

BALI RAI NOW OR NEVER

A DUNKIRK STORY



Lesson Plans and Activity Sheets

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Lesson Plan 1 – Lower KS2

Objectives

To compare and contrast different geographical locations
To compare and contrast different elements of a culture that may not be previously understood or known about

Outcomes

The children will compare and contrast different geographical locations to explore similarities and differences in the lives of people from different nationalities

Resources

Now or Never book
Activity Sheet 1 – Mindmap
Activity Sheet 2 – Factfile
Activity Sheet 3 – Thoughts and feelings of Private Khan

Lead in

Read the prologue and Chapter 1 of the book with the children. Pause at different points in the prologue and explore the feelings of the narrator as he leaves his family and sets out on his journey. Explore why he felt he had to leave and what he was leaving for.

Read Chapter 1 (using the part before the description of the mules and then the part after the mules) and pause to explore what the part of France was like that they arrived at. Explore his feelings at being there.

Create a mindmap of the differences and similarities of his home 'Rawalpindi' and 'Marseille'. Pay particular attention to how it describes the weather, climate, food etc... (Activity Sheet 1 – Mindmap).

Key information:

Rawalpindi was in India before it was separated into India and Pakistan so now on the maps it is part of Pakistan.

Task

Children to create factfiles of the different places they have explored in the book. (Activity Sheet 2 – Factfile can be used for this.) They need to research, using books and the internet, about different aspects of the two places that they have read about in the book *Now or Never*. They should use evidence from the book, as well as information found, to add detail to the factfile. They could focus on these points:

- Describe where in the world these places are
- Weather and climate
- Food and drink
- Language

The children should also explore the feelings of Fazal about being in those places. Using the following questions (Activity Sheet 3 – Thoughts and Feelings of Private Khan), the children can express their feelings inside the thought bubbles.

- What feelings did he have when in those places?
- How was Fazal spoken to in the different places?
- What did he see/smell/hear/taste/touch and what was his response?

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Lesson Plan 1 – Lower KS2

Extension

The children can read the epilogue about where Private Khan ended up in Dover and where his company ended up staying in Britain. The children can add to the factfile and describe what it would have been like for Fazal living in Britain at the time.



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Activity Sheet 1 – Mindmap

In small groups create a mindmap of the differences and similarities of his home 'Rawalpindi' and 'Marseille'. Pay particular attention to how it describes the weather, climate, food etc...

