

## Lesson Plan

### The Beauty of Difference

#### A Farsi story

#### Objectives:

R8- Infer and deduce

R12- Character setting and mood

S&L 1- Clarify through talk

S&L 7 – Pertinent questions

Wr 14 – Evocative description

Wr 3- Exploratory writing

#### Starter:

(Reading strategy: relating to previous/ personal experience)

Quiz. Pupils answer the following questions preferably on mini whiteboards if available:

- Outside school, what do you wear most often?
- What is your favourite outfit?
- Name 3 things that you associate with your nearest city (e.g. black cabs or glass buildings etc)
- What language/s do you speak in everyday?
- What language feels the most comfortable for you?
- When you communicate with your friends, do you use the same style of language that you do when you talk to your teacher?
- Name one time that you were away from home- where did you go and how old were you? How did you feel?
- Where is the furthest away from home you have been?
- What is the longest time that you have spent apart from your parents/ Guardian?
- What's your favourite food?
- Write down 3 associations that someone from abroad might have about Britain e.g. fish and chips.

Your responses to these questions link to the story that you will be studying this lesson. The major theme of this story is identity and this is formed, in part, by the responses you have just given on your whiteboards.

**Try:**

(Reading strategies: empathising and predicting and speculating)

**Development:**

Give out the following extracts on laminated cards or project them individually for discussion. Pupils should consider two elements:

- 1) Empathy – discuss have you ever felt this way?
- 2) Prediction- Write your ideas on a piece of paper and seal them in an envelope: what might the narrative (story) be about in terms of theme (subject) and plot (storyline)?

Sharin was still relatively young when her parents sent her away from home

Little Sharin wanted to cry because she loved her mother and father very much and did not want to leave them...also she did not know her cousins at all.

“I’m scared” said Sharin as her father and mother walked her to the little booth where the man would look at her passport and check her ticket.

Sharin’s mother knelt down beside the little girl and hugged her and stroked her hair....Sharin thought that her mother was the cleverest person in the whole world.

Sharin was determined to do well in school and make her parents’ proud.

Worst of all was the feeling that everybody was looking at her as if she was an alien with a big head and three eyes.

Sharin had remember red what her mother had always told her, it was no use trying to hide your true self from others.

The young girl was very disappointed in her new home and she missed her mother and her father and friends.

When the day arrived for Sharin to go to her new school, she was very nervous.

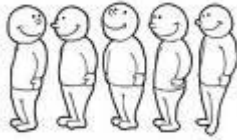
They did not want to make friends with the new girl because she was different to them.

Sharin laughed because Stephen had a lovely smile.

Soon Stephen and Sharin were lost in games of make-believe and adventure.

Sharin felt a great rush of gratitude towards Stephen because he had shown her something very important, "It is okay to be different".

**Whole class:** Read the first page of the Beauty of Difference. Stop reading at line, "*...her aunty took her hand and explained that it was time to get on the aeroplane before it flew off without them*"



(Reading strategy: passing judgements and comments)

Pupils should form a line down the room, where they choose to stand depends on how far they agree with the following statement, "It is the right decision for a child to be sent away from their family and home if it protects them."

- If you strongly agree, you should stand at the front of the classroom,
- Strongly disagree at the back,
- Undecided in the middle.

Wherever you stand along the line, (even undecided) you must be able to justify your position. Pupils should draw on their own knowledge and examples but also use evidence from the text.

To help generate the debate, you could ask pupils the following:

- Where is the evidence in the story that Shirin is loved and not merely sent away out of convenience?
- Where is the evidence that the presence and threat of danger in Iran is real?
- Are the parents wrong to want a better situation for their child?
- Would it be selfish of the parents to keep the child at home but in danger?
- Can a parent ever trust anyone to care for their child as well they would care for them?
- What decision would you make if you were Shirin's parents?
- Are both choices rooted in love?

**Consolidation of ideas:** From the line down the room, you should be able to form judgements about the decisions that the adults in the story made on behalf of the child.

**Apply:**

(Reading strategy: Prediction)

**Whole class:** Read the remainder of the story. Were your predictions from the first activity correct? Open your envelope and compare your response to the plot of the story. Class discussion- what were your predictions based on? Your own experiences? Other reading?

**In Pairs:** (Reading strategy: recognising layers of meaning) Consider the characters and the setting in the story.

- Try to infer and deduce meanings from the story by filling in the grid below with what you are explicitly told about the characters and what you can infer from the other details in the story. Definitions and examples are below.
- Do the same for the two major settings in the short story- London and Tehran. You should try to find two points for each section of the chart.

**Definitions:**

**Explicit:** Fully and clearly expressed; leaving nothing implied.

e.g. She did not like him and could feel anger engulfing her.

**Implicit:** Implied or understood though not directly expressed:

e.g. She was careful not to make eye contact as her face was burning hot.

In the first example, the emotions are explicitly stated whereas in the second they are implied.

<b>Character</b>	<b>Explicit</b>	<b>Evidence</b>	<b>Implicit</b>	<b>Evidence</b>
Shirin	She is brave	“ Aren’t you the brave little girl who was never afraid when the bombs could be heard”		
Shirin’s parents			They love Shirin	
Stephen			He has a generous nature.	
<b>Setting</b>	<b>Explicit</b>	<b>Evidence</b>	<b>Implicit</b>	<b>Evidence</b>
London, England		“The sky was a horrible grey colour and it was windy and raining.”	Lonely Isolating	
Tehran, Iran		“Not like her mother’s Loobia polo with saffron.. which was colourful and delicious to eat”		

**Secure:**

**Whole class:** Teacher take ideas for each of the sections of the chart- if projected/ using interactive whiteboard, pupils could come to the front of the class and fill in ideas.

**Individually:** (Reading strategy: Empathising and constructing mental images/ visualising) Consider Shirin is asked to write a poem about her experiences. It is more important to concentrate on including the emotions and the points from the success criteria than to have a rhyme scheme (a rhyme scheme is likely to inhibit the ability to use all the learning of the lesson).  
Use the Success Criteria below to guide your writing.

### Poetry Success Criteria.

<b>I have included:</b>	<b>Tick when achieved:</b>	<b>Peer assessed by colour coding:</b>
Images to represent both settings- London and Tehran (use evidence from the story).		
Images to show protection against danger.		
Images to show a long journey.		
Images to show separation and division (from family and place).		
Images to represent struggle, difference, experiences being strange/ alien.		
Images to show hope-reforming, coping, adjusting.		
Images to represent an optimistic future with the promise of reconciliation (being together with family again).		

**Whole class:**

- Having written your poems, swop books and peer assess by colour coding / annotating your partner's poem for the different aspects in the success criteria.
- Each section should be represented by a colour (they can add a key by putting the example colour in the third column of the success criteria).
- Having read the poem, tick column three to say whether you agree or disagree that your peer fulfilled that aspect of the criteria.

**Possible homework:** Type up / decorate poems for display

**Plenary:** Hear 2 or 3 poems.

(Reading strategy: evaluating):

What is the overall mood (feeling) at the end of the story?

Bring out the idea of it being an ultimately optimistic story about the sacrifices that are made for love and the ability to cope and adapt in difficult circumstances.

Thinking back to the starter activities, can you relate in some way to the feelings of Shirin? Are our reactions to some new experiences universal? Can you provide examples?