



THE BOAT

INTRODUCTION

The Boat Story is an Arts Council England funded project, designed to challenge the perceptions of immigration via an illustrated children's story book. The book is currently in progress by writer, Andrew Melrose, Professor of Children's Writing at the University of Winchester, UK, and illustrator, Stephanie Morris.

The project will include the production of a pop-up exhibition, along with these freely available teaching resources, overseen by Senior Lecturer in Education at the University of Winchester, Jonathan Rooke – the project is sparked from a need to better engage young minds on the difficult subject of immigration.

How can The Boat Story be used to teach children?

The Boat story has been designed to open a dialogue on the subject of immigration with children between the ages of seven and 13. The development of this book can be used as a springboard – with a relatable narrative, teachers are provided with a context in which approaches can be designed and developed, to enable the learning of a range of skill sets.

Not only can children engage with facts about the experiences of refugees, they can also develop comprehension skills of empathy, questioning, inference and evaluation, as well as writing, grammar and computing. Skills of thinking, empathy and reasoning can be learned in this purposeful context.

These exercises are designed to give you ideas to help your children respond creatively and thoughtfully to the story and illustrations. There are ideas for helping children to understand the issues it raises about immigration in a thoughtful and structured way.

[www.the-boat-story.com/
teaching-resources](http://www.the-boat-story.com/teaching-resources)

All exercises, supporting images and The Boat Story itself can be found and downloaded for free here



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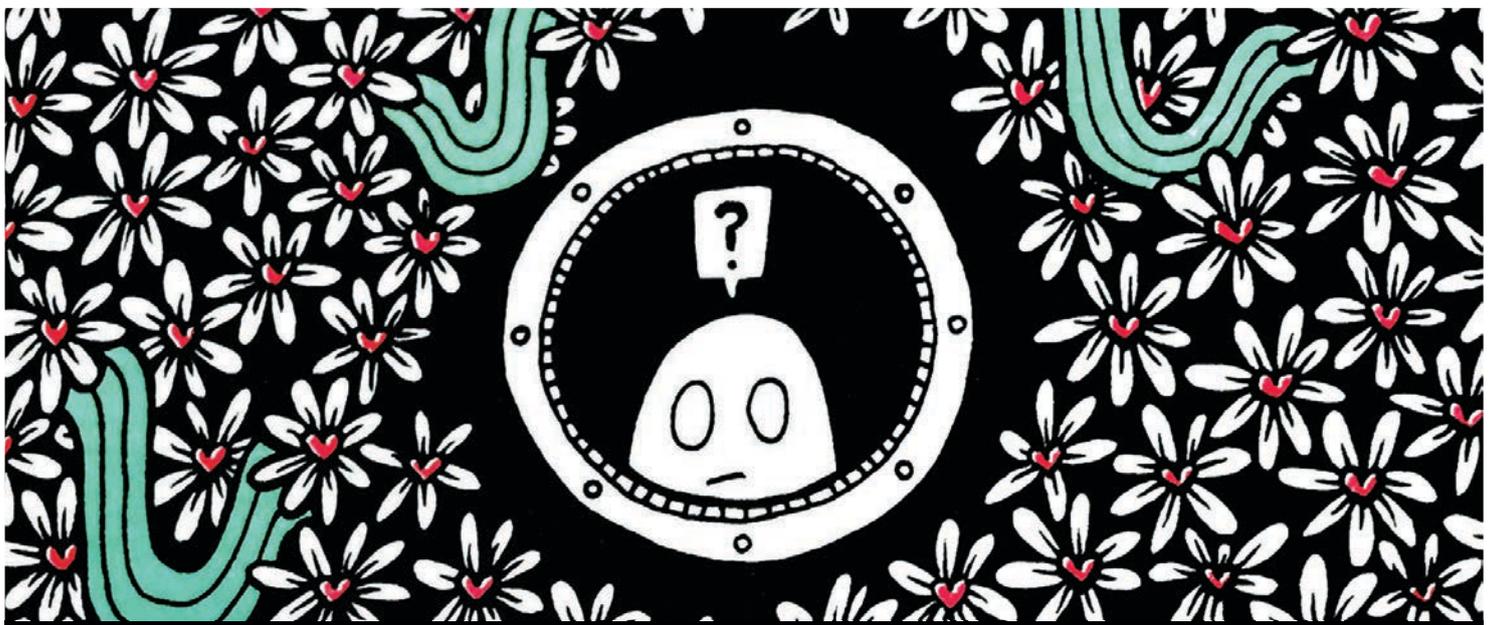


