

## PROJECT UNIT: Away from Home

<b>OBJECTIVES</b>	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• understand the general meaning of a song</li> <li>• identify specific information in an oral text</li> <li>• understand the gist of a simple poem</li> <li>• write a simple poem</li> <li>• make a poster</li> <li>• express agreement or disagreement with others' opinions</li> </ul>
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> <li>• become aware of the many refugees around the world</li> <li>• become aware of the suffering which refugees go through</li> <li>• contrast the suffering of Cypriot refugees to refugees from other countries</li> </ul>
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• make predictions based on visual, textual and contextual information</li> </ul>
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> <li>• <u>Listening</u> -To be able to identify specific information in an oral text -To comprehend the meaning of a song</li> <li>• <u>Speaking</u> -To be able to express their opinion in a simple manner</li> <li>• <u>Reading</u> -To be able to comprehend and enjoy the lyrics of songs and poems</li> <li>• <u>Writing</u> -To be able to write a simple poem -To be able to write a simple letter or email</li> <li>• <u>Intercultural understanding</u> -To be able to empathise with someone else's situation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>basic structure of a letter or email</i></li> <li>• <i>rhyming</i></li> <li>• <i>creative use of language</i></li> <li>• <i>use of expressions such as 'I agree (with)/ I don't agree (with) ...' I think ....</i></li> <li>• <i>listening to modern or traditional songs</i></li> <li>• <i>reading simple poetry</i></li> <li>• <i>familiarization with situations experienced by other children in Cyprus or in other countries</i></li> </ul>
<b>NEW LANGUAGE</b>	
<i>Production</i>	war, peace, invasion, refugee, occupied, miles, miss (v), whistle (n), blow, tent
<i>Comprehension</i>	
<b>RECYCLED</b>	I think.... because ...

<b>LANGUAGE</b>	I agree with..... / I don't agree with .... future with 'going to' past simple feelings: happy, scared, sad, lonely, worried, tired, hungry, thirsty other vocabulary: friend, village, house, walk, train, clothes
<b>MATERIALS</b>	PowerPoint presentation from <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> Photocopiable materials, Audio CD for Year 6
<b>TIME</b>	2 x 40 minutes

## LESSON 1

<b>PROCEDURE</b>	
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>Pupils watch a PowerPoint presentation (<a href="http://www.schools.ac.cy">www.schools.ac.cy</a>) or discuss the photos in their Pupil's Book (activity 1). For each slide (or for the pictures in the book) the teacher asks pupils to make predictions as to who the people in the photos are, their nationality, why they are leaving, where they are going and how they are feeling (e.g. Where do you think they are from?).</li> </ul> <p>The teacher supports the discussion by asking pupils to comment on each other's ideas/thoughts and by writing the key language required for this discussion on the board (e.g. 'I think. .... because ..', 'I agree with ...', 'I don't agree with ....').</p> <p>During this discussion new vocabulary is introduced and written on the board (war, tent, refugee).</p> <ul style="list-style-type: none"> <li>The teacher asks pupils if they know of any countries where wars are taking place at the moment and where people are being forced to leave their homes and become refugees. The discussion here can link to current news in the world but also to Cypriot refugees. Children from refugee families can say where they are from and if they know any stories they would like to share.</li> </ul> <p><b>Tip 1:</b> <i>Children may have a lot to talk about. Allow them to do so in the L1 so they don't feel limited by their developing L2.</i></p> <p><b>Tip 2:</b> <i>Many classes in Cyprus have children who are refugees and their families have fled from great danger as is currently the</i></p>

