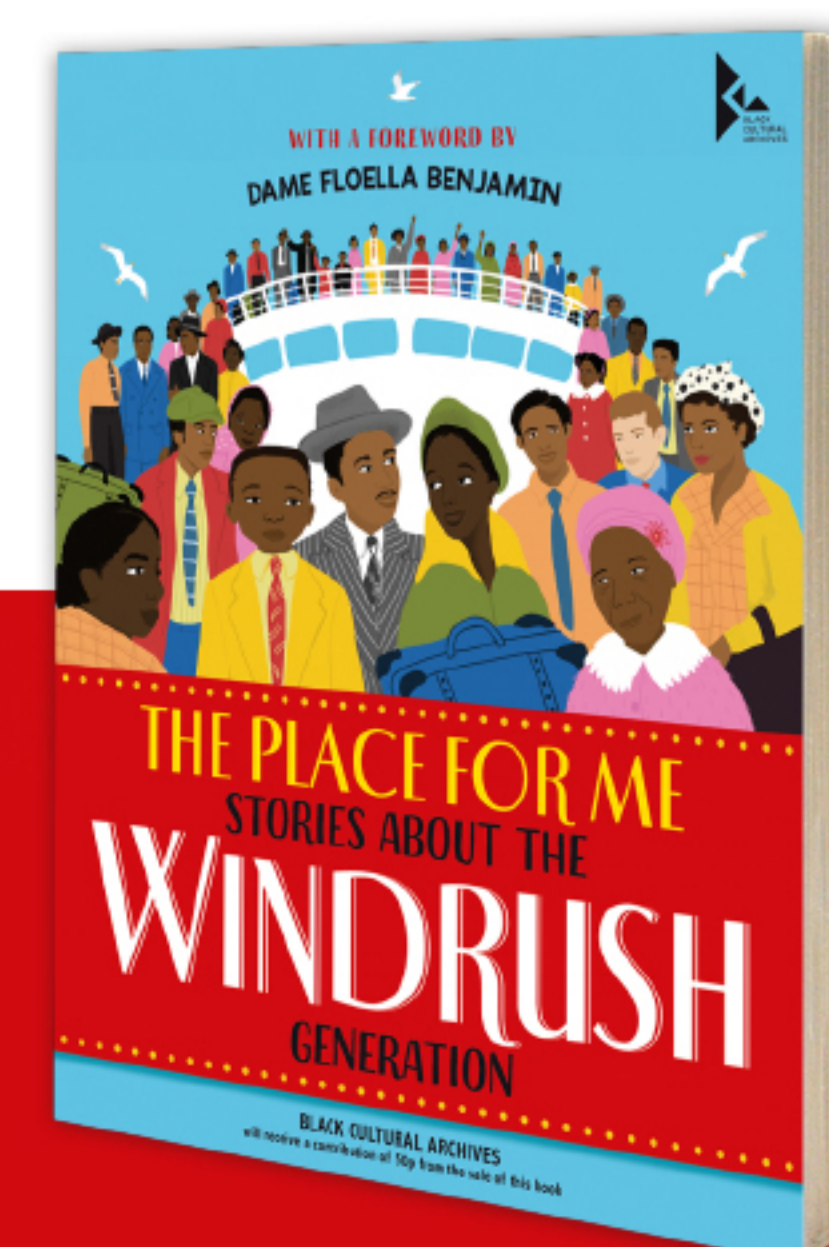




THE PLACE FOR ME TEACHING RESOURCES



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LESSON PLAN ONE

UPPER KS2

CURRICULUM LINKS

Helping children to:

Understand that books can be structured in different ways and for a range of purposes.

OBJECTIVES

To consider and discuss the structure of a book, which is based on a true event.

To select the true story 'Diary of a Windrush Kid' by Jerman Jackman to gain an insight into the emotional effect of leaving home and travelling to a new country and adjusting to a new environment.

To create their own imagined diary of such a major event in their own life.

OUTCOMES

Children will acquire an empathy with the effects of such a major change in a child's life and use this in developing their skills in writing a compelling narrative.

RESOURCES

Prior discussion of the book *A Place for Me* following reading and/or listening to it.

SUPPORTING RESOURCE SHEETS

Activity Sheet One: My Diary of an Imagined Journey

LEAD IN

Discuss with children the actual structure of the book, asking them to identify stories from facts and say how many of the stories are connected to the facts.