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**These exercises
have been created
by primary school
teachers and developed
with children in their
own classrooms**



1. FEELINGS TRAIL

Learning outcome:

Children can infer reasons why people become refugees and the experiences of refugees.

Curriculum Links:

PSHE, Geography, History, English

National Curriculum:

Y3/4 - Drawing inference, prediction.

Y5/6 - Inferring characters, feelings and motives from actions.

Preparation

Read the story with the children. Discuss the life and experiences of refugees. Model using emotive language to help express the feelings of the refugees and how the children as readers may be feeling.

Discuss: Is it all going to be happy for the refugees as they seek a new life? Will they be worried? Will they be tired or hungry?

What I need to do

Make a feeling trail: In groups children can read each verse of the story. They discuss how the refugees are feeling and 'map' words to describe how their feelings may change throughout the story. They should use the language modelled in the class discussion.

Equipment Needed:

- Copies of the written story: www.the-boat-story.com/story
- Large paper & pens

Example

Verse 1 Confused at abandonment

Verse 2 Worried about where he/she is drifting to

Verse 3 Am I safe now? Who are these people?

Verse 4 Excited as everyone seems to be happy around him/her for this better life

BOAT



2. WELCOME LEAFLET FOR A REFUGEE CHILD

Learning outcome:

Children can identify and present information useful to a child joining the school.

Curriculum Links:

PSHE, Geography, English

National Curriculum:

Y3/4 - Use simple organisational devices in non-narrative material.

Y5/6 - Build cohesion using organisational devices.

Preparation

Create a notional refugee child

What I need to do

1. Write the word 'BOAT' on the board. Ask the children to come up with ideas for a spider diagram of the different reasons people might use a boat, e.g sailing, fishing, finding food, cruise, etc.

2. Show the children the illustrated image of the boat.

Discuss: Why are these characters on a boat? Where are they are going? How long have they been on the boat?

Answers may include: finding treasure, homes are flooded and they don't know what to do, war zone so they have left because they want to feel safe, etc.

3. Read the story, placing emphasis on the phrase 'to a better life'.

Key questions after reading: Do they now know why the people are on a boat? What do they think a better life is? What defines a better life?

