



KS3-4 — ENGLISH

EXODUS: OUR JOURNEY TO EUROPE



KS3-4



A scheme of work across five lessons supporting the English Language assessment objectives for GCSE. Follow English teacher Hassan, from Syria, as he leaves his war-torn country and attempts to travel to the UK. Using phone cameras, interviews and voiceover, the BBC documentary series shines a light on the untold story of the migrant crisis. His story—dramatic and dismaying by turn—will enable students to practise a range of reading, writing and listening skills while building their understanding of a critical issue affecting people across the world today.

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OBJECTIVES OBJECTIVES

English Language KS4 AOs

England, NI & Wales

Reading

- AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
- AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- AO4 Evaluate texts critically and support this with appropriate textual references.

Writing

- AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Speaking and Listening

- AO7 Demonstrate presentation skills in a formal setting.
- AO8 Listen and respond appropriately to spoken language, including to questions and feedback to presentations.
- AO9 Use spoken Standard English effectively in speeches and presentations.

ASSESSMENT OVERVIEW

The key assessment pieces in this unit are:

- Lesson 1** Reading skills
- Lesson 2** Reading skills
- Lesson 3** Writing skills
- Lesson 4** Writing skills
- Lesson 5** Speaking and listening skills

Exodus

Series Directed by James Bluemel

www.keofilms.com/projects/our-journey-to-europe/

Short Synopsis

The multi-award winning *Exodus: Our Journey To Europe* told the stories of the one million migrants and refugees who came to Europe in 2015.

Made by [Keo](#) films for the [BBC](#), the film team gave cameras to some of the people who smuggled themselves into Europe, to record where no-one else can go. The result is an intimate epic portrait of the migration crisis.

In these clips we meet 27 year old Hassan, who is fleeing imprisonment and torture in his native Damascus, and is desperate to make the crossing at all costs. He puts his life, and those of his travelling companions, in the hands of smugglers and boards a dinghy. As the over-crowded boat begins to take on water, the passengers face a life and death decision.

This series was aired on BBC1 on the 11th, 12th and 13th of July 2016.

Clips and Lesson Objectives

Available from DocAcademy.org

— Lesson 1: Exodus

Lesson Objective: KS4 English Language AOs: 1, 2, 5, 8.

Read and respond to an unseen narrative text.

Clip 1: Introducing The Series

— Lesson 2: 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.

Clip 2: Meeting Hassan

Clip 3: The Journey

— Lesson 3: The Journey

Lesson Objective: KS4 English Language AOs: 2, 3, 4, 8.

Students analyse structure and consider the impact on the audience.

Clip 3: The Journey

Clip 4: Back To Izmir

— Lesson 4: Calais

Lesson Objective: KS4 English Language AOs: 2, 5, 6.

Students create a descriptive piece inspired by Hassan's journey.

Clip 7: Another Attempt

Clip 8: Calais

— Lesson 5: Responsibility

Clip 9: Touchdown

Clip 10: The BAFTAs [Supporting Material]

Lesson Objectives: KS4 English Language AOs: 5, 6, 7, 8, 9.

Students use a variety of sources to compare the information, ideas, attitudes and intentions conveyed by different writers.

LESSON ONE

EXODUS

Lesson Objective:

KS4 English Language AOs: 1, 2, 5, 8.

Read and respond to an unseen narrative text.



LESSON 1

EXODUS

Synopsis

In this lesson students focus on analysing a short text based on a documentary clip, creating questions to analyse it and pointing out structures that build narrative.

Starter

- Play *Clip 1: Introducing The Series*
- Ask students for their initial reactions to the clip. After watching, students then write down as many questions as possible on slips of paper or post-it notes.
- If you want, you could give them a few pointers by asking them to think about what more they'd like to find out about the characters they've been introduced to, what the narrator says, or how the clip has been made.