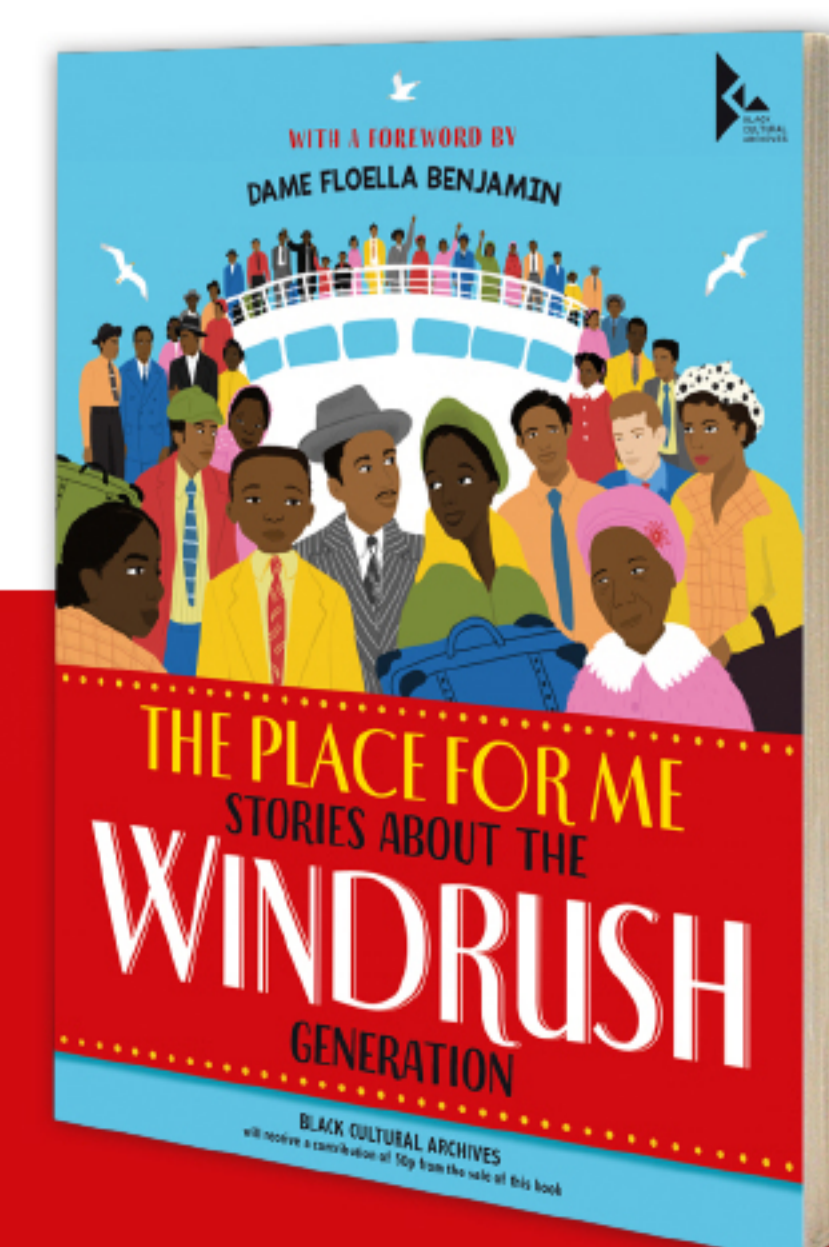
MAIN TASK

Read 'Diary of a Windrush Kid' to the class.

Discuss the different emotions the child feels when told of the decision that the family are moving to England, her final day at school and saying goodbye to friends. Explore the reasons for the conflicting feelings of excitement and sadness.

Invite children to share their own experiences of such different emotions.

Provide each child with a copy of *Activity Sheet One: My Diary of an Imagined Journey*.



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LESSON PLAN ONE

UPPER KS2

Explain that since this is an imagined journey, their final destination could be anywhere and for any reason. For example, it could be to another planet or back into history by a special tunnel. Let them decide their destination, but ask them to include their feelings and emotions, such as:

What would they miss?

What would excite them?

What would worry them?