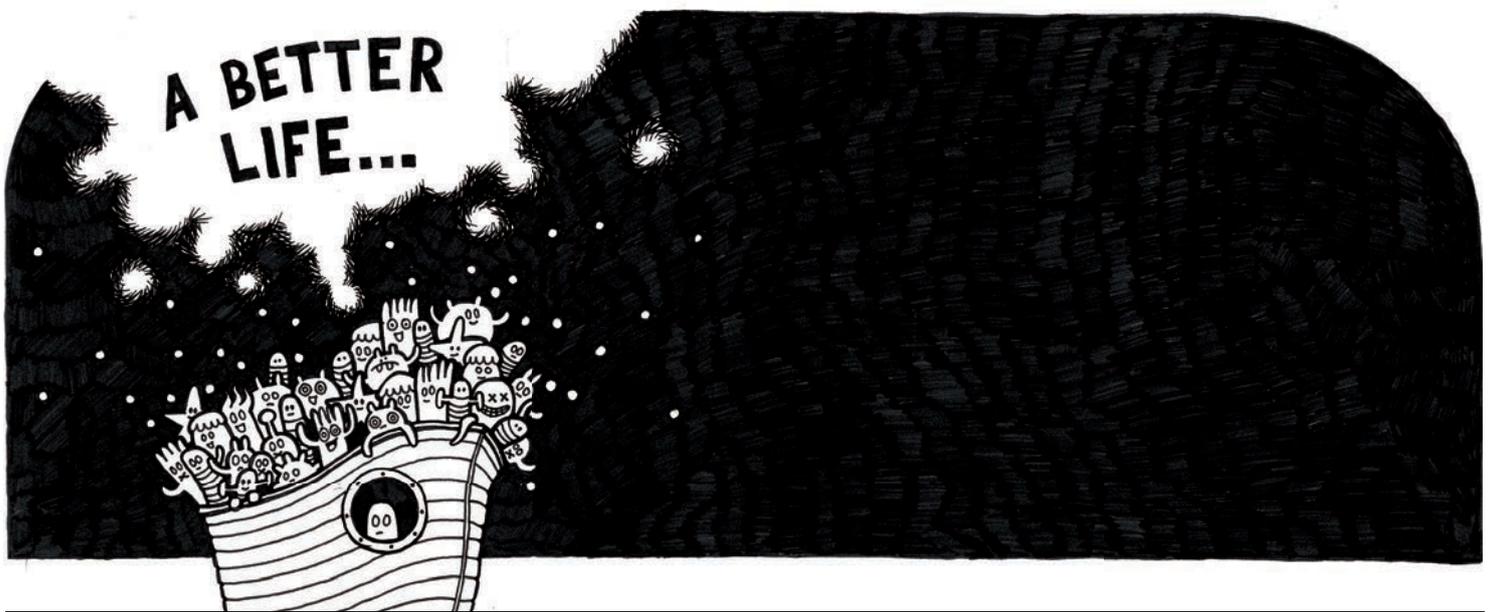
Discuss the meaning and experience of being a refugee, how they may own very little, how they have come from a different country, perhaps leaving family behind, etc.

4. Introduce a notional refugee child, e.g. Fatima and/or Akram (depending on gender choice) and discuss how to produce a welcome leaflet to welcome them to the school. Discuss their needs and what hospitality may look like for them.

5. Design and make the leaflet.

Equipment Needed:

- Illustrated image of the boat; you can select the image of your choosing from: www.the-boat-story.com/images



3. FREEZE FRAME

Learning outcome:

Children can use empathy and inference to understand the narrative and characterisation.

Curriculum Links:

PSHE, English

National Curriculum:

Displaying empathy through use of drama.

Preparation

Explain that the children will be exploring the theme of people looking for a better life, and that they are going to be travelling on a boat to find this better life.

