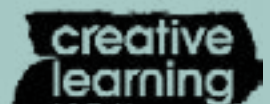




**SMALL STORIES
BIG ISSUES**

KS3 LESSON PLAN

ADNAN'S FATHER



TITLE:

ADNAN'S FATHER (2017), 24 MINS

THEMES:

Conflict Matters, Other in My Classroom

TOPICS/ISSUES:

MIGRATION
REFUGEES
CONFLICT
THE OTHER
EQUALITY
RELATIONSHIPS
ISOLATION

LEARNING OUTCOMES & CURRICULUM LINKS:

The lessons in this resource can easily be used to support cross-curricular/connected learning. You may choose to deliver all the activities within one department or work cross-departmentally to deliver particular activities.

Students will:						
use moving image to explore other's rights and needs;	✓		✓			
think critically about moving image and how it can create meaning and evoke emotions;			✓			✓
engage with fictional and real-life characters and situations;			✓			
explore own emotions and empathise with others;		✓	✓			
use prediction and inference;			✓			
express feelings and viewpoints, engage in group work and class discussions and respect other opinions;		✓	✓			✓
use the Internet to research refugee stories and investigate how and why people may experience inequality/social exclusion;	✓				✓	✓
demonstrate an awareness of their own relationships to other places, peoples and environments;				✓		
be encouraged to challenge stereotypes and perceptions of different places, peoples and environments;	✓			✓		
use creativity and digital tools to create a short film/digital story based on the experiences of a refugee.	✓	✓	✓	✓	✓	✓

CURRICULUM LINKS:

- LLW - Citizenship
- LLW - Personal Development
- English/Language & Literacy
- Environment & Society - Geography
- ICT/UICT
- Thinking Skills & Personal Capabilities

LESSON OUTLINES:

Activity	Time	Description	Resources Required
1	1 lesson*	WATCH & DISCUSS - Students watch the first part of the film and work in small groups to complete part 1 of the Activity 1 worksheet.	Whiteboard/projector to screen film, pg 2 of the Worksheets per group, pens
	1 lesson	Students watch the second part of the film and work in small groups to complete part 2 of the Activity 1 worksheet. Class sharing & discussion.	Pg 3 of the Worksheets, "Adnan's Father KS3 Support Presentation".
2	1-2 lessons and/or homework	RESEARCH & PLAN - Students explore the terms "migrant", "refugee" and "asylum seeker" and research other refugee stories. Students plan their films.	"Adnan's Father KS3 Support Presentation", access to Internet/research materials, pg. 4-6 of the Worksheets.
3	1-2 lessons and/or homework	CREATE & REFLECT - Students use Adobe Express** to create a short film. Students watch and discuss their final films.	C2k logins, access to Internet and web browser, headphones and mics or headsets.

* A lesson is planned at around 30 minutes.

** This software is free to use for all C2k users - see page 5 for more details.

ACTIVITY 1 - WATCH & DISCUSS

GOAL:

The students will study the character of Sayid, Adnan's Father and his role within the film. There are key moments in the film that suggest how he might be feeling and the choices he has had to make. This activity will make the students empathise with the character and think and learn about what Adnan's Father has left behind in Syria and the challenges he is facing in his new life in Denmark including his relationship with his son.

PART 1:

1. Watch Adnan's Father as a class until 12:00 min.
2. The class should now be divided into small groups. They should use Part 1 of Activity 1 in the Worksheets (pg.2) to discuss the film and identify key moments in the story that tell us how Sayid is really feeling.
3. The groups should then feedback and discuss their thoughts. You may want to use the stills provided in the "Adnan's Father KS3 Support Presentation" to help illicit answers. (This includes teacher notes).
4. Finally ask the class what they think might happen next in the film. What type of an ending might it have? Why?

PART 2:

1. Watch the second part of Adnan's Father as a class (from 12.00 min until the end).
2. Again, divide the class into their small groups. and ask them to discuss/complete Part 2 of Activity 1 in the Worksheets (pg.3).
3. The groups should then feedback and discuss their thoughts. Again, you may want to use the stills and notes provided in the "Adnan's Father KS3 Support Presentation".