Development

- Pupils share their questions in pairs and combine their questions to filter out duplicates.
- Students then get into small groups, share their questions.
- Pupils then work together to place their questions on Worksheet 1.1: Curiosity Graph deciding whether each question is high or low interest; high or low complexity.
- Each group shares their highest interest, highest complexity question with the rest of the class.
- Teacher question: What has the director done to create this level of curiosity?

Main Activity

- Next, give students Worksheet 1.2 Transcript and Questions. In the same groups, ask pupils to create a title for the piece.
- Pupils share their titles and receive class feedback about what our expectations of the documentary are based on what we've heard.
- Possible extension: Ask pupils if they can find any evidence to answer their high level question. Do you think the director intended for there to be clues?

Plenary

- Share the title 'Exodus' with the pupils and discuss the connotations of the word. This can be pupil or teacher led depending on ability/age.
- Why has the director chosen this title?
- What are our expectations now?

Equipment/resources

- *Clip 1: Introducing The Series*
- Post-it notes
- Worksheet 1.1: Curiosity Graph (to copy on A3)
- Worksheet 1.2 Transcript and Questions

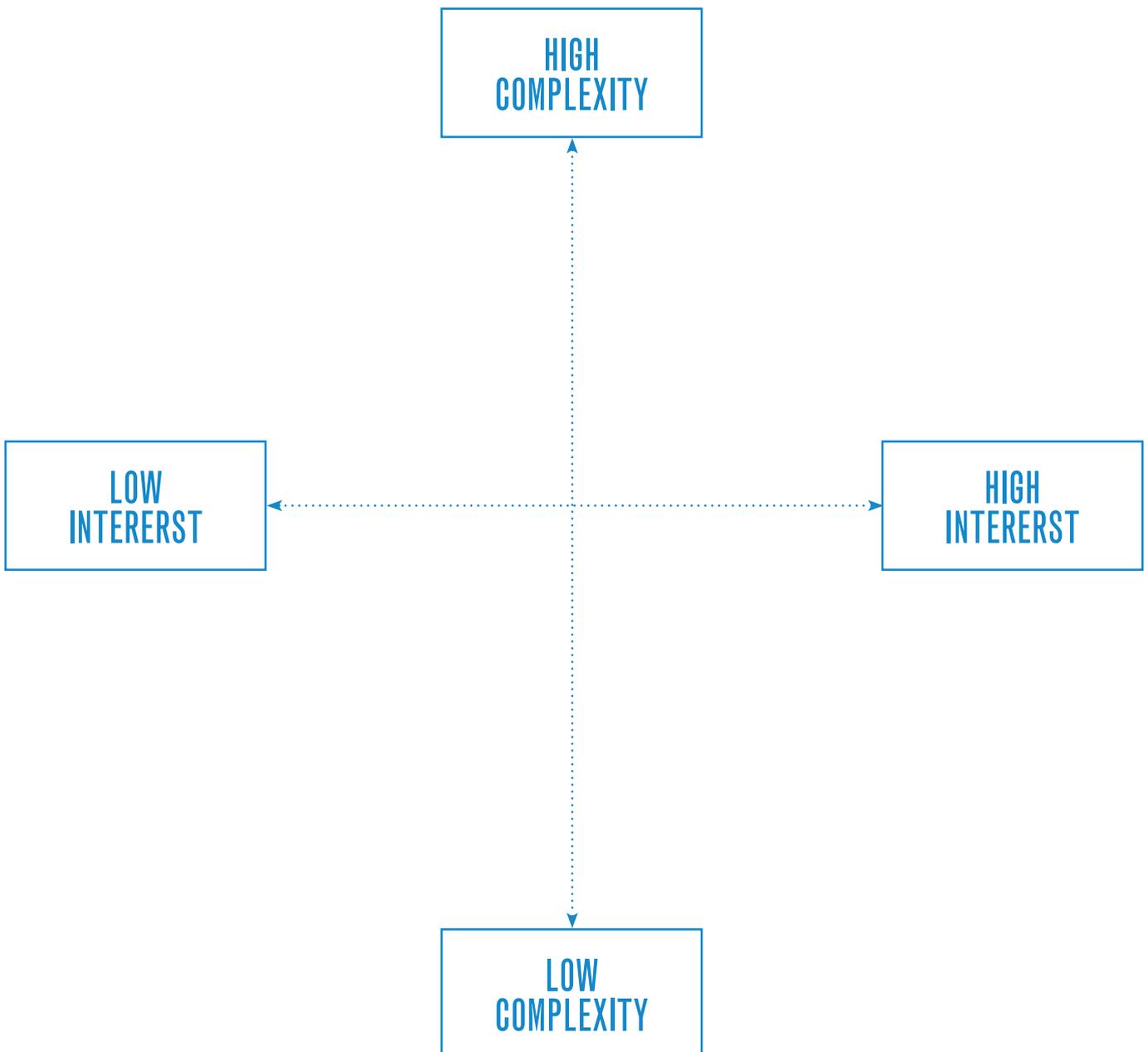
Keywords

Complexity, Expectation.

LESSON 1
EXODUS

CURIOSITY GRAPH