What I need to do

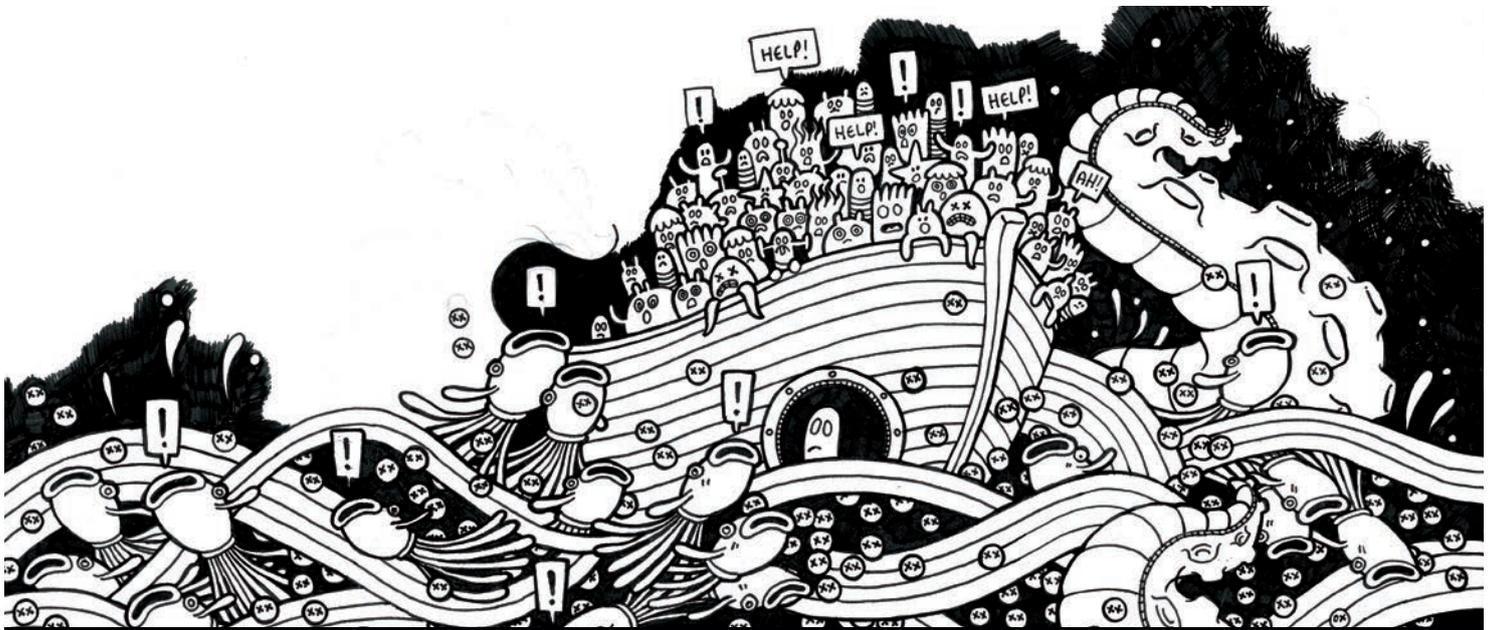
1. Organise the children into groups. Give each group two verses from the book. Tell them to create two freeze frames and that they should move from one to the next in complete silence. They need to think about what their character would be thinking and doing and they need to position themselves to reflect these thoughts and emotions. They need to rehearse, saying their thoughts aloud.
2. Organise them into a circle – begin with verse 1, then going round the circle to verse 12.
3. Read the first verse aloud. Once you have read the verse, children say their thoughts aloud for the class to hear, then morph into their second verse and thoughts.
4. Read the text again, but this time, the children just listen.

Key questions: What might be their thoughts and reactions now that they know the whole story? How did they expect it to be? What has happened in the story? How far do they think it is based on a true story? What is the balance of fact and opinion in this story?

5. You can take a photo of each freeze frame, then place it alongside the relevant verse. Thought bubbles can be written and attached to each freeze frame.

Equipment Needed:

- Copies of the written story: www.the-boat-story.com/story
- Digital camera or iPad



4. ROLE PLAY DRAMA

Learning outcome:

Children can use empathy and inference to understand the narrative and characterisation.

Curriculum Links:

PSHE, English

National Curriculum:

Displaying empathy through use of drama.

“Taking part in the drama helped me to understand what it might be like to travel as a refugee.”

Year 6 pupil

Preparation

Using the masking tape, make the outline of a boat on the floor.

What I need to do

1. Ask the children to imagine that they are on a boat as a refugee. What do they imagine it would be like? What would it feel like? What would they be able to smell? Taste? Hear? See?

Use large sheets of sugar paper, each with a sense written on it. In groups, gather ideas for each sense. Give them 2/3 minutes, then move the sheet to the next group.

2. Explain to the children that they are going to pretend that they are actually refugees, seeking a better life.

They will be boarding an imaginary boat, and hopefully feeling those feelings of anxiety/hope, etc. about their journey towards a better life.

Key question: What do they think their refugee person would feel and think?

3. Take the role of Captain of the boat. Explain that when you are wearing your prop, e.g. hat, you are in role, but when you take it off, you are the teacher.

