



KEY STAGE 3 — ENGLISH

THANK YOU FOR THE RAIN



KS3



***Thank You For The Rain* offers an engaging and moving non-fiction text for pupils to use a stimulus to develop multiple English Language skills. The documentary uses a combination of first and third person narration as well as vivid and emotive scenes providing rich creative writing prompts. As we follow Kisilu (a Kenyan farmer) and his family, battling the harsh reality of climate change we are shown how his natural talents as a motivational and persuasive speaker help change community and global attitudes. The lesson plans cover all of the KS3 English Language assessment objectives. The lessons work as stand alone pieces for teachers looking to target individual AOs or can be taught as one cohesive unit as an imaginative and current non-fiction text.**

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Thank You for the Rain

Directed by Julia Dahr and Kisilu Musya

www.thankyoufortherain.com

Short Synopsis

Five years ago Kisilu, a Kenyan farmer, started to use his camera to capture the life of his family, his village and the damages of climate change. When a violent storm throws him and a Norwegian filmmaker together we see him transform from a father, to community leader to an activist on the global stage. *Thank You For The Rain* addresses a range of issues linked to climate change, including climate justice, urbanisation, gender equality, education, access to water, climate refugees, and adaptation.

Clips and Lesson Objectives

– Lesson 1: Story and structure

Lesson Objective: To use a range of structural features to create a narrative.

Clip 2: Kisilu Requests A Loan To Further His Community Work

– Lesson 2: Powers of persuasion

Lesson Objective: To evaluate the effectiveness of persuasive techniques.

Clip 3: Kisilu Spreads His Message About Planting Trees

Clip 4: Visiting Other Farmers

– Lesson 3: Stormy weather

Lesson Objective: To write creatively about a dramatic event.

Clip 5: The rain comes

KS3 English Programme of Study Aims:

1. Read easily, fluently and with good understanding
2. Develop the habit of reading widely and often, for both pleasure and information
3. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. Appreciate our rich and varied literary heritage
5. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

LESSON ONE

STORY AND STRUCTURE



Lesson Objective:

To use a range of structural features to create a narrative.

LESSON 1

STORY AND STRUCTURE

National Curriculum

Aims: 5 and 6.

Starter

Images of structural features from the clip (ie close ups, wide shots). How can a writer work like a director? Response should focus on 'level of detail'.

Watch clip – quick fire questions. How do we feel about Kisilu? How has the director made us care about his story? Teacher to elicit responses that focus on structural features ie by using close ups of his reactions. Using the terms 'zoom in' and 'zoom out' can help pupils.

Main Activity

Use still images from the clip to create storyboards telling Kisilu's story. Write the narrative for each still image chosen using appropriate level of detail. This resource could be differentiated by providing the images or allowing pupils to choose their own. Higher ability could be differentiated for by asking them to select from the choice of images and how their selection would impact on the reader's response.

Plenary

What is the effect on the audience? How does the director create empathy for Kisilu? Peer mark for these features in each other's writing.

Homework

Create your own storyboard for a journey you have taken. Consider which details will need greater focus.

Equipment/resources

[Worksheet 1.1 Storyboard Template](#)

[Worksheet 1.2 Still Images From Clip](#)

Assessment Opportunities:

Could be developed as a longer piece of narrative writing as exam practice. Mini plenaries can be used throughout to assess progress.

Link to other curriculum areas

Media, PSHE.

Keywords:

Focus, Detail, Narrative, Structure, Linear, Time, Perspective, Zoom.

LESSON 1

STORY AND STRUCTURE

*Click below buttons
for worksheets*

STORYBOARD TEMPLATE

Worksheet 1.1 – p07

- Pupils can use this to draw moments from the clip (or cut and stick still images from the film). In the space below, pupils should describe the scene as a narrator. Copying as A3 will allow pupils more room to write their descriptions.

STILL IMAGES FROM CLIP

Worksheet 1.2 – p08

- These can be used for pupils to cut and stick into their storyboards. They can also be used in the starter to identify different techniques used by the director.

LESSON 1

STORY AND STRUCTURE

STORYBOARD TEMPLATE

— Pupils can use this to draw moments from the clip (or cut and stick still images from the film). In the space below, pupils should describe the scene as a narrator. Copying as A3 will allow pupils more room to write their descriptions.