- Use the questions generated while watching the clip to place them on the graph. Pupils should discuss whether questions are high complexity (this could be because they are open ended or emotive); low complexity (closed questions or ones that are more factual); high interest or low interest. This graph helps them to refine their questions.



LESSON 1 EXODUS

CLIP ONE TRANSCRIPT AND QUESTIONS

- Pupils should read this to create a suitable title for this text. Higher ability pupils could be encouraged to create more abstract responses, lower ability or younger pupils could be encouraged to use a keyword from the extract.

#exodus

[voiceover] In 2015, over one million people smuggled themselves in Europe.

“Look - we are eating burnt corn. Hunger is eating our stomach.”

[voiceover] For a year, we followed some of their extraordinary journeys across 26 countries.

“Guys please stop moving. For God’s sake.”

“We have chosen a one way road. There’s no return for us. If they send us back — we’ll have to kill ourselves.”

[voiceover] We filmed them as they left their homes and families behind.

“Put this in your socks.”

[voiceover] Across continents, all the way to their final destinations. And they used camera phones to record the places no one else could go. This is the story of the migrant crisis, told by the people who risked everything for the dream of a better life in Europe.

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.



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

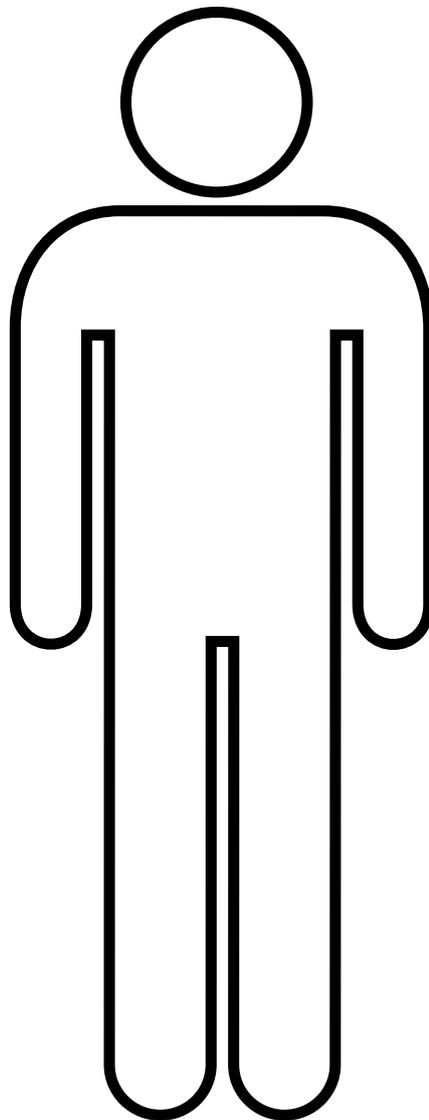
Keywords

Explicit. Implicit. Inference.

