

About The Story Project and International Rescue Committee

The Story Project is a social enterprise dedicated to using the magic of stories to bring PSHE education to life. Using our research-backed, teacher-led approach The Story Project creates engaging lessons that promote oracy, literacy and wellbeing skills.

The IRC's Healing Classrooms programme aims to support schools and educators to develop inclusive and nurturing learning spaces where refugee and asylum-seeking students can gain the necessary academic, social and emotional skills to develop their full potential. The programme offers free training sessions and resources to educators and schools supporting refugee and asylum-seeking students in the UK.

In partnership, we have created this programme of work to support refugee and asylum-seeking children and their classmates. Across two units of work, one for KS1 and one for KS2 (or early KS3), these lessons can be used to support and welcome new students to school. With a particular focus on fostering a sense of respect and empathy, children will deepen their understanding of life for refugee and asylum-seeking families.

Unit 2

Zlata's Diary

Written by Zlata Filipovic

Suggested
Age Range
KS2 and 3

A heartbreaking true story of Zlata and her family, written in diary form, that shows the devastating effects of war in Sarajevo in the 1990s.

Through two lessons, children will cover the following objectives:

Lesson 1:

I can describe some of the ways war can affect children, including their human rights

Lesson 2:

I can explain how to be a good neighbour and how to get help in my neighbourhood.

Tags:

War, danger, neighbours, refugees, friendship, courage

Sensitive Content in This Story

This book contains themes which some children may find difficult. It discusses war, shooting, and killing and describes the family's hardships. If you have children in your class who have experienced war, or are refugee or asylum-seeking children, they may be able to relate to some of the emotions and experiences of Zlata and her family.

Time and space should be given to children who wish to talk about their own experiences, using the Ground Rules established in Lesson 1. Teachers should use their judgement when talking to children, adapting the lesson where necessary and following their school's safeguarding procedures following any disclosures.

Wellbeing skill links

In the two lessons children will explore the following RSHE statutory (s) and PSHE non-statutory (n) wellbeing objectives.

Respectful Relationships (S)	Caring Friendships (S)
<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (Lesson 1, 2)</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships. (Lesson 2)</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (Lesson 2)</p>
Shared Responsibilities (N)	
<p>To recognise there are human rights, that are here to protect everyone (Lesson 1)</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (Lesson 1, 2)</p>	
Communities (N)	
<p>About the different roles and responsibilities people have in their community (Lesson 2)</p> <p>About diversity; what it means, the benefits of living in a diverse community; about valuing diversity within communities (Lesson 2)</p>	
Mental Wellbeing (S)	
<p>- Simple self-care techniques (Lesson 1, 2 Settle activities)</p> <p>- That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations (Lesson 1, 2 Training activities)</p> <p>- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Lesson 1, 2 Training activities)</p>	

Literacy Links

Through the two lesson plans children will explore the following literacy objectives.

Vocabulary:	Retrieval:	Inference:
<p>Check the meanings of words using teacher-prepared definitions.</p> <p>Explain the meanings of words and know how to use in the correct context.</p> <p>Ask questions to improve understanding of vocabulary.</p> <p>Explore the meaning of words in context (asking questions, checking word meanings)</p> <p>Discuss how words and phrases have been used to build a picture for the reader.</p>	<p>Ask questions to improve understanding of a text</p> <p>Answer retrieval questions using evidence in the text</p> <p>Explain and discuss what has been read</p> <p>Discuss understanding of a text</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Discuss how narrative content is related and contributes to meaning and understanding</p>	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p>

SMSC and British Values

Through this unit, children will explore themes within the following Social, Moral, Spiritual and Cultural and British Values areas:



Lesson Content

All of our lessons follow our unique STORY structure



S

Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T

Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O

Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story



R

Read: Read the story and discuss the following guided reading questions as a class.



Y

You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

For further reading, we recommend the following books:

- Children Who Changed the World: Incredible True Stories About Children's Rights! by Marcia Williams
- The Boy at the Back of the Class by Onjali Q Rauf
- Boy Giant by Michael Morpurgo
- Home Ground by Alan Gibbons
- The Journey by Francesca Sanna
- My Secret War Diary by Marcia Williams

The Story Project

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International Rescue Committee – Healing Classrooms

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