Put on hat: *“Come on you lot, we haven’t got all day. We’ve got to catch the tide, or we’ll never get there on time. Move down quickly. You! Come on! I’ve seen you before. You need to keep your head down and get on board. We’re taking you to a better life. Come on, you can squeeze in. Stop fussing. Come on. There’s plenty of space. There’s room for more. Come on! You don’t need all that stuff. We only have room for you to take a few bits. You can’t take everything!”*

Equipment Needed:

- Soundscape of creaking boat: www.youtube.com/watch?v=tftX56aCvCs
- Masking tape
- Hats
- Large sheets of sugar paper

ROLE PLAY DRAMA CONTINUED

"This activity has really helped my class to understand some of the potential issues and fears that refugees face in their journey to safety."

Ali Roberts,
Year 6 teacher

Take hat off: Ask how does it feel to have been shoved on to the boat, where there isn't enough space? What did you have to leave behind? What have you brought with you? What is important to you?

Hat on: Play soundscape of creaking boat. Talk worriedly to a fellow sailor – *"We've just heard there's an awful storm ahead. What if we don't make it to the better life? How are we going to survive. Quick! Get everyone to gather together – we need to hold onto each other. Keep everyone safe!"*

Hat off: Ask the children - How do you feel? Do you feel safe? Does this feel like the right way to get to a better life?

Hat on: *"Thankfully we didn't lose anyone overboard, just a few possessions – hopefully they won't mind too much..."*

Teaching Assistants (TAs) gather in the corner, pretending to be shore people.

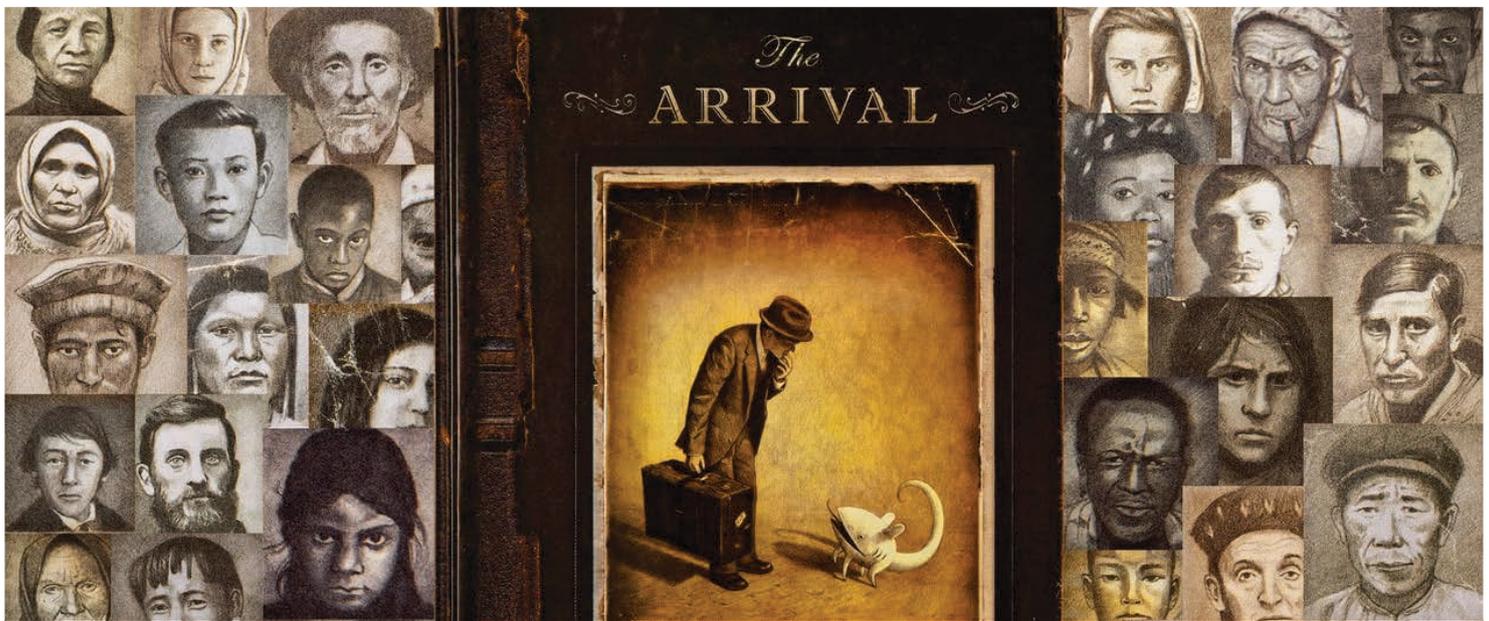
Hat on: *"Good news! We can see the better life in the distance! The shoreline is ahead! Look, some locals have even come down to the shore to welcome us! They must have heard we were coming and heard how dreadful our journey has been! I bet they have brought us blankets and food – they will probably have organised a shelter for us too!"*

