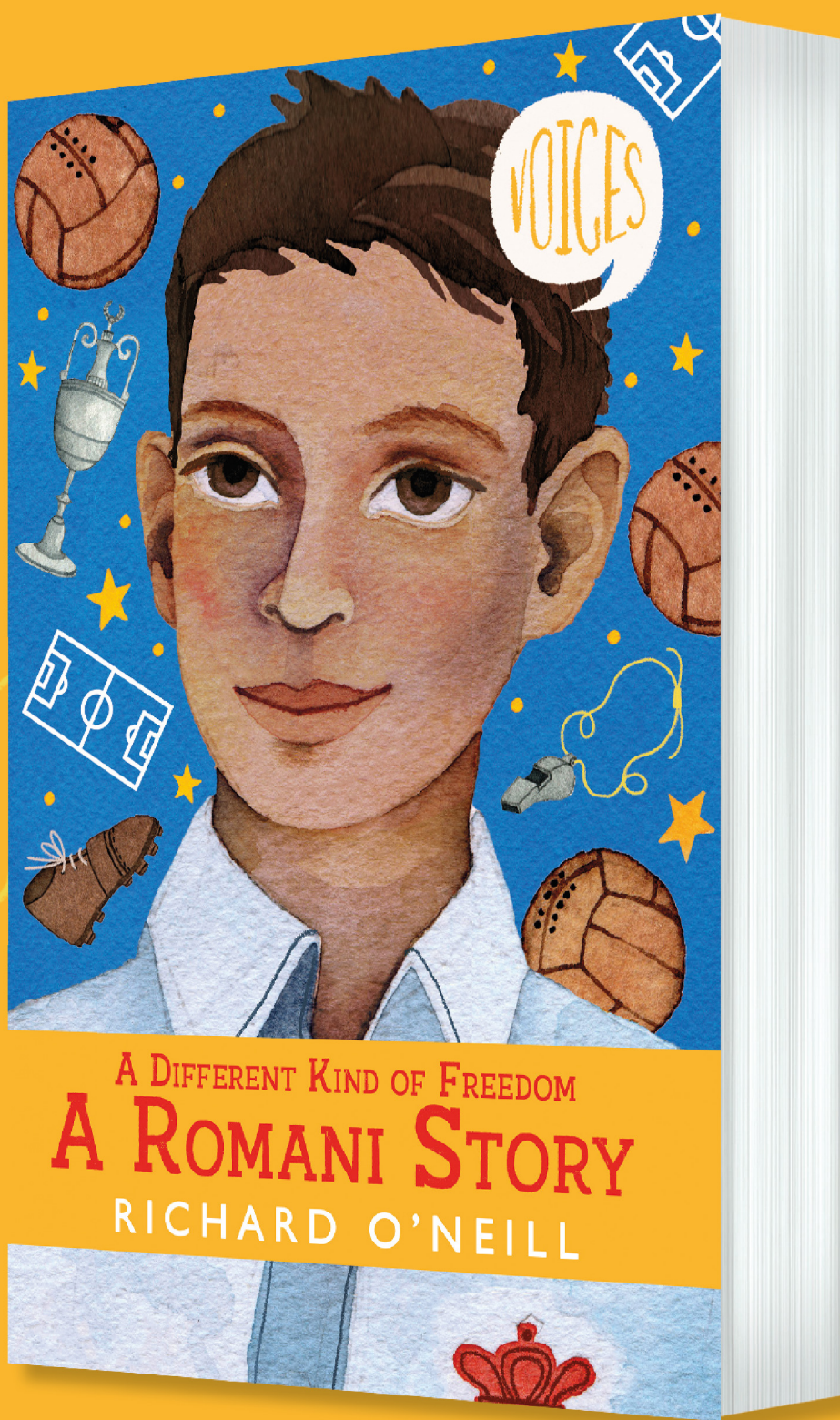


Voices: A Different Kind of Freedom: A Romani Story by Richard O'Neill

Lesson Plans



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Voices: A Different Kind of Freedom: A Romani Story by Richard O'Neill

LESSON PLAN 1

Objectives

To explore similarities and differences between characters and events

To identify what might be classed as discrimination

To compare a character's life with the children's lives

To explore the feelings and emotions of a character

Outcomes

Children will explore similarities and differences between different historical eras and look at how changes have occurred. They will also explore vocabulary use. The children will use inferences from the text to write a diary extract based on a character's viewpoint.

Resources

Voices: A Different Kind of Freedom: A Romani Story

Resource Sheet 1 - 'Romani Dictionary'

Resource Sheet 2 - 'Mind Map of School'

Resource Sheet 3 - 'My Diary'

Lead in

Read the author's note at the beginning of the book. What are the similarities and differences between the author (Richard O'Neill), Rab Howell and Lijah (the main character)?