LESSON 2 MEETING HASSAN

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.



LESSON THREE

THE JOURNEY

Lesson Objective:

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

Students analyse structure and consider the impact on the audience.



LESSON 3 THE JOURNEY

Synopsis

In this lesson, students will use clips showing them aspects of Hassan's journey from Syria to Europe to reflect on the techniques that storytellers use to build suspense, drama, and provide clues as to what will happen next in a non-fiction context.

Starter

- Pupils given cut out [Worksheet 3.1: Events From Hassan's Story On Slips Of Paper](#) with key events from Hassan's journey. Pupils are asked to put them in chronological order (this will use some prediction skills).
- Feedback – how would changing the order impact on how we understand the story?

Extension/differentiation: This would be an opportunity to introduce or revise key terms such as 'flashback' and 'foreshadowing' depending on the ability of the group.

Main Activity

- Play *Clip 3: The Journey* and *Clip 4: Back To Izmir*, which shows students some of his journey across the sea from Turkey to Greece.
- Introduce pupils to [Worksheet 3.2 Plot Graph](#) and the key terms attached.
- Pupils plot Hassan's journey accordingly.

Development

- Give quotes from the clip to the pupils to add to their [Worksheet 3.3 Plot Graph Quotes](#) (higher ability pupils could be asked to choose their own).

Plenary

Having plotted Hassan's journey, these questions can be used verbally or written:

- What do you notice about the use of present and past tense?
- How does this affect the tension felt by the audience?
- Has the director told the story in chronological order?
- Why do you think the director has made this decision?

Extension/homework: As an extension or at home, get students to think about how they would feel in Hassan's situation as he arrives in Greece.

Equipment/resources

- *Clip 3: The Journey*
- *Clip 4: Back To Izmir*
- [Worksheet 3.1: Events From Hassan's Story On Slips Of Paper](#)
- [Worksheet 3.2 Plot Graph](#)
- [Worksheet 3.3 Plot Graph Quotes](#)

Keywords

Chronological Order. Past Tense. Present Tense. Foreshadowing. Flashback.

LESSON 3 THE JOURNEY

EVENTS FROM HASSAN'S STORY ON SLIPS OF PAPER

- Key events from Hassan's journey. Pupils are asked to put them in chronological order (this will use some prediction skills).

Turkish coastguards arrive

Hassan and others arrive at the Coastguard's station and are given food and water

Hassan hears that a boat has sunk and five people are dead

Hassan prepares to board a boat

90 people arrive to board the boat

A refugee is trained to use the boat

Refugees begin to pray

Hassan cannot see the other boat

Water is coming into the boat

Refugees get out of the boat

The boat is filling with water

LESSON 3 THE JOURNEY

PLOT GRAPH

- Insert the key words and definitions into the plot graph.
- Next, insert the quotes onto the graph.

Keywords:

