

CINEMA INSPIRATIONS Lesson Plan

Film title and year of release	Ali and the Long Journey to Australia (2018)
Timing(s) of excerpt(s) if relevant	Whole film (3m 47s including credits)
Link to film summary (e.g. on imdb.com)	https://youtu.be/wnEG8Pf5mLQ https://issuu.com/trustproject/docs/ali_and_the_long_journey_to_austral
Global issue(s) (keywords)	Refugee crisis
Level/age of target learners / context	Level A1–A2 Age 7–12
Learning objectives	In this lesson, students will: <ul style="list-style-type: none"> * identify key events in a story * use sequencers to tell a story * make connections between themselves and the protagonist using social and emotional learning skills * display understanding and awareness of the reasons refugees leave their homes
Resources needed	Internet connection and access to Youtube; copies of worksheet
Your name/contact (if you wish for this to be public)	Michelle Worgan @michelleworgan michelleworgan@gmail.com

TASKS AND PROCEDURES

Warm Up (3 minutes)

Display a map of the world. Have four students stand with their backs to the map. Give each student a pin or piece of Blutac. Call out one of the following countries and give students ten seconds to place their pin where they think that country is. Repeat with other students. Countries many displaced people come from: Syria, Sudan, Afghanistan, Somalia.

Task 1 - Introduction (3 minutes)

Write *Australia* on the board and have students find it on the map. Tell students to imagine that they are going to travel to Australia. Write the following questions on the board, pre-teaching vocabulary as necessary. Ask students to discuss their ideas in pairs.

You're going to Australia. How do you get there? How long is the journey? Why are you going there?

Differentiation: For lower levels, provide answer options for each question, e.g. *by plane/by boat/by helicopter*.

Task 2 - Before watching (2 minutes)

Tell students that they are going to watch a video of a story about a boy called Ali who travels to Australia. Show students a still of Ali and his family (min 0:15) and have them predict information. Ask questions to guide students: *Who can you see? How old is Ali? Where does he live? What does he like? Why is he going to Australia?*

Task 3: While watching (5–10 minutes)

For the first viewing, play the video on mute. While students are watching, pause at the following times to ask comprehension and prediction questions. Provide students with any vocabulary they need and write this on the board.

1. (0:25) What are Ali and his sister doing?
2. (0:52) What happens when Ali is hiding?
3. (1:10) Why do you think Ali's dad goes away?
4. (1:24) How do you think Ali feels?
5. (1:45) What will happen next? Will somebody rescue Ali and Fatima?
6. (2:33) Where is Ali now? How does he feel?
7. (2:50) Why is Ali's mum crying?
8. (3:03) How does the story end?

Task 4 - After watching (20 minutes)

Tell students that they are going to read and draw pictures of what happens in the story. Play the video again, this time unmuted.

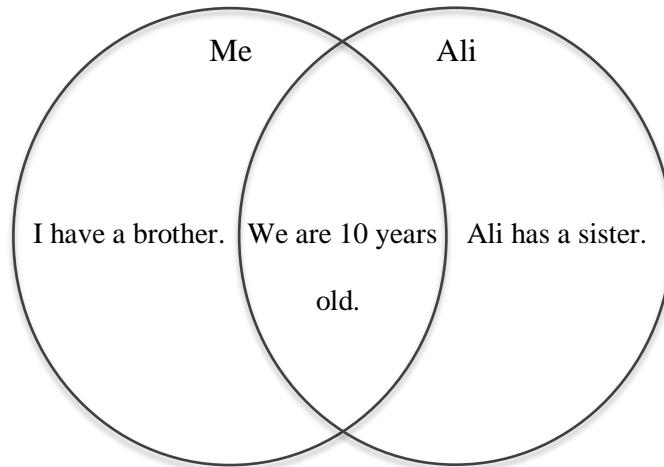
Note: *Although students may find it difficult to understand the narration, automatic subtitles are not recommended. You could display the text in the original story book to help with comprehension, using the link in the **Possible Extensions and Adaptations** section below.*

Hand out the worksheets and read the sentences together. Ask students how Ali is feeling in each scene. Encourage them to think about and draw these feelings as they work.

When they have finished, students cut out the cards and fold the text back so they can't see it. Write the time expression and sequencers *One day, Then, After that, Finally* on the board. Then have them retell the story in pairs using the time expressions to help them.

Task 5 - Same and different (10 minutes)

Students are going to compare and contrast their own lives with Ali's life. Draw a large Venn diagram on the board (see example below). Ask students to think of one way in which they are the same as Ali and one way in which they are different. Write their ideas in the diagram.