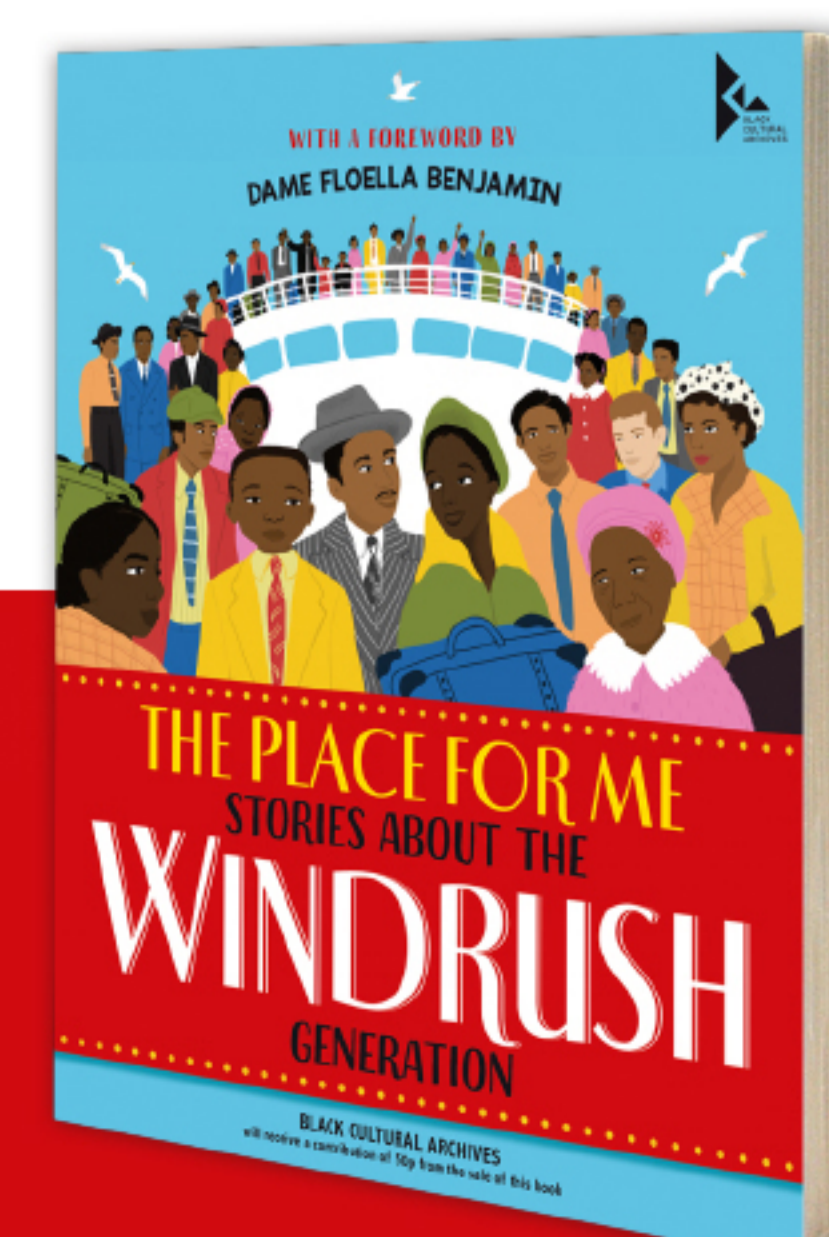
Ask them to also describe their journey, its route, the transport they will take and their reactions on arrival.

DIFFERENTIATION

Support younger children by discussing ideas for their story with them, prior to writing it.

PLENARY/EXTENSION

Invite children to illustrate their diary with relevant ideas and sketches before presenting it to the group.



