

# LESSON TWO

# MEETING HASSAN

**Lesson Objective:**

**KS4 English Language AOs: 1, 2, 3, 4, 8.**

**Students engage with texts to elicit explicit and implicit information and are able to distinguish between the two.**



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## LESSON 2

# MEETING HASSAN

### Synopsis

In this lesson, students meet Hassan, an English teacher from Syria who shares his experience of leaving his country to travel to Europe.

Students will use his story and narrative to analyse clips and texts for information and understanding, identifying information that is explicit from what is implied.

### Starter

#### Five mins

*Possible scaffolding/differentiation – give modelled example of explicit/implicit information:*

- “I shivered” – explicit: the character is shivering. implicit: the character is cold or scared.
- Start the lesson by playing Clip 2, asking students to look for clues about Hassan’s character.
- Pupils given Worksheet 2.1: Role On The Wall Template. Ask pupils to work in pairs or on their own to add implicit info about Hassan inside the template and explicit info on the outside. ie on the outside: his name is Hassan, he is from Syria. on the inside: his thoughts and feelings.
- Teacher or peer check that pupils have the correct understanding before progressing.
- If necessary pupils could watch clip 2 again (might be worth watching and pausing to model explicit and implicit information if pupils are lower ability).

**Extension/differentiation:** Pupils could also illustrate their ‘role on the wall’ adding colour and physical details. This could help younger pupils with recall.

### Main Activity

- Then watch *Clip 5: Arriving In Greece* with students. Ask students to look back at what they’d noted down about Hassan from *Clip 2: Meeting Hassan*, and highlight anything that they would like to change about the information they elicited from Clip 2, now that they know a bit more about him.
- Have any implicit ideas become explicit?

### Plenary

- Share one more role on the wall with the class for a different character with explicit information on it – this could be a character that the class already know from a text studied. (A more challenging example could be the director of the documentary). Pupils feedback implicit information.

**Extension/homework:** Pupils could be asked to consider what the director has explicitly shown the audience and what this implies about the purpose of the documentary.

### Equipment/resources

- *Clip 2: Meeting Hassan*
- *Clip 3: The Journey*
- Worksheet 2.1: Role On The Wall Template

### Keywords

Explicit. Implicit. Inference.

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### ROLE ON THE WALL TEMPLATE

- Ask pupils to work in pairs or on their own to add implicit info about Hassan inside the template and explicit info on the outside. i.e. on the outside: his name is Hassan, he is from Syria. On the inside: his thoughts and feelings.