RISING ACTION	RESOLUTION	CONFLICT
FALLING ACTION	CLIMAX	EXPOSITION

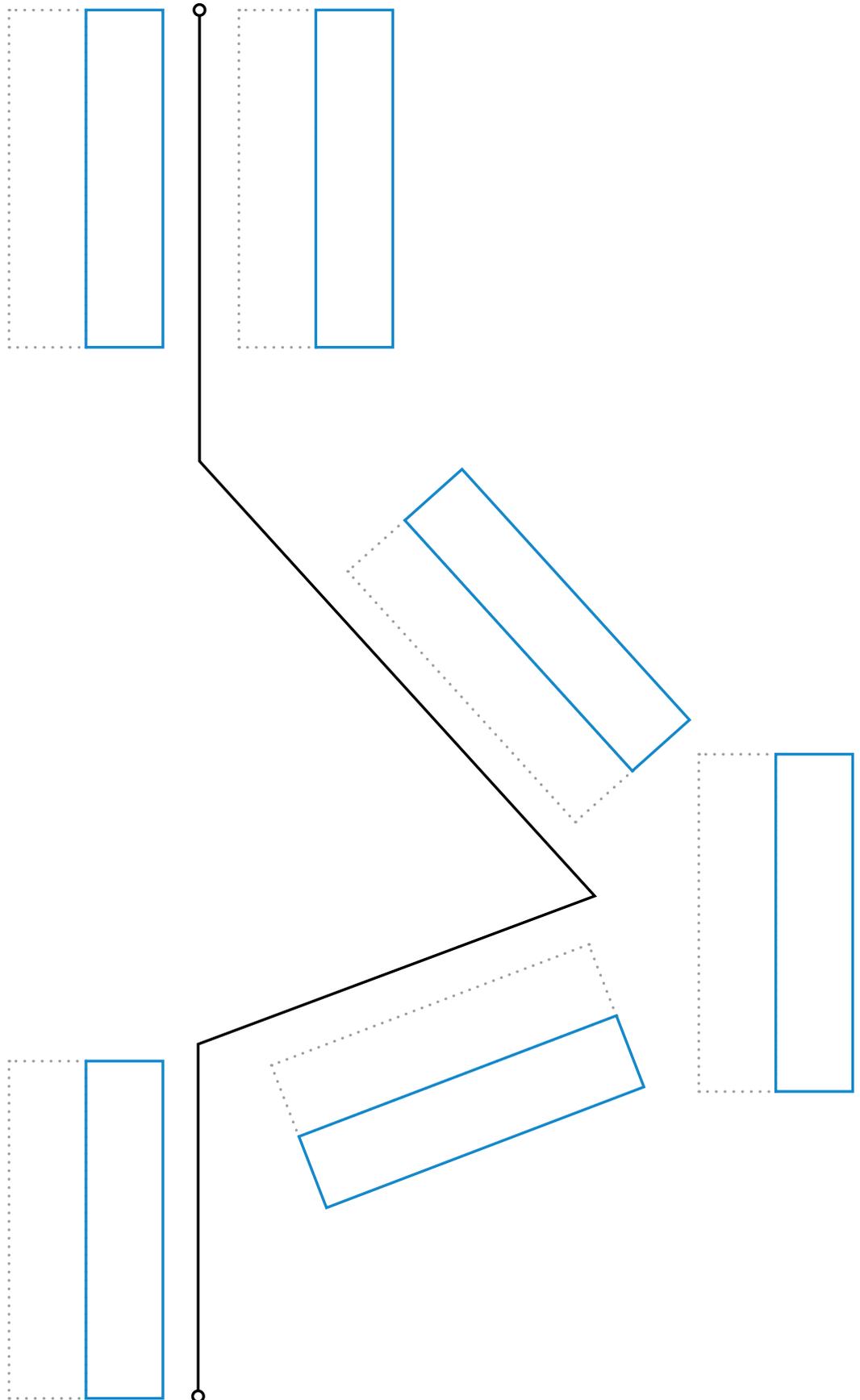
Definitions:

The portion of the story where the conflict decreases.	The introduction of the characters and the basic situation.	The peak of the action and conflict.
The portion of the story where the conflict increases.	The struggle between opposing forces that drives the action of the story.	The outcome of the conflict.

Quotes:

"60 people left, and one boat. This is not going to go right."	"Don't be afraid."	"It's a bit windy today."
"The boat went down and five people died."	"The water is a foot deep now."	"Water is coming in."
"We got there, and we were around 90 people."	"You don't actually believe that your boat is going to go down."	

LESSON 3
THE JOURNEY



LESSON FOUR

GALAIS

Lesson Objective:

KS4 English Language AOs: 2, 5, 6.

Students create a descriptive piece inspired by Hassan's journey.



LESSON 4

CALAIS

Synopsis

In this lesson students focus on the physical description of the Calais Migrant Camp and develop their own creative response. They will be demonstrating understanding of a literary conceit as an effective form of communication.