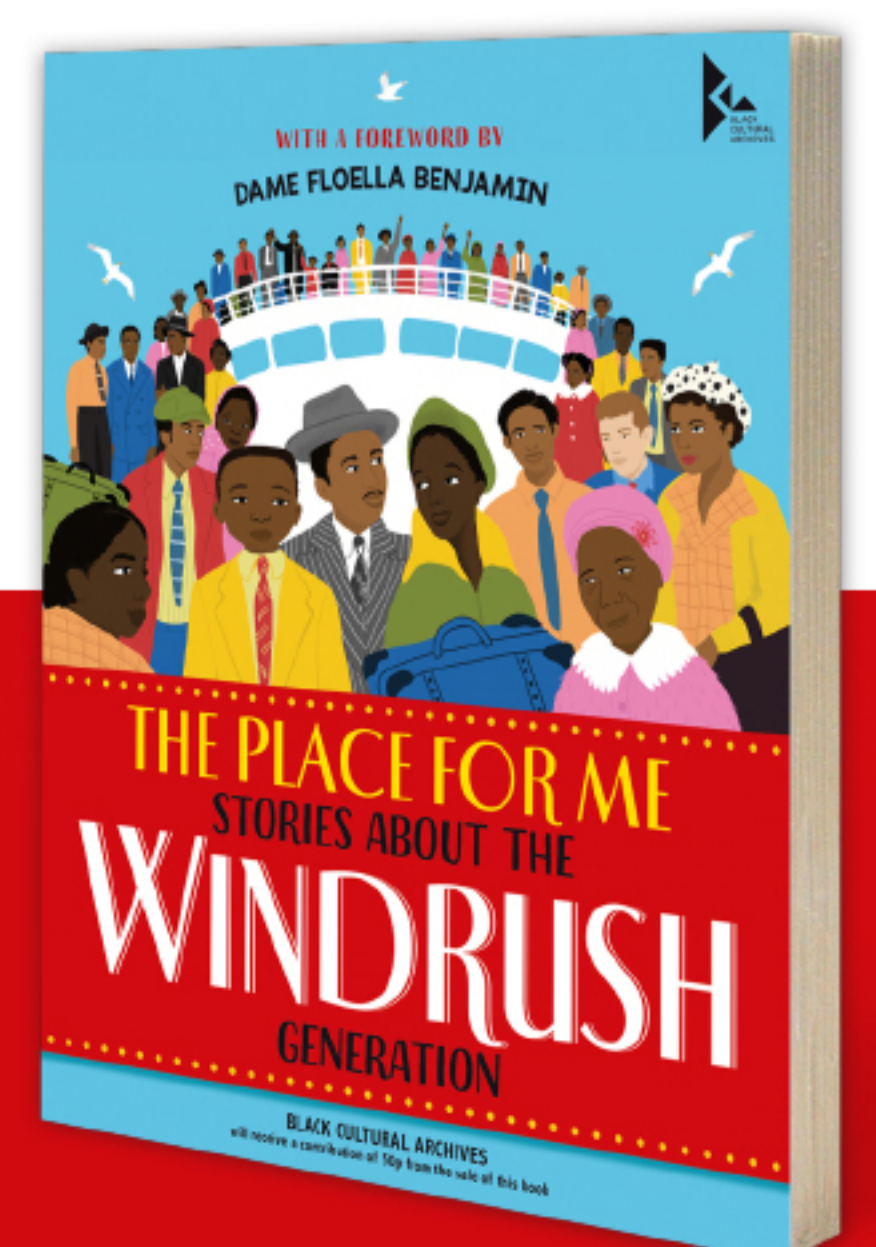
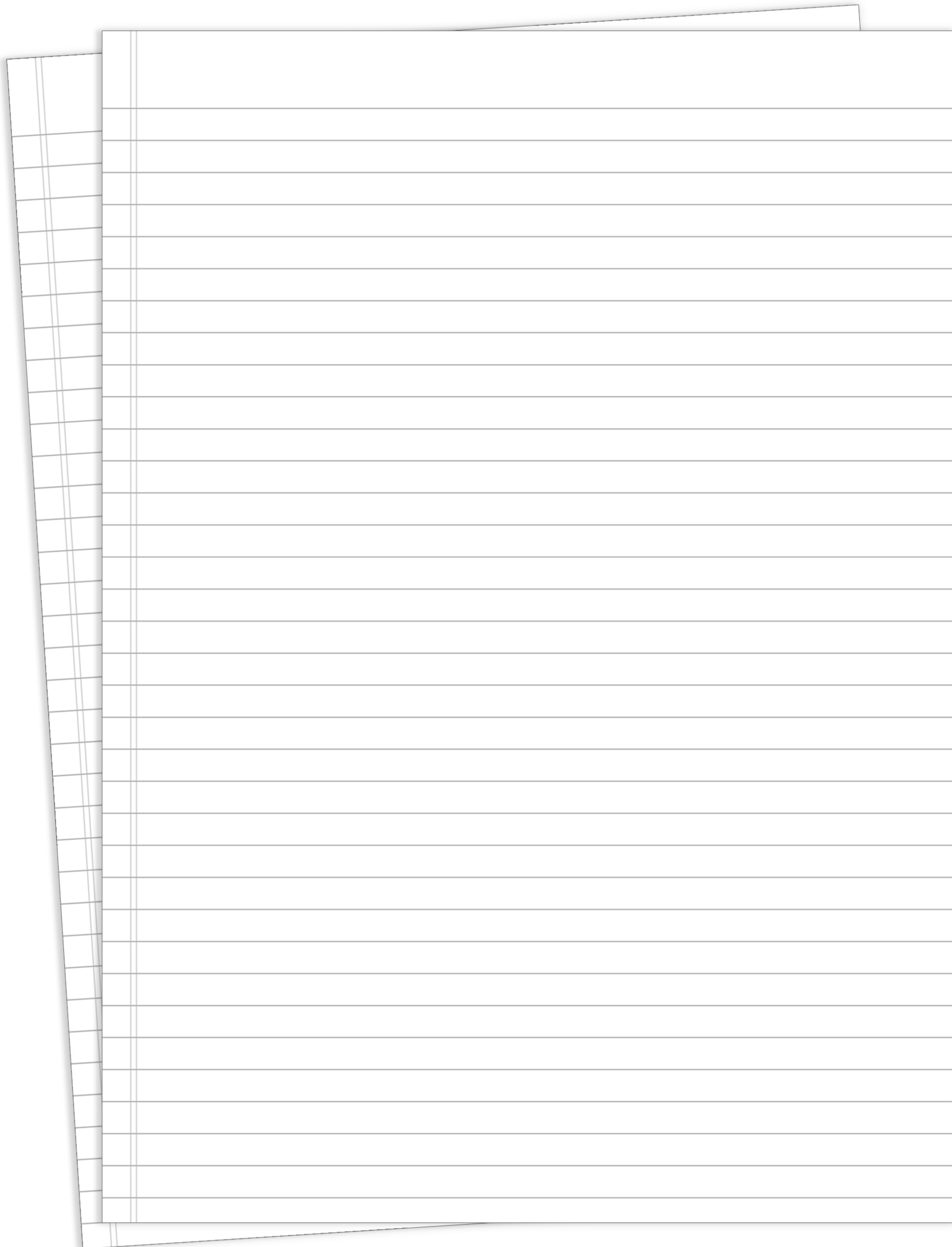
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ACTIVITY SHEET ONE: MY DIARY OF AN IMAGINED JOURNEY

