

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>