Starter

Start the lesson by showing students the word 'jungle' and asking them to come up with synonyms, adjectives to describe it, connotations that the word has, or words they associate with it. They could then share this with a partner or small group.

Extension/differentiation: Pupils could order these words positive/neutral/negative.

Main Activity

- Tell students they're going to watch Hassan's description of the Jungle in Calais, a migrant camp where he spent time in 2015.
- Introduce the literary idea of a conceit (Conceit is a figure of speech in which two vastly different objects are likened together with the help of similes or metaphors.)
- Watch *Clip 8: Calais*
- After watching the clip, give pupils images of the camp and images of a jungle to support them as writing prompts.

Differentiation: Images could be paired to suggest the comparisons to be made ie wires and vines; lights and fireflies. Pupils should then refer back to their original word lists from the starter to write a 'conceit' about the migrant camp.

Extension: Show *Clip 7: Another Attempt* as a contrast to the Jungle. Pupils should then write a contrasting description of this environment. This would be a higher level activity including ideas of juxtaposition.

Equipment/resources

- *Clip 7: Another Attempt*
- *Clip 8: Calais*
- [Worksheet 4.1 Images of Calais 'Jungle'](#)
- [Worksheet 4.2 Images of Jungles](#)
- [Worksheet 4.3 Example of conceit in literature](#)

Keywords

Imagery. Connotations. Conceit. Metaphor. Juxtaposition.

LESSON 4
CALAIS

IMAGES OF CALAIS 'JUNGLE'



LESSON 4
CALAIS

IMAGES OF JUNGLES



LESSON 4 CALAIS

EXAMPLE OF CONCEIT IN LITERATURE

- In this poem a conceit is used to explore the distance between the poet and his lover. He imagines himself a sailor and his lover a harbormaster. The language associated with this conceit is highlighted.

To the Harbormaster

by Frank O'Hara

I wanted to be sure to reach you;
though my **ship** was on the way it got caught
in some **moorings**. I am always **tying up**
and then deciding to **depart**. In **storms** and
at sunset, with the metallic **coils of the tide**
around my **fathomless** arms, I am unable
to understand the forms of my vanity
or I am hard alee with my Polish **rudder**
in my hand and the sun sinking. To
you I offer my **hull** and the tattered **cordage**
of my will. The terrible **channels** where
the wind drives me against the brown lips
of the reeds are not all behind me. Yet
I trust the sanity of my **vessel**; and
if it **sinks**, it may well be in answer
to the reasoning of the eternal voices,
the **waves** which have kept me from reaching you.

LESSON FIVE

RESPONS- IBILITY

Lesson Objective:

KS4 English Language AOs: 5, 6, 7, 8, 9.

Students use a variety of sources to compare the information, ideas, attitudes and intentions conveyed by different writers.



LESSON 5 RESPONSIBILITY

Synopsis

In this lesson, students reflect on Hassan, his character and his story, listen to others' views and express their own, and find out what happened to him in the documentary Exodus. They then open up their reflections to read unseen texts about the migrant crisis from a variety of perspectives to compare writers' ideas and perspectives, as well as how these are conveyed.

Starter

Start the lesson by asking students what they remember about Hassan and his journey from Syria across Europe. Then run a 'stand where you believe' activity with students, which will allow them to reflect on his story and his character as well as express differing viewpoints about it.

Stand where you believe: If this activity is new to your classroom, it's simple to run and requires little preparation, but you will need enough space in your classroom, between two walls, where all students could walk and stand. Use tape to place a line across the floor of room from one side to the other, or ask students to imagine there's a line. Place a sheet with "yes/agree" written at one end of the line and another one with "no/disagree" at the other end. Explain to students that you will read out a few statements about Hassan's story and they should stand somewhere on or around the line according to their viewpoint. The line represents a continuum of responses from very strongly agreeing, to very strongly disagreeing, with less strong viewpoints between, and the middle being unsure or neutral.