Imagine that your family has decided to take a journey to a place totally unknown to you. Create an imaginary diary which describes how you will anticipate this journey, how you will travel, your feelings on arrival and how you will be treated when you arrive. The place itself can be real or imaginary.



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LESSON PLAN TWO

LOWER KS2

CURRICULUM LINKS

Helping children to:

Understand that books can be structured in different ways and for a range of purposes.

OBJECTIVES

To develop children's knowledge and skills in reading fiction and non-fiction about a wide range of subjects.

To encourage them to link what they read, or hear read, to their own experiences.

To support children in writing down their ideas with a reasonable degree of accuracy.

OUTCOMES

Children will gain confidence in interpreting and developing their skills of reading and writing and will begin to understand the differences between fact and fictional texts.

RESOURCES

Prior familiarity by reading or listening to the book *A Place for Me*.

SUPPORTING RESOURCE SHEETS

Activity Sheet One: Making Friends

LEAD IN

Read Lucille's story on page 127 ('Making Friends the British Way: Lucille's Story').

Discuss how she read a book about moving to England but had found nothing to advise her about how to make friends. In Jamaica, she had thought that British people would be like they were in Jamaica, and that people would chat to anyone they met, but her arrival in Britain seems to suggest that the British are not like them.

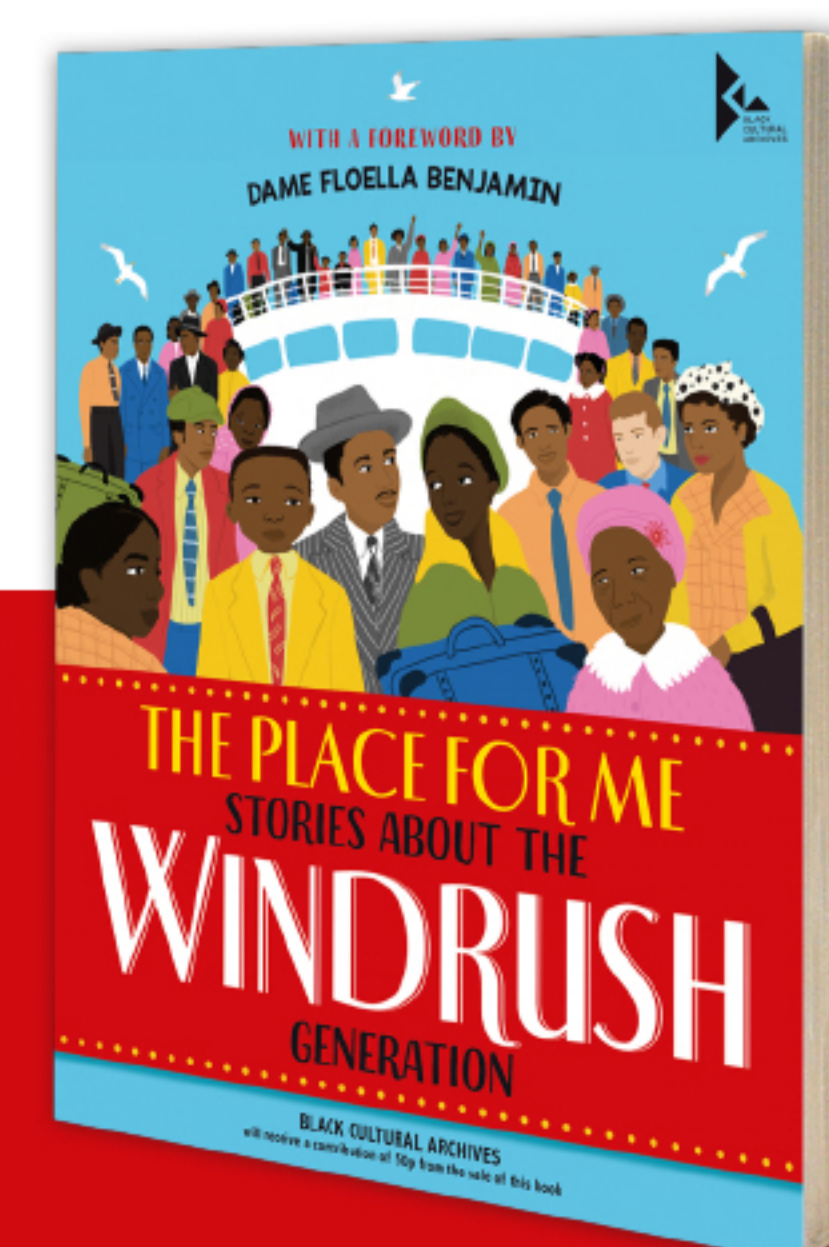
MAIN TASK

Consider the following advice Lucille is given in the book:

'The way people live here, you can be in the same house for years and never share a word with the other tenants.'

Do children think this would be the same today?

Ask children to consider and discuss Lucille following observations about how her husband makes friends.



