











International Rescue Committee X The Story Project	Zlata's Diary By Zlata Filipovic	Lesson 1
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Resources needed	Activity A: Compare and Contrast list (below)	Activity B: N/A
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Aspect	Timing	Activity
Ground rules	2 mins	<ul style="list-style-type: none"> The Story Project lessons are safe spaces for pupils to discuss ideas and share feelings. Remind pupils about the Ground Rules you established in lesson 1.
Settle 	3 mins	'5-5-5 Breathing' (from the International Rescue Committee's Mindful Moments Resource) <ul style="list-style-type: none"> Play peaceful music or put a calming image on the board. Breathe in for 5 seconds, hold for 5 and breathe out for 5. Repeat until you feel calmer.
Training 	5 mins	<ul style="list-style-type: none"> Look at the picture on the front of the book. How do they think Zlata is feeling here? Can pupils predict what this story might be about?
Objective 	5 mins	<ul style="list-style-type: none"> I can describe some of the ways war can affect children, including their human rights.
Read 	15 mins	<ul style="list-style-type: none"> First, read the blurb so pupils understand the context of the story. Share part of Zlata's diary entry on p184, starting with the sentence "Oh God..." to the end followed by the afterword (p187-192). Use the suggested comprehension questions in the PowerPoint to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	<ol style="list-style-type: none"> Class discussion: How do you think children around the world are affected by war? (prompts in slide) Choose either activity A or B (or you can do both!). <p>Activity A: 'Compare and contrast' (can be adapted for assemblies)</p> <ul style="list-style-type: none"> Using the worksheet below, give pupils three columns titled 'before', 'during', 'after'. Ask pupils to put information about Zlata's life in each column, showing how her life changed during the war. Encourage pupils to think about the emotions linked to these scenarios. Suggested ideas are given in the PPT slides and can be found on the worksheet below, but pupils may also add their own ideas. Spend two minutes at the end of the session, sharing ideas and talking through pupils' thoughts. Show them slide 11 and discuss what each 'right' means. Which of Zlata's rights were affected during and after the war? <i>Extend the activity: research what human rights mean, including the 'Rights of the Child'.</i> <p>Activity B: 'Moving house'</p> <ul style="list-style-type: none"> Explain that during a war families are often forced to move, sometimes to another city and sometimes to another country. Start by using an activity such as hot seating or similar, to get children talking about how they would feel if they had to move. Think about – what they would miss, what they would take with them, how it would feel. Ask children to write their own diary entries as though they have had to move. If children find this task difficult or emotional, they can write as though they are Zlata – thinking about how she would feel. At the end, share some of the children's writing with the class. Talk about how although Zlata's experience was very difficult, she found a safe place to live with her family.