	<p><i>situation in Syria. The discussion may be emotional for them so allow them to express themselves, if they want to, but don't press them, if they seem unwilling to share their experiences.</i></p>
<p><b>LISTENING TO OTHERS' EXPERIENCES</b></p>	<ul style="list-style-type: none"> <li>• The teacher writes on the board '500 miles away from home' and tells pupils it is a title of a song. S/he then asks the pupils to predict what the song will be about. The teacher writes the pupils' ideas on the board and, if needed, supports them by asking guiding questions (e.g. Who could be singing it? Why is s/he away from home? How do you think s/he feels?, etc.)</li> <li>• Pupils read the lyrics of the song (activity 2, Pupil's Book) and fill in the gaps based on their predictions.</li> <li>• Pupils listen to the song and check their answers, correcting them where necessary. The song can be found on the Audio CD or online at <a href="https://www.youtube.com/watch?v=LzauF0VkeCQ">https://www.youtube.com/watch?v=LzauF0VkeCQ</a> (Don't show the pupils the video but use the link just as audio so the pupils can practice their listening skills)</li> <li>• The teacher asks comprehension questions about the song; first to revisit the pupils' predictions and then to expand on their understanding of the song. Sample questions are: <ul style="list-style-type: none"> <li>- How is he leaving home? / How is he traveling?</li> <li>- Why do you think he is leaving home?</li> <li>- How does he feel?</li> <li>- Has he got money?</li> <li>- Has he got clothes and other things?</li> </ul> <p>During the discussion (see last two questions above) the teacher draws the pupils' attention to the phrases 'not a shirt on my back' / 'not a penny to my name' and explains their meaning. Pupils answer the questions in activity 2b (Pupil's Book).</p> </li> <li>• Pupils listen to the song again and are encouraged to sing along.</li> <li>• The teacher tells pupils that they will now listen to a refugee and hear his story. Pupils first read the text in activity 3 (Pupil's Book) and try to complete the gaps by making predictions.</li> </ul> <p>Pupils then listen to the recording and check their answers.</p>

	<p>The transcript for the listening activity is as follows:</p> <p>Transcript:  <i>I'm a refugee. I come from Arsos, Larnaca. Arsos was a beautiful village and me and my family were very happy there. We had lots of friends. My best friends were Marios, Sotiria and Hasan. We went walking together, we played with Sotiria's dog and we even played football together every afternoon!</i>  <i>On the 20<sup>th</sup> July we were getting ready to celebrate my birthday. I was going to be 14 years old. I was so happy. But on that morning nobody was singing Happy Birthday to me. Instead, people were shouting and screaming. My mum said that Turkey invaded Cyprus and that Turkish soldiers were coming to our village. We had to leave.</i>  <i>I put my clothes on and my mum put me in my uncle's car. I wanted to see my friends but my uncle started the car. I saw Marios. He was crying. I saw Sotiria. She was running to find her dog. I saw Hasan. He looked very scared.</i>  <i>We left .... . Some people in Limassol looked after us. We lived in a tent for months and months. We spent Autumn and Winter in the tent. We became refugees. I missed my friends very much. I was very lonely, very scared and very unhappy. Now, I'm older but I still want to go home to Arsos. My dream is to go back to Arsos and spend my days with my friends Marios and Hasan. I hope one day I can do that. I really miss my home!</i></p> <p><b>Tip:</b> <i>Help the pupils deal with the listening text by allowing them to listen twice to the text. You can also break the text into sections during the second time they listen, allowing them some quiet time to take things in and write down their answers.</i></p>
<p><b>PROJECT</b></p>	<ul style="list-style-type: none"> <li>• The teacher gives each pair of pupils part of the lyrics (see photocopiable materials). Each pair illustrates the lyrics they have in any way they like, i.e. they can use colour pencils, crayons, digital tools, collage.</li> <li>• Once all the pairs have completed their illustrations the teacher collects them. The illustrations can either be scanned or digital photos of them can be taken. They can then be collated in powerpoint or in moviemaker with the song as audio background to create a simple video clip for the song.</li> </ul> <p><b>Tip:</b> <i>There are a number of lyrics which are repeated. This means that if you have a smaller group of pupils, you can only have one pair of pupils illustrate those lyrics and then use the same picture every time they are repeated in the song.</i></p>

	<i>If you have a smaller group of pupils you can also give each part to individual pupils instead of pairs.</i>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing and takes place through observation.</li> </ul>
<b>CROSS-CURRICULAR LINKS</b>	<u>Health Education</u> ; The topic of refugees can be expanded on with a focus on human rights and development of sympathy and respect towards refugees from different countries who take refuge in Cyprus.