TEACHER NOTES:

Depending how long your lessons are or if you have a double period you may be able to combine Part 1 and Part 2. You can decide if you want to ask the groups to complete the Activity 1 Worksheets (the PDF is interactive and can be completed digitally if desired) or simply use the questions as discussion prompts.

During class discussion students should be able to highlight times in the film when:

- Sayid and his son Adnan have different interests
- Sayid and Adnan feel disconnected
- Sayid feels his social status is less than others around him
- The characters feel ashamed of their financial situation
- The characters feel sad/a sense of loss about leaving Syria
- The characters feel positive about the future

ACTIVITY 2 - RESEARCH & PLAN

GOAL:

Students will understand more about the terms migrant, refugee and asylum-seeker and will research people's stories using the Internet. They will plan a short film about the experiences of a refugee based on either:

- Adnan's story,
- Adnan's father's (Sayid's) story,
- An imagined story (based on their research and/or own experiences*).

*If there are students in the class who have their own stories to tell, they can be given the opportunity to do this with their films (see teacher notes below)

PART 1:

1. You can use the "Adnan's Father KS3 Support Presentation" to discuss the students' understanding of the terms. If you have time, you may also want to show the videos.
2. Students should decide if they will tell Sayid's/Adnan's story or find out more to create a story about an imagined character. (If they choose Sayid's/Adnan's they should focus their research on Syrian stories and any other background information that could better inform their film).
3. They should use the Internet to research and find and engage with two other refugee stories using credible sources i.e. News/Journalists, charities or NGOs (see links below). These can be short videos, interviews or news reports. They may wish to use pg. 4 of the worksheets to document their research and ideas.

PART 2:

1. Students should use pg. 5-6 of the Worksheets to plan their film. Explain that they will be telling their story as if they are the character. They should think about:
 - What type of feelings/emotions their character might be feeling
 - What images/graphics they could use to tell their story
 - What they might narrate
 - What they might use text for

TEACHER NOTES:

If you have refugees and people in the asylum process in your class, you may want to read the Red Cross resource "**Supporting refugees teacher briefing**" for ways you can help them and discuss this topic empathetically with your students. The advice was co-written with refugees.

You may also find the following links useful:

- **UNHCR UK - Teaching Materials Ages 12-15**
- **Save the Children - Syrian Refugee Children Stories**
- **Refugee Council - Young Refugees Speak Out**
- **British Red Cross - Migration and Displacement Stories**
- **Geography in the News - The Migration Crisis**
- **Amnesty - Football Welcomes Refugees**

ACTIVITY 3 - CREATE & REFLECT

GOAL:

Students are able to empathise with the feelings of others and create a film telling the story of a refugee's experience.

Using ICT, students will create their short film using Adobe Creative Cloud Express Video* (or similar).

INSTRUCTIONS:

1. Students should use their film plan to help them create their video.
2. If the students have not used the software before, give them time to familiarise themselves with the interface and tools.
3. There is a suggested structure in the "Plan Your Film" part of the Worksheets however, students can add additional scenes if they feel they are appropriate.
4. Students should also consider appropriate choice of music and be aware of the issues and emotions they are portraying in their film.
5. If possible, allow time to showcase the student's films and encourage feedback and self-reflection. If it is not possible to show everyone's films you may want to select some of the best examples to showcase and discuss.

TEACHER NOTES:

* Adobe Express is free to use for all C2k users and can be accessed via MySchool in the apps area. Students and teachers can also login to the mobile apps or online software at home using the @c2ken.net login with their usual c2k password. This means that the activity could potentially either be set for homework or started in class and completed at home.

You can access the software via a web browser **here**

You can also use the iPad app - **download link**

Online guides for using Express can be found **here**

This activity could also be completed using apps/software such as iMovie, ClipChamp or **Adobe Premiere Rush** (also free to download and use with a C2k account).