Shore people (TAs) start to call out to: *"Turn around! You're not welcome here! We have only got enough for us. We can't make space for you! Why should we? You would come and take our jobs, our homes and our money. Go back! This is our better life, and we aren't willing to share it. Go back!"*

Hat off: Ask the children how they feel. Would they try and say something back?

Hat on: *"Turn the boat around..."* (Show defeated emotions) *"Where can we go now? We can't go home, there is no home there now. Where is our life now?"*

Gather the children together and debrief about the drama – what were their thoughts and emotions in that situation?



5. FACT FILE

Learning outcome:

Children can apply skills of empathy and inference to character.

Curriculum Links:

English

National Curriculum:

Y3/4 - Ask questions to improve understanding of a text.

Y5/6 - Participate in discussions about books. Compare characters, settings and themes.

Preparation

- Complete Role Play Drama (exercise number 4).
- Read to the children: 'The Arrival' by Shaun Tan.
- Print a fact file template for each child. Make non-fiction books of your choice available.

Equipment Needed:

- Copy of 'The Arrival' by Shaun Tan
- Fact file template (attached)
- Example names (attached)
- Non-fiction books of choice

What I need to do

1. Debrief the children after the Role Play Drama.

Key question: What were their thoughts and emotions in that situation?

2. Explain that they are going to create a fact file for a refugee they played in the drama.

Use some passport pictures from inside the cover of *The Arrival* and talk about the sort of lives they might have and the people they might be. Create a wordbank of names and places.

Working in pairs, complete the fact file, using example names, places they are fleeing from, etc. to support them.

Key questions for discussion: How do you think you can show feelings through the answers on the fact file? Can you show some character? What would be important to your character? Why would they bring the possessions you decide they bring? Can you explain why you chose that name/country? Why did you choose that face? How important is it to your character that they get 'a better life'? What are they leaving behind? Children complete their fact file and they can use non-fiction books for additional information about the country of departure, etc.

FACT FILE

Name: _____

Age: _____

Home Country: _____

Why did I leave?

Who came with me? Who did I leave behind?

What did I bring with me on my journey?

What do I miss about my home country?

What does a better life mean to me?

FACT FILE

Name:

Age:

Home country:

Why did I leave?

Who came with me? Who did I leave behind?

What did I bring with me on my journey?

What do I miss about my home country?

What does a 'better life' mean to me?

EXAMPLE NAMES

SYRIA

Girls

Aasiya, Fatima, Iman, Neda, Saeida, Uzma, Vahida, Wasima, Zahra, Zarifa, Zulaikha

Boys

Aadan, Abas, Abed, Akram, Amiin, Asad, Badi, Ebadullah, Elham, Esmail, Fahim, Ghaleb, Habib, Haidar, Jawad, Kamal, Mubaarak, Najib, Saad, Sayid, Sharif, Suleyman, Yasin, Yusuf

AFGHANISTAN

Girls

Aaila, Abida, Afia, Afsana, Aneesa, Azin, Bashira, Bina, Darya, Deeba, Durdana, Elaha, Fahima, Fatema, Fazela, Ghazal, Gulnar, Gulshan, Hawa, Husna, Iman, Ladan, Limah, Nadera, Nagma, Pari, Rahela, Saeida, Sima, Shirin, Tabasum, Tela, Ziba