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LESSON PLAN TWO

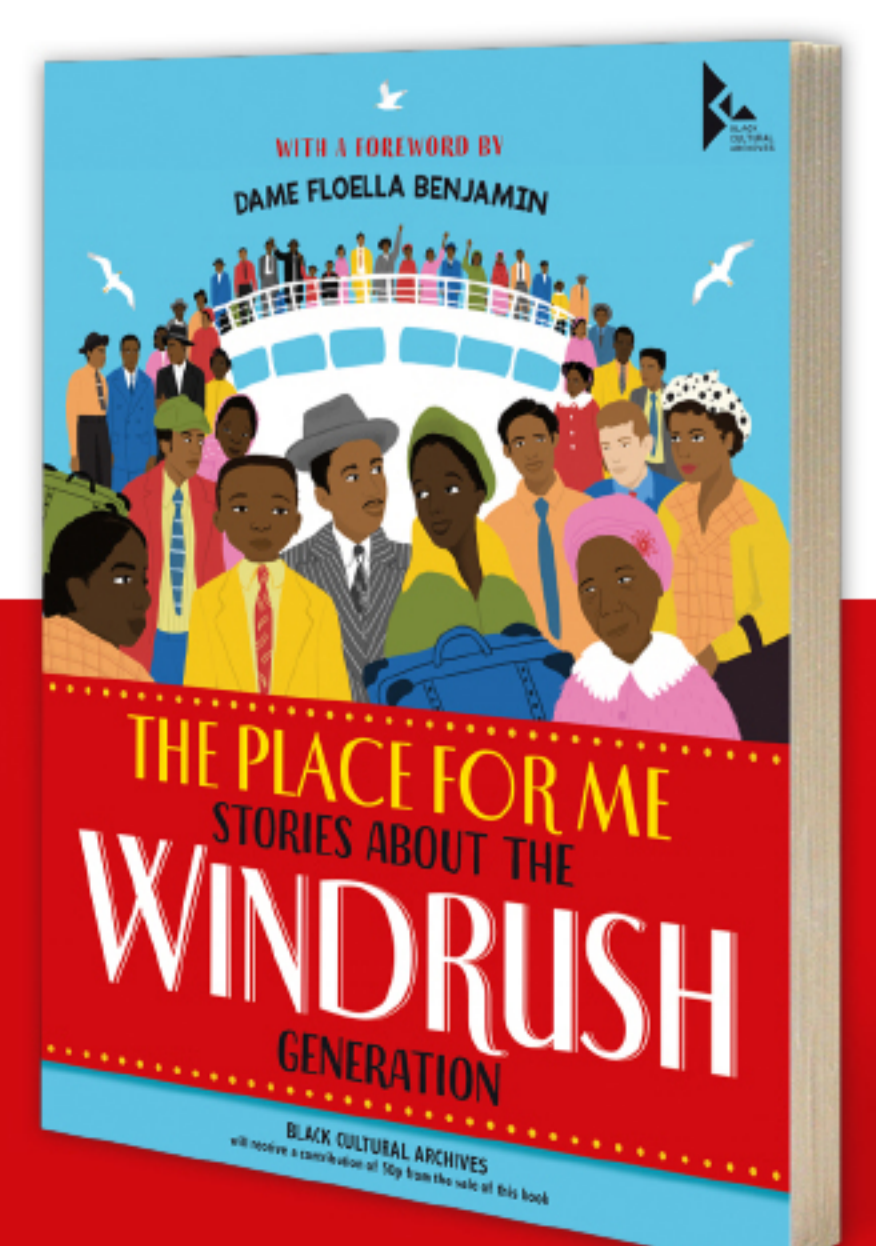
LOWER KS2

My husband, Ernest, doesn't have this problem: driving his bus means he talks to people as they get on and off, and he has the men he works with to chat to back at the bus station.

Involve children in a discussion about how Lucille finally makes friends with Samantha, and how it began with Samantha coming to help Lucille and smiling at her. Draw their attention to the fact that they cemented that new relationship by shaking hands. Clarify that such a gesture is mostly used by adults on first meeting people, meeting up with them again on another occasion or to seal an agreement.

Invite children to talk about the friendships they have. How did they become friends? What interests do they share? Are they friends from school or from their neighbourhood?

Provide each child with a copy of **Activity Sheet One: Making Friends**.



