and sensory responses to imagined situations
  - Examine ways in which the worlds of the refugees and the children are both similar and different
- **To promote the successful integration of refugees in the community** by:
  - Providing activities which heighten awareness of social responsibility
  - Promote acceptance and celebration of diversity of culture in our community
  - Considering the lives of refugees in their new communities

In addition, all the **Experiences and Outcomes** of the learning experiences are identified for each activity. The **CfE four capacities**, identified below, are also embedded in the learning:

- **Successful Learners**
- **Effective Contributors**
- **Confident Individuals**
- **Responsible Citizens**

		<b>Resources</b>	<b>Themes and Skills</b>
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### 3. Video Presentation

Play the presentation to the children. **RS1**

Initial response of pupils generated from questions. Example of questions:

- what would you say that story was about?
- how did it make you feel when you were listening to the story and looking at the pictures?
- if you were telling a friend or someone at home about the story, what would you say happened in the story? (Discuss the difference between theme and narrative)

These can be noted by the teacher and answers put in a jar.

*Each activity will require chairs for everyone*

**Themes:**

*All themes listed above are introduced through the telling of the story.*

*First Response Jar*

### 5. *Extension Work*

#### *Games*

Resources

*Themes*

**EXT  
1**

**Stone Soup**

**Stone Soup** is a European folk story in which hungry strangers convince the people of a town to each share a small amount of their food in order to make a meal that everyone enjoys, and exists as a moral regarding the value of sharing. There are many versions on You-tube as well as books with different interpretations and contexts for the story.

**Musical Chairs**

This can be used as an introductory game to the whole lesson or at before the final lesson Chairs. It may lead to a discussion with the children about the importance of the chairs. 'If there is no chair for you, you are out of the game!'

*Themes*

- 1) *Sharing*
- 2) *Kindness*
- 3) *The power of community*

	<i>Art</i>	Resources	Themes
<b>EXT 2</b>	<p><b><u>An Extra Chair</u></b></p> <p>1. Find pictures of lots of different chairs. You could use magazines, the internet, catalogues or drawings of your imaginary favourite chair. Make a collage with all these pictures.</p> <p>2. Find an old chair and cover it with pictures of chairs or drawings or words from the story. Glue them all down and 'varnish' it with PVA glue . This chair could be an extra chair in your classroom for any visitors to remind you all that there will always be an extra chair for anyone who does not have one.</p> <p>3. Draw your favourite kind of chair</p>		<i>Inclusion Belonging</i>
	<i>Talking</i>	Resources	Themes
<b>EXT 3</b>	<p>(These can all be group discussion activities before they become writing activities. The ones that become writing activities can be chosen by the teacher or by the pupils)</p> <p>1) 'My mother made me breakfast, kissed my nose and walked with me to school.' In groups of three, describe to each other your school morning.</p> <p>Compare your morning routine to the morning routine of the child in the story</p> <ul style="list-style-type: none"> <li>- What is similar?</li> <li>- What is different?</li> </ul> <p>2) Has there been a time when your school day changed for any reason? When was that and why did it change? How did that make you feel?</p> <p>3) Look at the pictures on the page that begins, 'At first, just like a spattering of hail...' to the page that ends, 'I was ragged, bloody, all alone,' What do they tell us about the girl's first experience of the war?</p> <p>4) How will a chair help to drive the war out of the girl's heart?</p>	<b>Task Sheet</b>	
	<i>Writing</i>		
<b>EXT</b>	<p>1) There are words in this story that are like suitcases. You open them and so much spills out of them. Words like ... Home School War Wind Alone Together</p> <p>Choose one of these words, or another one in the story and write about what it means in the</p>	<b>Task Sheets</b>	

4	story and what it means to you.		
<i>Maths and Numeracy</i>		Resources	Themes
<b>EXT 5</b>	<p>Make a schedule/timetable of your morning routine on a school day</p> <ul style="list-style-type: none"> <li>• What tasks must you do?</li> <li>• How long do they take?</li> <li>• How much time do you have between waking and leaving for school?</li> </ul> <p>Make a timeline/story board/cartoon strip of the events in the story. Children could research what</p>		
<i>The Globe</i>		Resources	Themes
<b>EXT 5</b>	<p>Have you heard of the words migrate/migration before? Where? In what context? (Possible links to imagery/comparison, social subjects/living things/environments, help with understanding terms/definitions?)</p>		<p><i>Global Refugee crisis</i></p> <p><i>Journeys</i></p>
<i>Drama and Performance</i>		Resources	Themes
<b>EXT 6</b>	<p>As a follow on from A2, pupils can join with another group and this time can use six people to make their pictures again. In these pictures, they can become inanimate objects – chair, flowers, table etc or anything else they choose. They should talk and experiment with their ideas quickly, organise roles, and then on a count-down freeze into their pictures. Again, these can be shared with the rest of the class.</p> <p>Create a performance piece from the narrated story. A model for this is available to use on <b>RS5</b>. The story can be divided up into the sections and read live or pre-recorded by teacher or pupils. The pupils can then create their tableaux and move in and out of these in presentation along with the story.</p>	<b>RS5</b>	<i>Refugee Crisis</i>
<i>Reading</i>			Themes
<b>EXT 7</b>	<p>There are extensive numbers of books available to extend the main subject of the programme as well as additional related themes. Please see attached book list of publications recommended by Book Trust Scotland.</p>		<p><i>Refugee Crisis and many other themes are explored in these books</i></p>