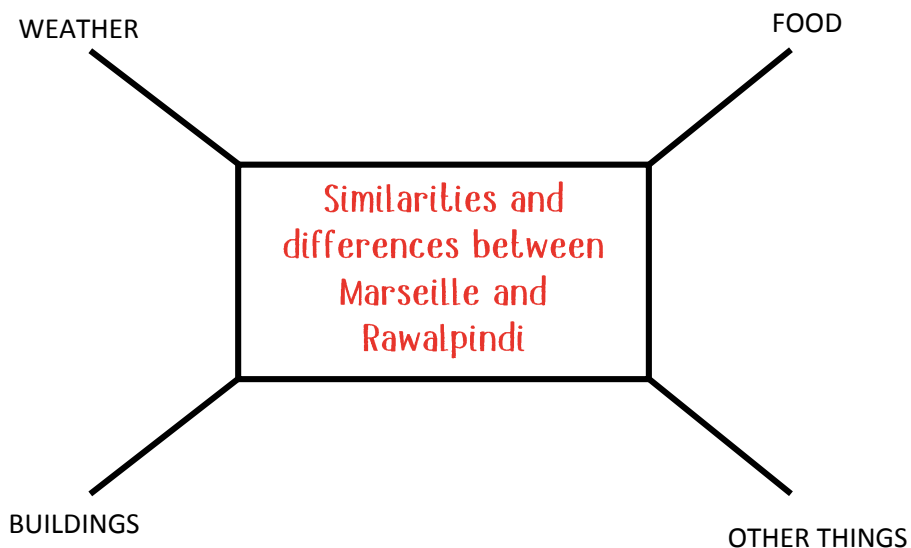


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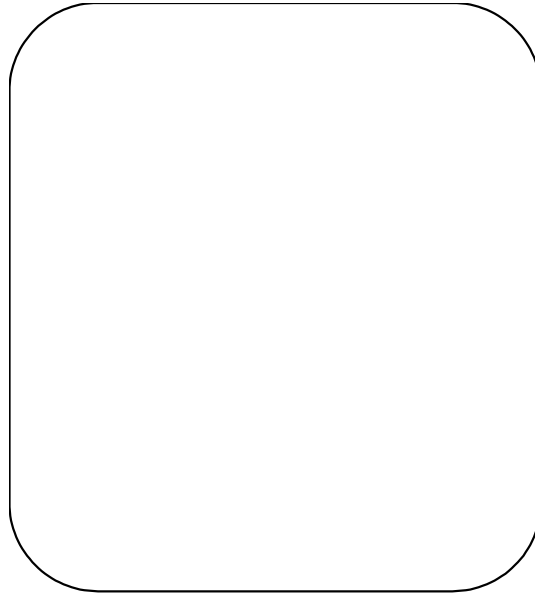
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Activity Sheet 2 – Factfile

Create factfiles of the different places they have explored in the book. You will need to research, using books and the internet, about different aspects of the places you have read about in the book *'Now or Never'*. Use evidence from the book, as well as information found, to add detail to the factfile. Think about the following information in particular: describe where in the world these places are, weather and climate, food and drink, language.

Place Name: _____



Draw an image of the place in the panel above

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Activity Sheet 3 – Thoughts and feelings of Private Khan

Explore the feelings of Fazal about being in the places he visited. Using the following questions, express those feelings inside the thought and feelings bubbles.

- What feelings did he have when in those places?
- How was Fazal spoken to in the different places?
- What did he see/smell/hear/taste/touch and what was his response?

Thoughts

Feelings

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Lesson Plan 2 – Year 5

Objectives

To explore how narrative text can evoke feelings through imagery
To understand the concept of powerlessness in the face of prejudice

Outcomes

Children will explore the feelings of being voiceless used in the book and the feelings this evoked in different characters. They will use this to create their own imagery to describe specific events and characters in the book. They will explore how this makes them feel.

Resources

Now or Never book
Activity Sheet 1 – Mindmap of voicelessness
Activity Sheet 2 – Storyboard of a voicelessness event

Lead in

Read Chapter 1 and focus on the part about the mules not being able to bray. Explore how the children feel about this act. Was it cruelty or kindness?

Read Chapter 2 (the section that starts ‘Why no trucks for us?’ where they are having a conversation about duty). Pull out the phrase ‘This is about our worth. We are not important enough.’ Explore what this means with the children. Explore the phrase, ‘we seemed as worthy as our mules ... and just like my mules, I felt voiceless too.’

What does this mean? Explore why the children thought that the company was treated differently to other companies. Was it because they were only a ‘service company’ and not a ‘fighting company’? Were other companies from the same part of the world treated the same?

Explore with the children whether there has ever been a time when they felt voiceless or whether they may have made someone else feel voiceless. How did they feel? How might the other person have felt?

Create a mindmap of the way that the company felt voiceless, include in it phrases from reading that showed how ‘voiceless’ the men felt. Activity Sheet 1 – Mindmap of voicelessness, would help with this task.

Task

The children need to either complete a storyboard of an event where they have felt voiceless/have made someone else feel voiceless or imagine an example of an event where this happens (e.g. in a school playground, on a sports pitch, in a shop etc.). Encourage them to think about how the voiceless person felt using the key points:

- Event
- Words used
- Actions against them/for them
- How it made them feel?
- Reasons – was it to do with their gender, nationality...