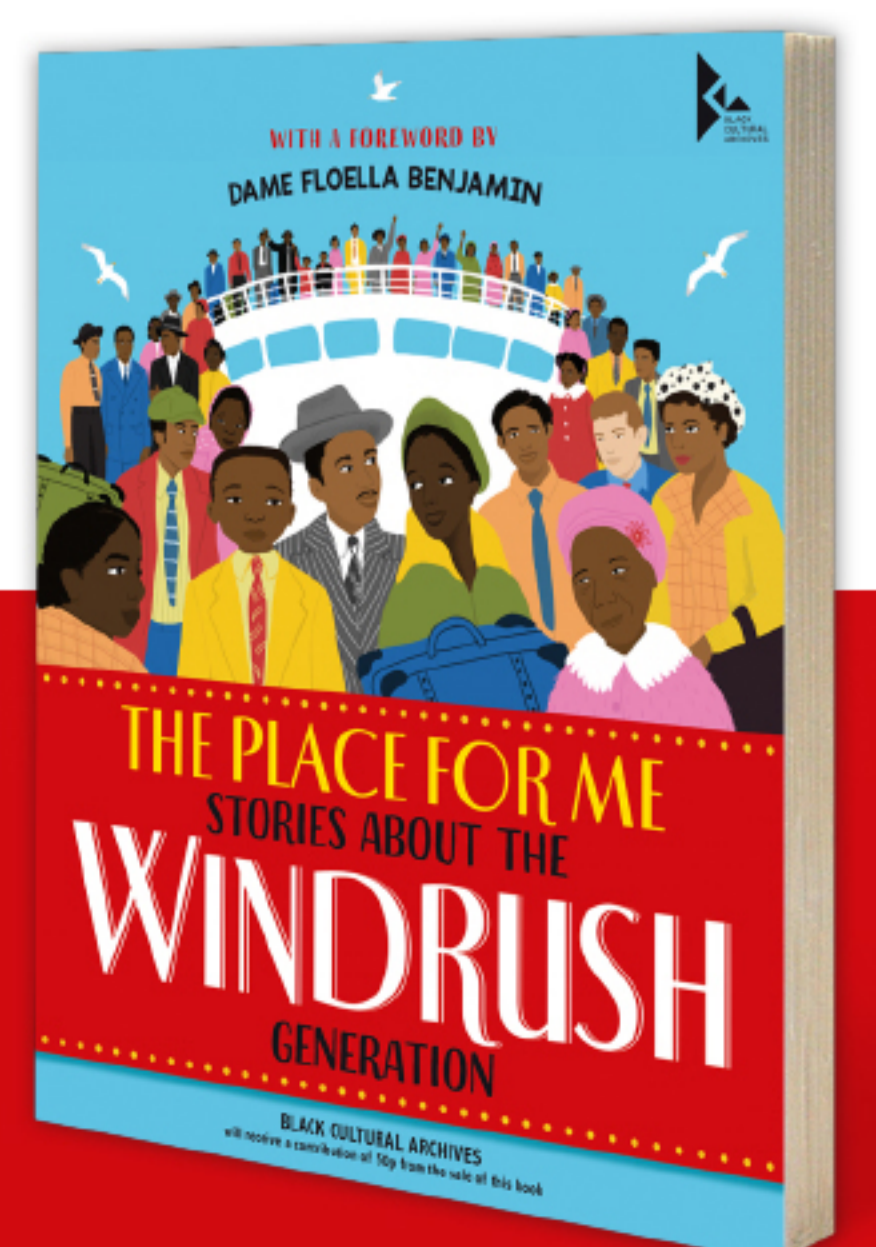
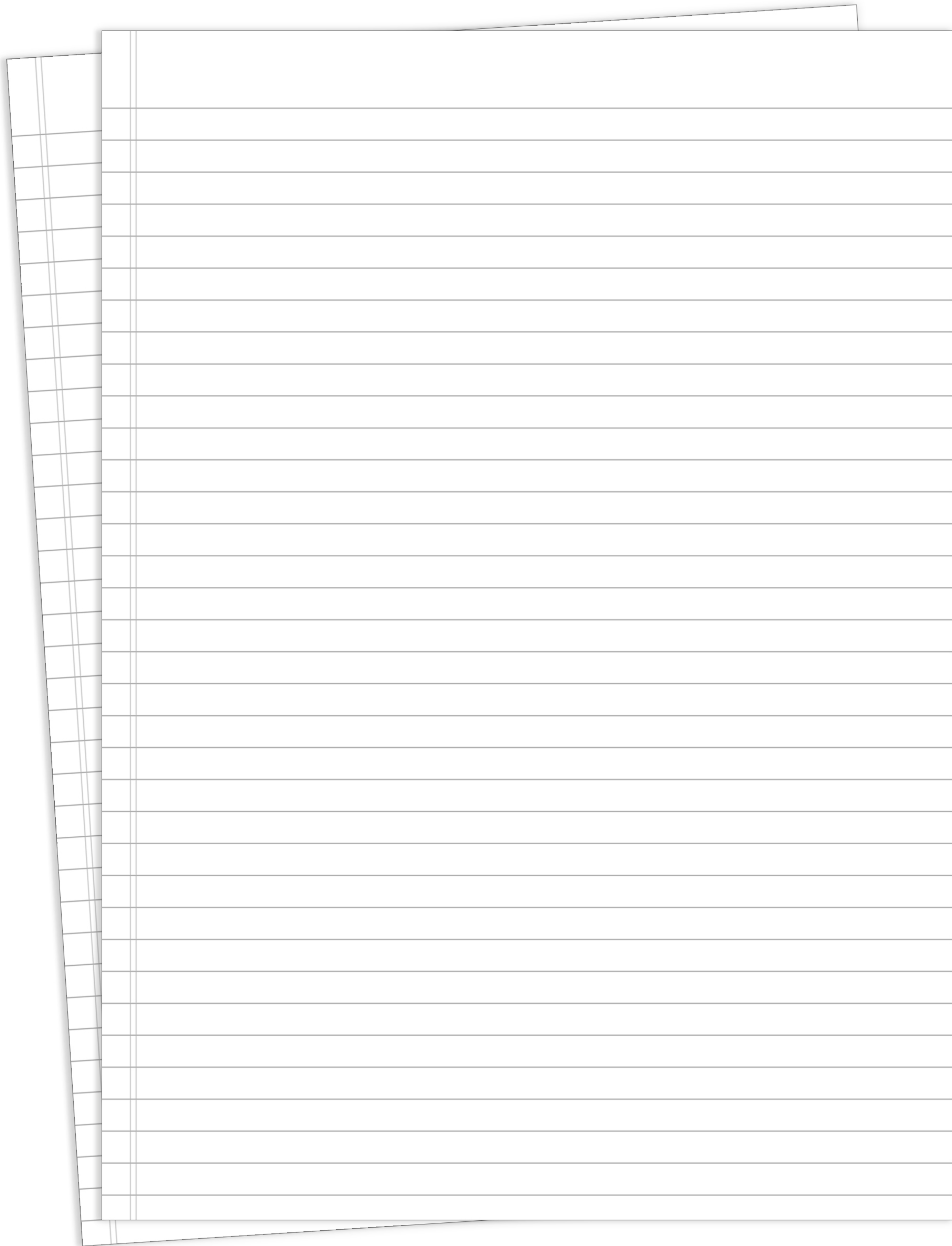
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ACTIVITY SHEET ONE: MAKING FRIENDS

Choose one of your special friendships. Explain how you came to meet that friend and how you began the friendship, for example, perhaps it was with a smile. Explain what interests you share and what you most like about them.



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