

YEAR 8

Independent learning to be completed during school closure

English- Power and Voice

During a two week period you would ordinarily have:

Six English lessons

Week 1 – [Power and Voice]

Lesson 1

Task 1: ActionAid is one of many charities which help refugees around the world. Their website is www.actionaid.org.uk. Using information from their website, write down eight things you can find about their work to help refugees.

Task 2: Take a look at the information about Oxfam's work in Syria here: <https://www.oxfam.org/en/what-we-do/emergencies/crisis-syria> . Read through the information carefully then answer the questions below.

1. Why are Syrians leaving their homes?
2. What are Oxfam doing to improve the lives of people in Jordan and Lebanon?
3. How are Oxfam helping within Syria?
4. **CHALLENGE:** Research other organisations who are helping Syrian refugees in the region and around the world. What can you find out about other refugee crises?

Week 1 – [Power and Voice]

Lesson 2:

Answer these series of questions based on your research:

1. What causes people to flee their homes?
2. What are the greatest threats to people living ordinary lives you found in your research?
3. Would the world be different if everybody was aware of what was happening to refugees and the charities that support them? How?
4. Using your research and your responses, write two paragraphs answering the following question:
What does your research make you think about how the world works? Does it suggest that the world is a place of justice and fairness or something else?

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Lesson 3 – Power and Voice

Amnesty International is another charity who work to help refugees around the world. This is their campaign plea for help:

Support our campaigns to help refugees!

You can join our movement of people who welcome refugees. Amnesty’s I Welcome campaign calls on governments worldwide to welcome their fair share of the world’s people who are seeking safety. With enough political will, our leaders can protect people fleeing conflict and persecution, including through a solution called resettlement.

We are also pushing for other safe ways for refugees to start new lives, such as by reuniting families who have been separated, through community groups sponsoring refugee families to move to their country, and through universities and businesses offering people study or work visas to start a new life.

Governments should never force anyone to go back to a country where they are at risk of human rights violations. Instead, refugees should be offered a safe place to live and opportunities to access work, education and health care.

Charities have to persuade people to support them either by donations or by becoming involved in their work. They use persuasive devices in their writing. In the text above, see if you can spot the following devices: alliteration, facts, opinions, rhetorical questions, emotive language, statistics and triples/threes.

How do Amnesty International want the reader to feel? What is their overall message? Which methods do you think they have used particularly effectively to get their message across?

Challenge: Can you reduce this text to just fifty words and still get the message across effectively?

Lesson 4 – [Power and Voice]

Carry out some research into a charity which helps people who need support (this does not have to be a charity for refugees, it could be a charity for homeless people, a food bank or a charity which helps people struggling with addictions, for example). Then, using the Amnesty International campaign plea as a model, write your own campaign plea to encourage people to support the charity you have researched. Think carefully about the message you want to communicate and what you want your readers to think or do. Try to include a range of persuasive devices (alliteration, facts, opinions, rhetorical questions, statistics and triples).

Challenge: **Either** see if you can adapt your campaign plea for a different, specific audience e.g. teenagers, parents, local residents, university students **or** transform it into another form, e.g. a speech or an advert.

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Lesson 5 – Power and Voice

Read the short story 'Subha' by Rabindranath Tagore:

<http://www.online-literature.com/tagore-rabindranath/stories-from-tagore/6/>

2. Mind-map ideas about power and voice and consider the following questions: Who has the most power? How did they get that power? Do the characters use their power in a positive/negative way? Who has the least power? Why don't they have much power? How are different voices presented in the story? Are any voices stronger/weaker than others? How/why? Why not? Is there a voice/identity missing from the story? If you could add this voice, what would it say?

Lesson 6 – Power and Voice

Using the image below, write 2-3 paragraphs to write a first person narrative from the perspective of a refugee. Imagine you are staying at the place below after leaving your home because you were in danger. You could write about:

- Arriving at the centre/camp- what's there? What can you see/smell/hear?
- The other people sharing your tent- what happened to them?
- What it's like inside your tent- what things do you have/not have
- What the food is like
- What the guards are like- how do they treat people?



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