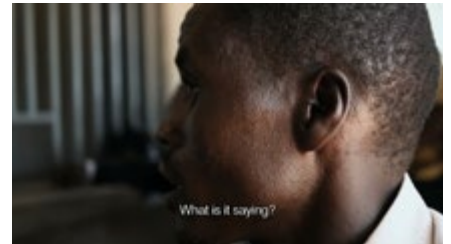
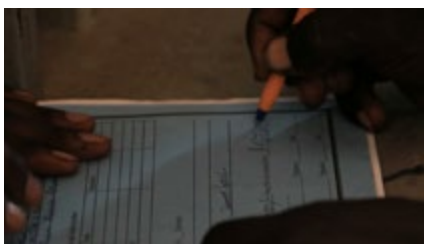
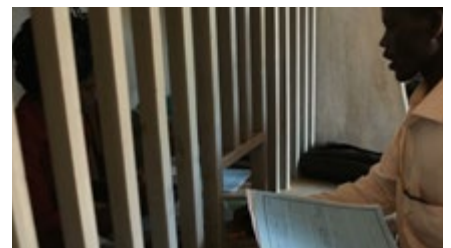
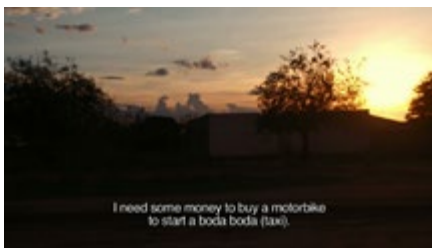
Scene:	Scene:	Scene:
Scene:	Scene:	Scene:
Scene:	Scene:	Scene:

LESSON 1

STORY AND STRUCTURE

STILL IMAGES FROM CLIP

— These can be used for pupils to cut and stick into their storyboards. They can also be used in the starter to identify different techniques used by the director.



LESSON TWO

POWERS OF PERSUASION



Lesson Objective:

To evaluate the effectiveness of persuasive techniques.

LESSON 2

POWERS OF PERSUASION

National Curriculum

Aims: 3, 6, 7.

Starter

Teacher proposes a topic for pupils to speak persuasively about ie we should not have homework.

Pupils each given one card with a technique and a definition. Pupils speak persuasively to each other using their given technique. Class hears some examples and discuss which is the most effective. Extension activity: pupils work in groups to diamond 9 the technique cards.

Watch clip – quick fire questions. Ask pupils to identify the purpose and audience.

Main Activity

- Watch clips again using persuasive features cards from diamond nine.
- Questioning – which were the most noticeable/important. Would you revisit your diamond 9 decisions?
- Role play the presentation using a wider range of persuasive features. Peer assess/perform to class.

Plenary

Pupils choose one piece of advice that they would give Kisilu (this could be verbal or written).

Homework

Write a persuasive speech for Kisilu to deliver to the next community he is visiting.

Equipment/resources

- [Worksheet 2.1 Persuasive Techniques Cards For Diamond 9](#)

Assessment

Sp&L opportunity following the Ofqual Sp&L criteria for every exam board.

Link to other curriculum areas

PSHE, Geography, Politics.

Keywords

Flattery, Opinion, Hyperbole, Personal pronouns, Imperative, Triples, Emotive language, Statistics, Rhetorical Question.

LESSON 2

POWERS OF PERSUASION

*Click below buttons
for worksheets*

PERSUASIVE TECHNIQUES DIAMOND 9

Worksheet 2.1 — p12

- These should be cut out and given to pupils to complete a diamond 9 ranking task. The most important/effective feature at the top and the least important/effective at the bottom. You could give some blank cards for pupils to add their own.

LESSON 2

POWERS OF PERSUASION

PERSUASIVE TECHNIQUES DIAMOND 9

- These should be cut out and given to pupils to complete a diamond 9 ranking task. The most important/effective feature at the top and the least important/effective at the bottom. You could give some blank cards for pupils to add their own.

<p>Flattery <i>Complimenting your audience</i></p>	<p>Opinion <i>A personal viewpoint</i></p>	<p>Rhetorical question <i>A question which implies its own answer</i></p>
<p>Emotive language <i>Vocabulary to make the audience feel a particular emotion</i></p>	<p>Triples <i>Three points to support an argument</i></p>	<p>Facts/statistics <i>Factual data (numbers etc) used persuasively</i></p>
<p>Hyperbole <i>Exaggerated language used for effect</i></p>	<p>Imperative <i>Instructional language</i></p>	<p>Personal pronouns <i>'I', 'you' and 'we'</i></p>

LESSON THREE

STORMY WEATHER



Lesson Objective:

To write creatively about a dramatic event.

LESSON 3

STORMY WEATHER

National Curriculum

Aims: 1, 3, 5, 7.

Starter

Look at images of different storms. What do they make you think and feel?

As a class create a word bank of synonyms and connotations for 'storm'. This could be differentiated with differing levels of challenging vocabulary and some words already provided. A wordbank is available to support lower ability learners.