International Rescue Committee X The Story Project	Everybody's Welcome By Zlata Filipovic	Lesson 2
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Resources needed	Activity A: Suggested questions (on PPT)	Activity B: Paper and pens (optional)
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Aspect	Timing	Activity
Ground rules	2 mins	<ul style="list-style-type: none"> The Story Project lessons are safe spaces for pupils to discuss ideas and share feelings. Talk about some ground rules for how you will achieve this together. Examples in the PowerPoint.
Settle 	3 mins	Zlata's Favourite Music <ul style="list-style-type: none"> Author, Zlata Filipovic, who wrote this book has shared with us her favourite pieces of music to relax to. She particularly enjoys Bach, Chopin, Czerny and Mozart. Here is a compilation of Chopin from YouTube. Invite pupils to listen to a minute or so of music and think about the instruments they can hear. They can close their eyes if they wish.
Training 	5 mins	<ul style="list-style-type: none"> After reading the extracts from lesson 1, can pupils think about some of the emotions Zlata may have been feeling? Can they think of alternative emotional vocabulary to describe her feelings beyond happy, sad, or scared?
Objective 	5 mins	<ul style="list-style-type: none"> I can explain how to be a good neighbour and how to get help in my neighbourhood.
Read 	15 mins	<ul style="list-style-type: none"> Share Zlata's diary entries from Tues 21st April to Thurs 26th April, (p35-P37), Sat 23rd May (p47) and Sat 29th August (p74-75) with pupils. Use the suggested comprehension questions in the PowerPoint to develop pupils' understanding of vocabulary, retrieve information, and infer meaning.
You 	12 mins	<ol style="list-style-type: none"> Class discussion: 'What do you think makes a great neighbour?' See slide notes for prompts Choose either activity A or B (or you can do both!). <p>Activity A: 'Our School Neighbourhood' (can be adapted for assemblies)</p> <ul style="list-style-type: none"> For Zlata and her family, the support of their neighbours was vital to their survival and wellbeing during the war. Neighbours and communities are also important around the world – but how much do your pupils know about their own neighbours and community? In pairs or small groups, invite children to find out more about their classmates. They can use the suggested questions in the PPT slides or come up with their own. Then, invite the class to share some ideas at the front. Finally, talk about how the community can support each other, considering all the differences and similarities between them. Give specific focus to how we might support somebody new in our community, especially children who are refugees. Examples are in the slide notes. <i>Extension the learning: Invite a staff member (who lives locally) or a parent to visit the class to talk about their culture, heritage and experiences of living in the community. Pupils can use the suggested questions from the slides to scaffold their questions, if needed.</i> <p>Activity B: 'It takes a village to raise a child' (can be adapted for assemblies)</p> <ul style="list-style-type: none"> Talk to pupils about the phrase 'it takes a village to raise a child' and what this might mean, highlighting the importance of community, teamwork, empathy and shared responsibilities. The phrase shows us that everyone is involved in their community and has a responsibility to it. Explain that this same principle can be applied, not just to children, but to lots of aspects of life, as Zlata and her family found out in her book. E.g. 'It takes a village to stay safe' Ask pupils to imagine they have been invited to join a Community Council for their local area. They have been tasked with creating a set of guidelines for living in the community, that ensures 1. Everyone is safe, 2. Everyone is supported, 3. People understand the shared responsibility to look after the neighbourhood, 4. People know where to go to get help and 5. How they will support new people, particularly refugees. Ideas can be found in the PPT slide notes. Either verbally or written down, put pupils into groups to discuss their ideas. Feedback to the rest of the class. <i>Extension the learning: Create a flyer to share the pupils' ideas with the community</i>

International Rescue Committee X The Story Project	Zlata's Diary By Zlata Filipovic	Lesson 3 - Reflection
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Resources needed	QR codes (on PowerPoint slides) Pupil access to the internet (optional)
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Aspect	Timing	Activity
 Settle	5 mins	<ul style="list-style-type: none"> Choose one of the Settle activities from either lesson 1 or 2. Discuss how the Settle activities made the children feel.
 Training	10 mins	<ul style="list-style-type: none"> Which feelings and emotions have you covered over the Unit? Can the children explain what each feeling and emotion means? Can they give an example of when they have felt like that themselves?
 Objective	5 mins	Assessment opportunity of objectives from lesson 1 and 2 <ul style="list-style-type: none"> I can explain how to be a good neighbour and how to get help in my neighbourhood. I can describe some of the ways war can affect children, including their human rights.
 Read	5 mins	<ul style="list-style-type: none"> Ask children to summarise main wellbeing themes of the story to their Talk Partner.
You 	15 mins	<p>Class discussion: Use the review questions on the slides.</p> <ul style="list-style-type: none"> There is a review form for children to answer and a different one for adults. Read the children's questions to the class and/or display on a screen. Give the children some thinking time, or time to discuss their responses with a Talk Partner. Teachers, please complete your review form separately. <p>Activity A:</p> <ul style="list-style-type: none"> The teacher asks the questions to the class and facilitates a discussion. The teacher summarises the children's responses on the online form. <p>Or:</p> <p>Activity B:</p> <ul style="list-style-type: none"> If children have access to a device each, they can use the QR code to complete their own responses.
Children's questions: https://forms.office.com/e/gv0UsCJeTy 		Teachers' questions: https://forms.office.com/e/ePQtyxzyY8 

'Zlata's Diary' - Lesson 2, Activity A – 'Compare and Contrast?'

Print these ideas for children to cut up and place in the correct column - complete the grid thinking about how Zlata's life changed 'before', 'during' and 'after' the war.

Carefree childhood	No, or little, access to school	Feeling unsafe
Seeing friends and family regularly	Getting used to a new school in a new city	Making new friends
Some family and friends have moved away or been killed	Eating whatever food can be found or made	Learning a new language
Trying new foods in a different country	Learning to live with no electricity	No knowledge of war – a peaceful, happy life
Being on television to talk about her book	Playing in the park	Local places have been destroyed e.g. the post office and shops
Staying indoors, to avoid the dangers of war	Few toys to play with	Relying on neighbours for safety
Buying new things to replace what had been lost	Lack of news, no access to TV or radio	Going to school every day

Grid below

How did Zlata's life change? Look at before, during and after the war

Before the war	During the war	After the war