Then have students draw and complete their own diagrams individually. You can find templates for Venn diagrams online:

https://www.educationworld.com/tools_templates/venn_diagram2.doc

When students have finished, have them compare their ideas with a partner. Then lead into the discussion task by asking students if they found more things in common with Ali or more differences.

Task 6 - Discussion (5–10 minutes)

- a) Elicit that Ali is an ordinary boy from another country by encouraging students to name things from the *Same* section in their Venn diagrams. Then elicit why Ali and his family went to Australia. Brainstorm ideas and write them on the board.

- b) Tell students that although the story in the video is fictional, it was written by a group of 13 children from different countries who used their experiences to create the character of Ali and his story. Put students in groups and have them brainstorm the problems and dangers Ali and his family faced in the story. If necessary, write prompts on the board to help (suggested answers in brackets), e.g.

fire/house (There is a fire in Ali's house.)

bomb/hurt /Ali (The bomb can hurt Ali.)

Ali's father/go /to war (Ali's father goes to war.)

boat/small (The boat is small.)

Fatima/not /swim (Fatima can't swim.)

water/cold (The water is very cold.)

not have/food (They haven't got much food.)

- c) Then tell students to imagine that similar events take place in their city and how they feel about each situation, e.g. *I feel scared/sad/angry*. This will help students see things from Ali's perspective.

d) Finally, ask students how we can help refugees like Ali. Write prompts on the board where necessary, e.g.

We can ... give/donate/write to/share/organise/say

and encourage students to complete them with their own ideas.

Cool Down (2 minutes)

Have students predict what Ali's life will be like in the future. Brainstorm ideas and write on the board, e.g. *Ali will be a footballer*. Then have students vote to find out the most popular idea.

ANSWERS

Task 1, 2, 4 & 5: Students' own answers

Task 3: Suggested answers:

1. They are playing (hide and seek) in the park. 2. A bomb explodes (and destroys Ali's home). 3. Ali's dad goes to (fight in the) war.* 4. He is scared. He is (also likely to be) cold, wet and hungry. 5. Yes (a rescue team will find them). 6. He is at school in Australia. He's happy. 7. She has news from Ali's dad and she's happy. 8. Ali and his family have a new life in Australia.

*Students may pick up on the fact that in the film/story the soldiers also want Ali to go with them, but Ali's father refuses and goes himself. If you think it appropriate, you may wish to discuss how in some countries children also become soldiers.

Task 6: Suggested answers:

a) to escape a war; they lost their home; the soldiers wanted Ali to go to fight in the war; it was dangerous to stay; they wanted to make a new life for themselves

b) war and bombing; becoming a child soldier; falling into the ocean; not enough food or water

c) I feel scared/sad/angry, etc.

d) donate pocket money to charities that help refugees, e.g. *Save the Children*; set up a fundraiser and donate the funds; write to your local politician asking the government to provide shelter and education for refugees; spread awareness by sharing the film on social media; if you meet a refugee, make them feel welcome and help them make friends.

POSSIBLE EXTENSIONS OR ADAPTATIONS

Extension Task - Poster

Students are going to make a poster to raise awareness of the refugee crisis and encourage people to help. Put students in groups to plan what they want to include in their poster. They could choose to focus on the problems and dangers refugees face, or concentrate on what actions people can do to help refugees that arrive in their country.

Assign student roles in each group. Possible roles include: writer, artist/picture researcher, title artist, layout designer.

If students have access to computers or tablets, you could have them make digital posters. Display the finished posters on the classroom or corridor walls. You could make this task a poster competition with a prize for the best poster.

Adaptation/Extension - read the book

The film is based on a book written and illustrated by a group of children at Noble Park Primary School in Australia. All the children come from a refugee background and they used their experiences to write Ali's story. Students can read the book here:

https://issuu.com/trustproject/docs/ali_and_the_long_journey_to_austral

IMAGE



Photo by *nasirkhan* at Morguefile.com

Student's Worksheet

Read and draw. Then cut out, fold and tell the story.

1. Ali lives with his family. He plays with his sister.	2. One day, a bomb explodes in Ali's city. His home is on fire.
3. Ali's dad goes away to fight in the war.	4. After that, Ali goes on a boat with his family.
5. It's a long journey. He plays with his sister.	6. Then, Ali and his family fall into the ocean. A helicopter rescues them.
7. Now, Ali goes to school in Australia.	8. Finally, Ali's dad comes home. The family start their new life.