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## LESSON 2

<b>PROCEDURE</b>	
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils listen to the song they learnt last time (500 miles) and are encouraged to sing along. They share their illustrations of the song and if the video of the song is already ready, it can be used to help the pupils sing along.</li> </ul>
<b>TAKING A STAND</b>	<ul style="list-style-type: none"> <li>• The teacher shows pictures or posters about the Turkish invasion and the plight of the Cypriot refugees. The discussion reminds pupils of the vocabulary taught in the previous lesson (e.g. war, invasion, tent) and introduces new concepts such as the missing persons and the enclaved people of Cyprus. Pupils are encouraged to react to the photos and share their experiences.</li> <li>• The teacher asks pupils for ideas as to what they can do to help towards solving the Cyprus problem. All the ideas shared by the pupils are accepted at this point and perhaps if good ideas are suggested, these can be used later in the form of projects.</li> </ul> <p>If no pupils suggest an action about informing others and the international community about the problem, then the teacher can suggest it and ask pupils to recommend how this can be done. Various ideas can be shared (e.g. posters, websites, flyers, etc.).</p> <ul style="list-style-type: none"> <li>• Pupils look at an example of what another pupil did and they read the letter in activity 4 (Pupil's Book). The teacher, or a</li> </ul>

	<p>volunteer pupil, can read the text for the pupils to follow. Pupils do the multiple choice activity and then the teacher asks further comprehension questions, e.g.</p> <p>Where is Costas's family from?          What does Costas and his family want?          Why is Costas writing this letter?          Who is he writing to?</p> <p>Answers to the last question can be hypotheses made about any president (the USA, France, etc.). The teacher can ask the pupils to say which president they would like to send a letter to, if they could.</p> <p>The teacher says that s/he will try to arrange that letters are sent to the presidents they suggested so the pupils should write letters for her/him to send.</p>
<p><b>PROJECT</b></p>	<ul style="list-style-type: none"> <li>• Pupils look at some other ideas which came from other pupils and look at the posters and poems in the book (activity 5). A selection of actions which they, themselves, can implement is decided on. This can be a variety of ideas, e.g.:</li> </ul> <p>Suggestion A: write a letter to the president of the USA – also send him their drawings and posters</p> <p>Suggestion B: write a letter to the president of the European Commission, organise an exhibition at their school with their posters and poems</p> <p>Suggestion C: write a letter to the president of France, write letters to their French eTwinning friends, send them their posters and poems.</p> <p>etc.</p> <ul style="list-style-type: none"> <li>• Pupils use the letter in the Pupil's Book (activity 4) as a model and begin to write their own letters in their exercise books, asking the teacher for help whenever necessary.</li> </ul> <p>When they finish the letter, the teacher can correct it so that it is ready to be written or typed. In the meantime, pupils proceed to make posters or write poems or both – according to their preferences and/or the teacher's suggestions.</p> <p><u>Note:</u> You can write or email the president of the USA at:  <a href="https://www.whitehouse.gov/contact/submit-questions-and-comments">https://www.whitehouse.gov/contact/submit-questions-and-comments</a></p> <p>You can email the president of the European Commission at:  <a href="mailto:President.juncker@ec.europa.eu">President.juncker@ec.europa.eu</a></p>

	<p>You can email the Prime Minister of the UK here:  <a href="https://email.number10.gov.uk/">https://email.number10.gov.uk/</a> or write to:  10 Downing Street  London  SW1A 2AA</p>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing and takes place through observation.</li> <li>• The teacher has individual learning chats with pupils while they are working on their projects.</li> </ul>
<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• Pupils can add their poems, letters or posters in their portfolios.</li> </ul>
<b>CROSS-CURRICULAR LINKS</b>	<p>All the activities here (letters, posters, poems) or any of the activities that may have been suggested by the pupils can be implemented within the actions for ‘Δεν ξεχνώ, αγωνίζομαι, διεκδικώ’ that the school organises.</p>

## Photocopiable materials

If you miss the train I'm on

You will know that I am gone

You can hear the whistle blow, a hundred miles.

A hundred miles, a hundred miles,  
A hundred miles, a hundred miles.

Away from home, away from home  
Away from home, away from home

You can hear the whistle blow, a hundred miles.

Lord, I'm one, Lord I'm two.  
Lord, I'm three, Lord I'm four,  
Lord, I'm five hundred miles away from home.

If you miss the train I'm on

You will know that I am gone

Lord I'm hundred miles away from home

Not a shirt on my back

Not a penny to my name

A hundred miles, a hundred miles,  
A hundred miles, a hundred miles.

You can hear the whistle blow, a hundred miles.

You can hear the whistle blow, a hundred miles.

This ole-way, this ole-way, this ole-way,  
This ole-way, this ole-way, this ole-way

Lord, I can't go back home this ole-way.

Lord, I can't go back home this ole-way.