Key similarities:

- *Rab Howell and Richard O'Neill worked in professional football*
- *Rab Howell and Richard O'Neill came from traditional nomadic Romani communities in the North of England*
- *All three were involved in football, either playing or working*
- *All three came from similar Romani backgrounds*
- *All three had challenges to overcome*

Key differences:

- *Born in different eras – one hundred years apart*
- *Rab Howell and Lijah played football but Richard O'Neill was a trainer*

Discuss with the children the phrase *traditional nomadic Romani communities*. What do the children understand this phrase to mean?

Read chapter 1 and ask if the children know what a Romani community is. Look at the phrases 'Travellers' and 'Gypsies'. What impression does this give the children about the Romani community? Is this impression correct? Discuss discrimination and treating others differently.

Using resource sheet 1, 'Romani dictionary', the children need to start to list and define the Romani words they come across as they read (*there is a dictionary at the end of the book, however, the children need to try interpret these words and come up with definitions without checking the back.*)

Encourage them to look for clues in the text that will help them to interpret the words). This list can be added to as the children read the book.

Task

Read chapters 2-4, and stop at this point of chapter 4:

'Henry was now old enough that he didn't have to go, but he volunteered to walk me there on my first day. As we set off towards the school, Henry must have picked up on the sense of dread and nerves I was feeling.'

Discuss with the children why Lijah needed to go to school and why Henry might be too old for school. Read the rest of chapter 4. Ask the children what clues in the text help to pinpoint when this book is set.

Discuss with the children the similarities and differences between present-day school life and school life when Lijah went. Using resource sheet 2, 'Mind map of school', the children need to write down the similarities and differences between school in Lijah's time and school now.

Extension

Read chapter 5 and pause at the point where Lijah scores the goal on page 23. Discuss how Lijah feels about school before this point.

'I didn't have to think twice about it. All that anger, all that standing by itching to play... It all went into my kick. I watched in delight as the ball took off like a cannonball heading straight for Joe – who had to duck – and carried on. It whistled past the goalkeeper.'

How did Lijah feel about scoring the goal? Read the rest of chapter 5. How did Lijah feel at the end of the football game and at the end of the day?

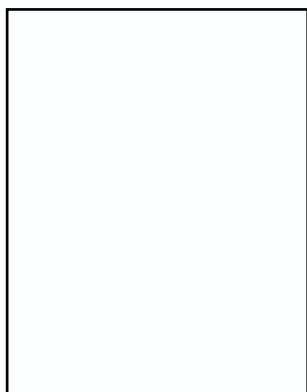
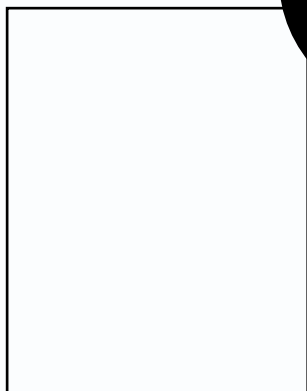
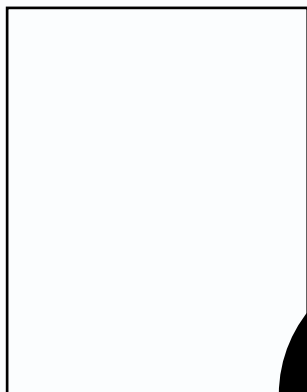
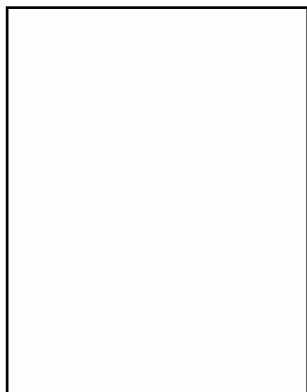
Using resource sheet 3, 'My diary', the children need to write a diary entry for Lijah. The children could focus on his learning in the classroom, the football game he ended up being part of or his conversation with his dad and Henry. Remind the children to focus on how Lijah feels and what he thinks as well as what he does.