Read out the statements and let students think and move; you could ask some for their reasons for their choice, and let others move in response if they have been convinced of another's viewpoint.

Statements:

- **Hassan's story is typical of a migrant leaving their country.**
- **Hassan's experience is exceptional.**
- **The story Hassan told is similar to stories I have seen in the media about migration.**
- **Hassan's story makes an interesting documentary.**
- **Hassan never made it to the UK.**
- **The UK has no responsibility for Hassan's welfare.** (*This will be the prompt for the main debate*)

Spend a few minutes eliciting reasons for the students' decision about the final statement and allow them to make a final choice.

Main Activity

(Thirty mins)

Play *Clip 9: Touchdown* as a reveal, showing Hassan arriving in the UK, and ask students for their responses:

- Are they surprised about it?
- What do they think about it?
- What do they think happened to Hassan in the end?
- What more/else do they think should have featured in the documentary as part of his story?

Pupils put into groups to prepare an argument for or against the statement:

The UK has no responsibility for Hassan's welfare.

These articles can be used to support pupils' research or, for a more challenging task, pupils can be asked to find their own evidence.

Plenary

Ask pupils to stand on the line again with their new found evidence. Teacher can ask pupils to share their ideas and justify their new position.

Extension:

– For higher ability pupils, they could develop this into a formal debate.

Final thought:

- What do you think would happen to the documentary if the director did this task?
- What would you change about the documentary if you had been directing it?

Extension/homework

Pupils could write up the debate as a persuasive piece of writing.

Equipment/resources

- *Clip 9: Touchdown*
- *Clip 10: The BAFTAs (Additional resource)*

Keywords

Debate, Emotive, Factual.

FOR MORE TEACHING
RESOURCES VISIT:

docacademy.org
docsociety.org

ADDITIONAL LINKS

We have provided here a list of links that are not included as part of the lesson plan activity but that relate to the film and lesson plan.

Articles about/featuring Hassan

Article about Hassan's new life

<https://www.standard.co.uk/lifestyle/london-life/syrian-refugee-hassan-akkad-on-his-new-life-in-brixton-after-exodus-to-europe-a3296921.html>

Article about Exodus and Hassan's role in it

<http://www.radiotimes.com/news/tv/2017-11-02/meet-hassan-akkad-the-syrian-who-fled-his-country-and-helped-to-make-bbc2s-exodus/>

Hassan's blog and a video of him hosting a talk

<https://www.opendemocracy.net/hassan-akkad/exodus-from-syria>

Hassan in conversation with Adam Buxton

<https://soundcloud.com/adam-buxton/ep57-hassan-akkad>

News articles

A news article focused on facts and figures about the migrant crisis

<http://www.bbc.co.uk/news/world-europe-34131911>

A newspaper article focused on how Europe and Turkey are working together (or failing to) on the migrant crisis

<https://www.express.co.uk/news/world/941059/Migrant-crisis-latest-EU-deal-Turkey-could-collapse-Jean-Claude-Juncker-Angela-Merkel>

A news article and interactive graphic focused on chemical attacks in Syria

<https://www.aljazeera.com/indepth/interactive/2018/04/chemical-attacks-syria-180404170609102.html>

An article from a newspaper about the media coverage of the migrant crisis

<https://www.independent.co.uk/news/people/katie-hopkins-claims-aylan-kurdis-drowned-body-was-staged-on-turkish-beach-10516423.html>

An article from a newspaper about the UK's response to the migrant crisis

<https://www.theguardian.com/world/2017/jul/21/wanted-one-syrian-family-for-small-welsh-village>

An article about the migrant crisis and its potential impact in the UK

<https://www.express.co.uk/news/world/603797/Migrant-crisis-FAKE-Syrian-claim-asylum-Europe>

Page from the UNHCR focusing on definitions and language

<http://www.unhcr.org/uk/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>