Activity Sheet 2 – Storyboard of a voicelessness event, can be used to help the children to create a storyboard of what happened and why.

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Lesson Plan 2 – Year 5

Extension

Using the storyboard as inspiration, the children need to write a diary entry about the event when they or someone else felt voiceless. They need to think about using powerful phrases to explain emotional responses.



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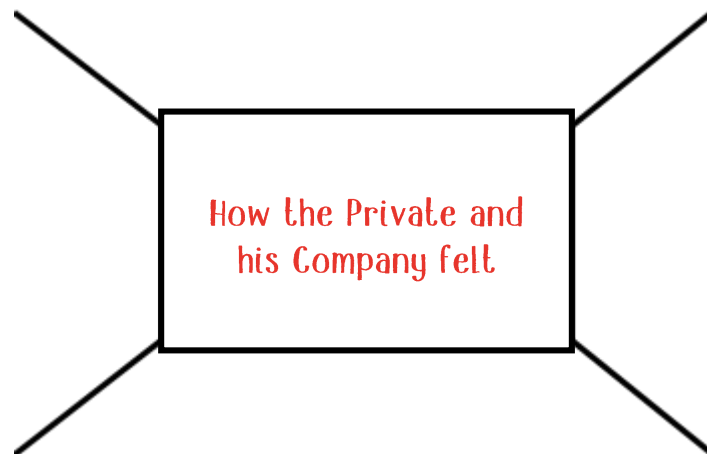
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Activity Sheet 1 – Mindmap of Voicelessness

Create a mindmap of the way the Private and company feel:



e.g. VOICELESS because...

As you create your mindmap create a list of vocabulary to help you describe how the Company felt voiceless. Remember to use imagery, simile and metaphor. For example, 'as voiceless as the abused mules', 'as powerless as a car with no petrol' etc.

Imagery Ideas

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Activity Sheet 2 – Storyboard of a voiceless event

Can you remember a time when you were made to feel ‘voiceless’? Or perhaps you remember a time where you made someone feel that way? How did you feel about it? What happened as a result? If you can’t think of a time this has happened then imagine an example of an event where this could occur (e.g. in a school playground, on a sports pitch, in a shop etc.). Think about thoughts and feelings both of the person making someone ‘voiceless’ and the person being made so. Using the storyboard grid below draw pictures and captions underneath to show what happened. Think about the following parts to the event as you create your storyboard:

- Where the event occurred
- What words were used
- What actions were done either against them/for them
- How did it make you feel?
- Why did it happen? What reasons – was it to do with their gender, nationality, colour, age?

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Lesson Plan 3 – Year 6

Objectives

To understand the impact of war on those involved irrespective of background, race or beliefs
To look at one specific event that shaped the views of those involved

Outcomes

Children will recognise equality of rights irrespective of background or race. They will also be able to identify the emotion and strength it takes to stand up for your beliefs.

Resources

Now or Never book
Activity Sheet 1 – Game cards for ‘Stay or Go’
Activity Sheet 2 – Game plan

Lead in

Read Chapter 9 (the part where Captain Ashdown has been given orders to leave the mules behind and then the conversation between Captain Ashdown and Private Khan, pausing at the comment, ‘And if they discard us next, sir?’ Explore what this means. Why would Fazal say that? How does it make the children feel that they abandoned the animals? Do they think there is a possibility of the men being abandoned? How would the children feel if it was they were in that situation? Explore the emotions that would arise as a result.

Read Chapter 10 and explore the feelings that were erupting amongst the company.

Read Chapter 16 where the Private overhears a conversation between the two captains about the company being left behind in Dunkirk. What does this mean for the men? Explore the reasons why the company were going to be left behind.

Task

Game (see below for game): the teacher gives each child a different card – some say ‘stay’, some say ‘go’ (Activity Sheet 1 – game cards). Without talking or showing the cards, the children need to find their groups of those that can go and those that can stay. No talking should take place at this time, only hand gestures and emotive responses should be given e.g. smiles, punches in the air for those happy and tears, holding face in hands for sadness. Encourage the children to think about their feelings and let them show through their movements.