## Curriculum for Excellence

### 6. Experiences and Outcomes

#### Expressive Arts: EXA

Experiences and Outcomes	The Day War Came	Breakfast	At School	War Came	Alone on the Journey	War Followed	Chairs
Participation in performance & presentation		1.01a	1.01a	1.01a		1.01a	
Art		1.02a 1.03a	1.02a 1.03a			1.02a 1.03a	



		1.04a 1.05a	1.04a 1.05a			1.04a 1.05a	
<b>Drama</b>		1.12a 1.13a 1.14a	1.12a 1.13a 1.14a			1.12a 1.13a 1.14a	
<b>Music</b>				1.17a 1.18a			

### Health and Well Being: HWB

<b>Experiences and Outcomes</b>	<b>The Day War Came</b>	<b>Breakfast</b>	<b>At School</b>	<b>War Came</b>	<b>Alone on the Journey</b>	<b>War Followed</b>	<b>Chairs</b>
<b>Mental and Emotional Well-being</b>	1.01a 1.02a 1.04a 1.05a 1.07a 1.08a				1.08a		1.08a
<b>Social Well-being</b>	1.09a 1.10a 1.11a 1.13a						

	1.14a						
<b>Physical Well-being</b>	1.16a				1.25a		
	1.17a						
<b>Relation-ships</b>	1.44a/1.44b				1.44b		
	1.45a/1.45b						
	1.47a						

Footnote: Many of the outcomes and experiences covered in this learning programme are done so through thinking and responding in role. Within these roles many of the E's and O's are covered.

### Literacy: Listening and Talking

	The Day War Came	Breakfast	At School	War Came	Alone on the Journey	War Followed	Chairs
<b>Enjoyment And choice</b>	1.01a						
<b>Tools for listening and talking</b>	1.02a	1.02a	1.02a	1.02a	1.02a	1.02a 1.03a	1.02a
<b>Finding and Using</b>	1.04a						

<b>information</b>							
<b>Understanding, analysing and a</b>	1.07a						
<b>Creating Texts</b>	1.09a 1.10a	1.09a	1.09a	1.09a	1.09a	1.09a	1.09a

### Literacy: Reading

	<b>The Day War Came</b>	<b>Breakfast</b>	<b>At School</b>	<b>War Came</b>	<b>Alone on the Journey</b>	<b>War Followed</b>	<b>Chairs</b>
<b>Enjoyment And choice</b>	1.11a						
<b>Tools for reading</b>	1.12a					1.12a	
<b>Finding and Using information</b>	1.14a						
<b>Understanding, analysing &amp;</b>	1.16a 1.19a	1.19a		1.19a		1.16a 1.19a	

evaluating

### Literacy: Writing

	The Day War Came	Breakfast	At School	War Came	Alone on the Journey	War Followed	Chairs
Enjoyment And choice			1.20a				
Tools for writing	1.21a		1.21a 1.22a 1.23a 1.24a				
Organising and Using information	1.25a		1.26a				
Creating Texts	1.29a 1.30a		1.29a 1.30a				

### R M E: World Religions

<b>Experiences and Outcomes</b>	<b>The Day War Came</b>	<b>Breakfast</b>	<b>At School</b>	<b>War Came</b>	<b>Alone on the Journey</b>	<b>War Followed</b>	<b>Chairs</b>
<b>Beliefs</b>	1.04a 1.04b 1.04c						
<b>Values and Issues</b>	1.05a 1.05b						
<b>Practices and traditions</b>	1.06a 1.06b						
<b>Developme</b>	1.08a		1.09a/1.09b		1.09a/1.09b/	1.09a/1.09b/	1.09a/1.09b/

<b>nt of beliefs and values</b>	1.09a/1.09b/1.09c		/1.09c		1.09c	1.09c	1.09c
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**Social Studies**

<b>Experiences and Outcomes</b>	<b>The Day War Came</b>	<b>Breakfast</b>	<b>At School</b>	<b>War Came</b>	<b>Alone on the Journey</b>	<b>War Followed</b>	<b>Chairs</b>
<b>People, Place and Environment</b>	1.11a					1.11a	
<b>People in society, economy and business</b>	1.15a 1.16a 1.17a 1.18a 1.20a	1.16a	1.16a 1.17a	1.16a	1.16a 1.17a	1.16a 1.17a	1.16a 1.17a

<b>Curriculum Area</b>	<b>Games</b>	<b>Art</b>	<b>Talking</b>	<b>Writing</b>	<b>Maths</b>	<b>Globe</b>	<b>Drama</b>	<b>Reading</b>
<b>Expressive Arts</b>		1-02a 1-03a 1-04a 1-05a					1-01a 1-12a 1-13a 1-14a	
<b>Health and Wellbeing</b>	1-08a 1-25a		1-01a 1-02a 1-04a 1-47a	1-01a 1-02a 1-05a 1-08a				
<b>Literacy</b>	1-07a		1-02a 1-04a 1-07a 1-09a 1-10a	1-22a 1-23a 1-24a 1-25a 1-26a 1-28a				

				1-29a				
<b>English</b>				1-30a 1-31a				
<b>RME</b>	1-09b 1-09c							
<b>Social Studies</b>						1-12b 1-13b 1-16a		
<b>Numeracy</b>					1-10a 1-10b 1-10c			
<b>Sciences</b>								
<b>Technologies</b>								