Main Activity

- Watch clip.
- Use multisensory mindmap as we watch.
- Higher ability pupils could develop by choosing details to juxtapose.
- Write paragraphs reflecting different stages of the storm - different groups or pairs have a different moment to focus on. Use the word bank from the start of the lesson to choose the most appropriate vocabulary.

Plenary

Hear piece read aloud as a group - trace the development of the storm. How would Kisilu and his family respond to the piece? Would they use any different words or phrases? How would their perspective affect the writing?

Homework

Could transpose text into a different form ie non-fiction or write from a different perspective.

Equipment/resources

- [Worksheet 3.1 Images of Storms and Clips of Examples From Different Media](#)
- [Worksheet 3.2 Multisensory Mindmap](#)
- [Worksheet 3.3 Storm Wordbank](#)
- Additional Resource – An African Thunderstorm

Assessment

Differentiated vocabulary.

Link to other curriculum areas

Creative Arts.

Keywords

Symbolism, Juxtaposition, Contrast, Multisensory, Pathetic fallacy.

LESSON 3 STORMY WEATHER

*Click below buttons
for worksheets*

IMAGES OF STORMS AND CLIPS OF EXAMPLES FROM DIFFERENT MEDIA

Worksheet 3.1 — p16

- Images can be used as a starter for pupils to consider what storms symbolise and how they are used in other texts.

MULTISENSORY MINDMAP

Worksheet 3.2 — p17

- Pupils can use this as they watch the clip to record the details of the storm. This can they be used to help them craft their creative writing.

STORM WORDBANK

Worksheet 3.3 — p18

- This can be used to support lower ability pupils. Higher ability pupils could be given just the more ambitious/unfamiliar words to include in their writing.

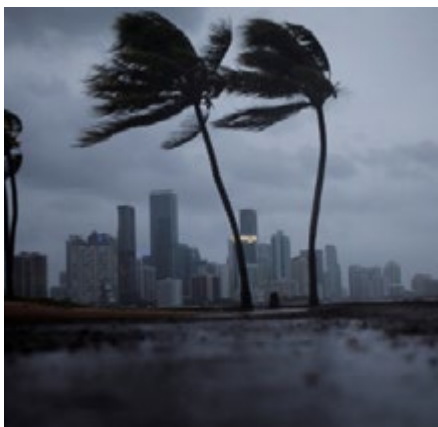
ADDITIONAL RESOURCE—AN AFRICAN THUNDERSTORM

Worksheet 3.4 — p19

LESSON 3 STORMY WEATHER

IMAGES OF STORMS AND CLIPS OF EXAMPLES FROM DIFFERENT MEDIA

- Images can be used as a starter for pupils to consider what storms symbolise and how they are used in other texts.



LESSON 3
STORMY WEATHER

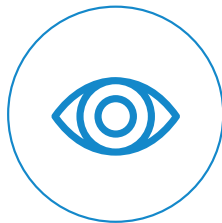
MULTISENSORY MINDMAP

- Pupils can use this as they watch the clip to record the details of the storm. This can they be used to help them craft their creative writing.

The Five Senses



I can _____
with my _____



I can _____
with my _____



I can _____
with my _____



I can _____
with my _____



I can _____
with my _____

LESSON 3

STORMY WEATHER

STORM WORDBANK

- This can be used to support lower ability pupils. Higher ability pupils could be given just the more ambitious/unfamiliar words to include in their writing.

Pour, precipitate, rain, shower, spit, hail, rainsquall, squall, deluge, drown, engulf, flood, inundate, swamp, drizzle, mist, mizzle, spit, sprinkle, squall, tempest, blizzard, ice storm, snowstorm, cloudburst, hailstorm, rainsquall, rainstorm, thundershower, thunderstorm, weather, windstorm, northeaster (or nor'easter), norther, southeaster, southwester, cyclone, hurricane, typhoon

STORM

Calm, fair weather, hush, peace, serenity, stillness, tranquillity

LESSON 3 STORMY WEATHER

ADDITIONAL RESOURCE—AN AFRICAN THUNDERSTORM

An African Thunderstorm *By David Rubadiri*

From the west
Clouds come hurrying with the wind
Turning sharply
Here and there
Like a plague of locusts
Whirling,
Tossing up things on its tail
Like a madman chasing nothing.

Pregnant clouds
Ride stately on its back,
Gathering to perch on hills
Like sinister dark wings;
The wind whistles by
And trees bend to let it pass.

In the village
Screams of delighted children,
Toss and turn
In the din of the whirling wind,
Women,
Babies clinging on their backs
Dart about
In and out
Madly;
The wind whistles by
Whilst trees bend to let it pass.

Clothes wave like tattered flags
Flying off
To expose dangling breasts
As jagged blinding flashes
Rumble, tremble and crack
Amidst the smell of fired smoke
And the pelting march of the storm.

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