LESSON PLAN 1: RESOURCE SHEET 2

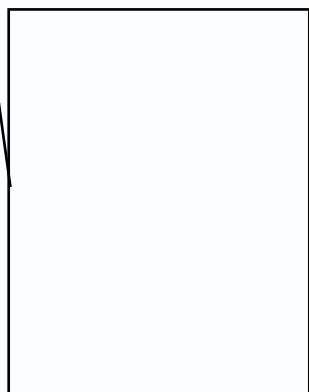
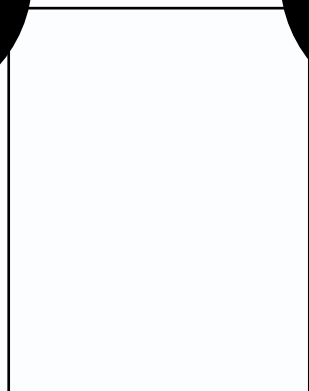
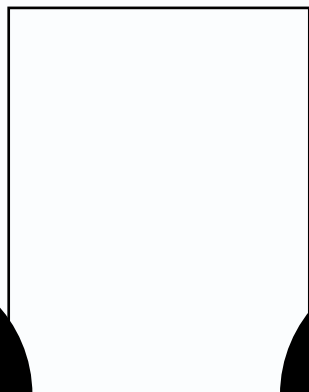
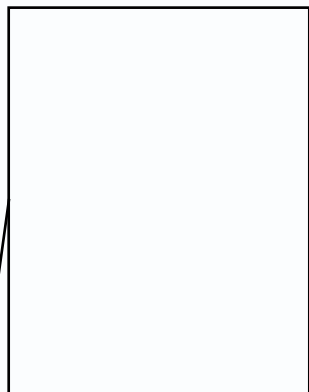
MIND MAP OF SCHOOL

What are the similarities and differences between school life today and school life when Lijah went to school? Create a mind map to show the similarities and differences.

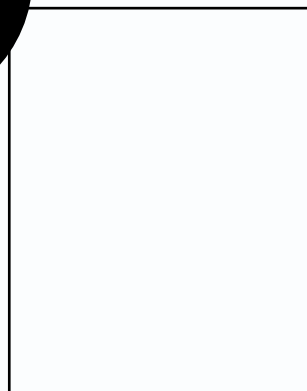
Differences down
this side



Similarities in the
middle



Differences down
this side



School
when Lijah
was there

School
now

LESSON PLAN 1: RESOURCE SHEET 3

MY DIARY

'I didn't have to think twice about it. All that anger, all that standing by itching to play... It all went into my kick. I watched in delight as the ball took off like a cannonball heading straight for Joe – who had to duck – and carried on. It whistled past the goalkeeper.'

Write a diary entry for Lijah. You could focus on Lijah's learning in the classroom, the football game he ended up being part of, or his conversation with his dad and Henry. Focus on how Lijah feels and what he thinks.

Date:

Dear diary,

Lijah

Voices: A Different Kind of Freedom: A Romani Story by Richard O'Neill

LESSON PLAN 2

Objectives

To explore different characters' viewpoints

To explore the differences between present-day football and what football was like in the era the book is set in

To write a newspaper article/radio report about a football match

Outcomes

Children will explore different characters' emotions. They will use this information to explore why Lijah's dad did not like Rab Howell. They will also explore how Lijah was able to change his dad's viewpoint so he could play football. The children will write a football commentary about Lijah's game.

Resources

Voices: A Different Kind of Freedom: A Romani Story

Voice recorder, if recording radio reports

Equipment for football training, e.g., footballs, cones, etc.

Resource Sheet 1 - 'Rab Howell'

Resource Sheet 2 - 'Training'

Resource Sheet 3 - 'Reporting on the Football Match'

Lead in

Read chapters 9-11, and pause at this point on page 49:

"Don't let me mam or dad know I told yer this, Lijah, but Rab Howell was a proper footballer in Sheffield – and a Traveller. All I can tell you is that there was some trouble and he left. So just leave it be."

Who was Rab Howell? Discuss why Lijah's dad and family do not want to talk about him or who he was. How did Lijah feel about this?

Task 1

Read all of chapter 11 and discuss with the children who Rab Howell was according to Uncle Jack. Read chapters 11-12 which give a bit more information about Rab Howell and his significance to the Romani community.

The children need to use resource sheet 1, 'Rab Howell', to create a factfile about Rab and his life from what they have read and from researching about him. They need to add in facts about his footballing prowess, how he was the first person from the Romani community who played for professional football teams and for England, as well as information about his personal life.

Task 2

Read chapter 18 and pause at this point on page 85:

'My training with the team had gone well. I was as ready as I could be for the game. Everyone from my family who was really important to me was going to be watching. My dad had not only agreed to come, but had started to try and give me advice, even though he hardly knew anything about the sport.'

What type of training practices did Lijah's team do? Were they the same as the ones footballers do today?

Using resource sheet 2, 'Training', the children need to devise a training drill to help players improve in one aspect of football. It could be defending, attacking, goalkeeping, passing, shooting, etc. The children need to think about:

- Equipment needed (hoops, number of footballs, cones)
- Size of space to work in (10m x 10m square or smaller)
- If it will be a timed drill
- Number of people involved

The children need to ensure that their diagrams and instructions are easy to follow so that the class can try them out in a PE lesson.