If the teacher does not wish to use the cards then different versions of the game could be undertaken. For example, the teacher could create different groups, e.g. only green eyes can go, only girls stay, only those wearing trousers can stay etc...

The teacher could also only indicate these groups by whispering in the children’s ears whether they stay or go.

Whatever version of the game that takes place, it ends when all have grouped themselves accordingly. To make it even more challenging an extra rule could be added afterwards, that if somebody is in a group that is opposite to what their card said then the whole group gets left behind.

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Lesson Plan 3 – Year 6

At this point it is vital to explore the feelings associated with being excluded and being left behind through a discussion. The reasons why could also be explored.

Extension

The children, in small groups, to devise a similar type of game to show exclusion based on particular characteristics using Activity Sheet 2 – Game plan. Their game should involve a large group of people. It should show how people are excluded for different things. It should show how to solve the problem of exclusion.

Some ideas:

1. Coloured Dots – Place a different coloured dot on each forehead, one person has a coloured dot that nobody else has. Children to group themselves in their coloured dot groups without talking.
2. Land a load! – Create a board game with different options on it, the more inclusive spots that a player lands on gains them more of a reward, e.g. you land on a square where people who are homeless are fed = more reward.

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Activity Sheet 1 – Game Cards 'Stay' or 'Go'

Using the cards below, divide the children up into those that have to stay and those that can go on the ships. Explore the feelings of both groups.

STAY

GO

STAY

GO

STAY

GO

STAY

GO

STAY

GO

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Activity Sheet 2 – Game Plan

In small groups, devise a similar type of game to the one you played as a whole class. The title of the game is EXCLUSION. Your game should involve a large group of people. It should show how people are excluded for different things. It should also show how to possibly overcome the problem of exclusion.

Two examples you could adapt are:

- 1) Coloured Dots – Place a different coloured dot on each forehead, one person has a coloured dot that nobody else has. Group yourselves in your coloured dot groups without talking.
- 2) Land a load! – Create a board game with different options on it, the more inclusive spots that a player lands on gains them more of a reward, e.g. you land on a square where people who are homeless are fed = more reward.

Remember to include the following:

- Rules of the game
- Playing instructions
- Any resources needed

Rules of the Game	Playing Instructions	Resources needed

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Curriculum Links

Lower KS2 English – pupils should be taught to:

Reading – comprehension:

- Develop positive attitudes to reading and understanding of what they read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non fiction and reference books or textbooks
 - Reading books that are structured in different ways and reading for a range of purposes
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - Identifying themes and conventions in a wide range of books
 - Discussing words and phrases that capture the reader’s interest and imagination
- Retrieve and record information from non fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing – composition:

- Plan their writing
- Draft and write
- Evaluate and edit
- Proof–read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing – vocabulary, grammar and punctuation

- Indicate grammatical and other features
- Use and understand grammatical terminology

Upper 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 fiction
- 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
- Proof–read
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

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Curriculum Links

Writing – vocabulary, grammar and punctuation

- Indicate grammatical and other features
- Use and understand grammatical terminology

KS2 Geography: pupils should be taught to:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Human and physical geography

- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

KS2 History: pupils should be taught to:

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.

KS2 PSHE (from the PSHE Association Programme of Study)

- **H6.** To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- **R1.** To recognise and respond appropriately to a wider range of feelings in others
- **R11.** To work collaboratively towards shared goals
- **R13.** That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

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Curriculum Links

- **R14.** To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- **R18.** How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- **L6.** To realise the consequences of anti-social, aggressive and harmful behaviour such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- **L8.** To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- **L9.** What being part of a community means, and about the varied institutions that support communities locally and nationally
- **L12.** To consider the lives of people living in other places, and people with different values and customs