Extension

Read chapter 18 from this point on page 85 to the end:

'On the day of the match, my dad, Henry, Genty, Uncle Billy, Auntie Britti and my mam and even my phuri dai were all standing watching as me and the rest of the team came out of our huddle with Harry's instructions still ringing in our ears. I spied Samuel and Joe who both gave me a beaming smile and clapped their hands. I nodded and smiled back.'

The children need to imagine that they are a football pundit who is watching the game. They need to create a radio report or newspaper article about the football match once it has finished. Resource sheet 3, 'Reporting on the football match', could be used to help them do this. The children need to remember that they are writing from the perspective of watching Lijah, the new team member, and that it is set during King George V's reign (who reigned from 1910 to 1936 (see page 14 of chapter 3)).

Success criteria:

- Use a range of open and closed questions
- Think about using who, what, where, when, how, why questions
- Remember to describe what you can see (in both a newspaper article and radio report the audience are reliant on you as the reporter to describe what they can see and hear)
- Use facts and opinions
- Use emotive language
- Think about the key points of the football match
- In the newspaper report, use headlines and subheadings to draw your audience in
- Use an introduction to share the main points and a conclusion to summarise
- Chronological order is important

LESSON PLAN 2: RESOURCE SHEET 1

RAB HOWELL FACT FILE

"Don't let me mam or dad know I told yer this, Lijah, but Rab Howell was a proper footballer in Sheffield – and a Traveller. All I can tell you is that there was some trouble and he left. So just leave it be."

Create a factfile about Rab Howell from what you have read in the book and from your own research.

| | | |
|----------------------------|--------------------------------------|-------------------------------|
| Rab Howell | Facts about his personal life | Facts about his family |
| Professional career | | Caps |
| After football | Any other information | |

LESSON PLAN 2: RESOURCE SHEET 2

TRAINING

'My training with the team had gone well. I was as ready as I could be for the game. Everyone from my family who was really important to me was going to be watching.

My dad had not only agreed to come, but had started to try and give me advice, even though he hardly knew anything about the sport.'

Devise football drills to help players improve in different aspects of football. Each drill should focus on one aspect of a football game: defending, attacking, tackling or shooting. As you plan, you need to decide the following:

- Equipment needed (hoops, number of footballs, cones, etc.)
- Size of space to work in (10m x 10m square or smaller, etc.)
- Will it be a timed drill?
- Number of people involved

| | |
|------------------------|------------------------|
| Defensive drill | Attacking drill |
| Tackling drill | Shooting drill |

LESSON PLAN 2: RESOURCE SHEET 3 REPORTING ON THE FOOTBALL MATCH

'On the day of the match, my dad, Henry, Genty, Uncle Billy, Auntie Britti and my mam and even my phuri dai were all standing watching as me and the rest of the team came out of our huddle with Harry's instructions still ringing in our ears. I spied Samuel and Joe who both gave me a beaming smile and clapped their hands. I nodded and smiled back.'

Radio Report Script:

Create a radio report about the football match that Lijah played in. Think about:

- Using a range of open and closed questions
- Who, what, where, when, how, why questions
- Describing what you can see
- Using facts and opinions
- Using emotive language
- The key points of the football match

I AM (ADD IN NAME) _____ REPORTING FROM (ADD IN RADIO CHANNEL) _____. I AM REPORTING LIVE FROM (ADD IN PLACE AND TIME) _____

INFORMATION ABOUT THE FOOTBALL MATCH (WHO, WHAT, WHERE, WHEN, HOW, WHY QUESTIONS)

I AM TALKING TO (NAME OF PERSON YOU ARE TALKING TO: IT COULD BE A PLAYER, TRAINER, MANAGER OR PUNDIT. WHAT QUESTIONS WILL YOU ASK THEM?) _____

END BY THANKING THE INTERVIEWEE AND SIGNING OFF AND BACK TO THE RADIO SHOW.

CURRICULUM LINKS

KS2 English – pupils should be taught to:

Reading comprehension:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

Writing composition:

- Plan their writing
- Draft and write
- Evaluate and edit
- Proofread
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Writing – vocabulary, grammar and punctuation

- Develop understanding of the concepts
- Indicate grammatical and other features
- Use and understand grammatical terminology

KS2 History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:
 - changes in an aspect of social history, such as leisure and entertainment in the 20th Century
 - a significant turning point in British history

KS2 PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.


KS2 PSHE (from the PSHE Association Programme of Study)

- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- R13. the importance of seeking support if feeling lonely or excluded
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- L6. about the different groups that make up their community; what living in a community means
- L7. to value the different contributions that people and groups make to the community
- L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced



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