Boys

Aaban, Aabdar, Afsar, Arman, Atash, Bahram, Bostan, Darwish, Deldaar, Faraz, Gulab

SOMALIA

Girls

Dhuuxo, Fartuun, Halgan, Haweeyo, Isniino, Aamino, Aamuun, Abshiro, Abyan, Amaal, Amaani, Ardo, Barni, Basra, Binti, Caaliyah, Calaso, Culimo, Dahabo, Dhikilio, Dhudi, Falis, Farax, Haajiro, Kaaha, Miski, Raxiimo, Seynab

Boys

Aar, Aadan, Abshir, Amiir, Asad, Ashkir, Baashi, Bilal, Burhaan, Caadil, Cabaas, Ciise, Cismaan, Cumar, Daahir, Fuaad, Galaal, Haaruun, Hanad, Ibraahin, Iman, Jamaal, Khadar, Looshan, Maahir, Mahad, Mataan, Naxar, Quaalib, Ramaas, Saalim, Said, Samakab, Shido, Sooraan, Tahliil, Warsame



6. PEG PERSON

Learning outcome:

Children can formulate character attributes and represent him/her with digital and art materials.

Curriculum Links:

Computing, English

National Curriculum:

Y3/4 - In narratives creating characters.

Y5/6 - In narrative describe characters and atmosphere integrating dialogue to convey character.

"I loved making a model of my refugee. I liked recording the things he might say."

Year 6 pupil

Preparation

- Complete Fact File (exercise number 5)
- Make a boat

What I need to do

1. Explain that the children are going to create a little peg person in pairs, to represent the characters they have created in their fact file.

Show them the QR code and the talking tin and discuss how this can be used. Show an example peg person and show the range of fabrics, etc. that they can use.

They must plan their peg person, thinking about how they can best represent their character. Encourage them to select different materials to create their peg person.

2. Once the children have completed their peg person, explain that they need to draft their thought bubble on a large piece of paper.

Discuss: What would their character say? Remind the children of senses gathered in other exercises, including the Role Play Drama (exercise 4), if applicable. Rehearse and write-up their thought bubble for their character and practise saying it smoothly and fluently.

3. Record their thoughts on their talking tin.

4. Make correct QR codes and labels for each pair. Stick the QR code on the back of the cardboard stand.

5. In a circle, get the children one by one to place their completed peg persons into the boat, reading their thought bubble out to the class and playing their talking tin.

Equipment Needed:

- Wooden clothes pegs
- Large paper
- Selection of materials
- Glue and scissors
- Talking tins
- QR code app on iPad
- Cardboard stands

PEG PERSON CONTINUED

		
<p>1. Record the voice of the character into the talking tin</p>	<p>2. Slide the talking tin into the stand and stick on the QR code</p>	<p>3. Link the QR code to the character profile</p>





7. STORY SEQUENCING

Learning outcome:

Children can create and justify narrative structure and predict what might happen from details implied.

Curriculum Links:

English

National Curriculum:

Y3/4 - In narratives create plot.

Y5/6 - Identify and discuss themes and conventions across a wide range of writing.

Preparation

Make up multiple card packs of 5-6 illustrations from The Boat Story.

What I need to do

1. Give the children a selection of 5 or 6 illustrations taken from The Book Story, without any wording.

Do not give any information or clues as to what the story might be about (including withholding the title of the book).

The children must answer questions about the pictures including:

- What do you think that the pictures are telling you?
- How do they make you feel? (Justify your answer)
- What do you think the order of the pictures are to make a narrative?
- Are there any pictures that you might want to add?
- Are there any pictures that you would delete?

Discuss: The order of the pictures and storyline of the book; what each picture represents; what the picture makes them feel; justify why the picture makes them feel or think like that and evaluate how the pictures portray the characters' feelings.

2. The children must stick their ordered pictures down onto a strip of paper and create their own title for the story.

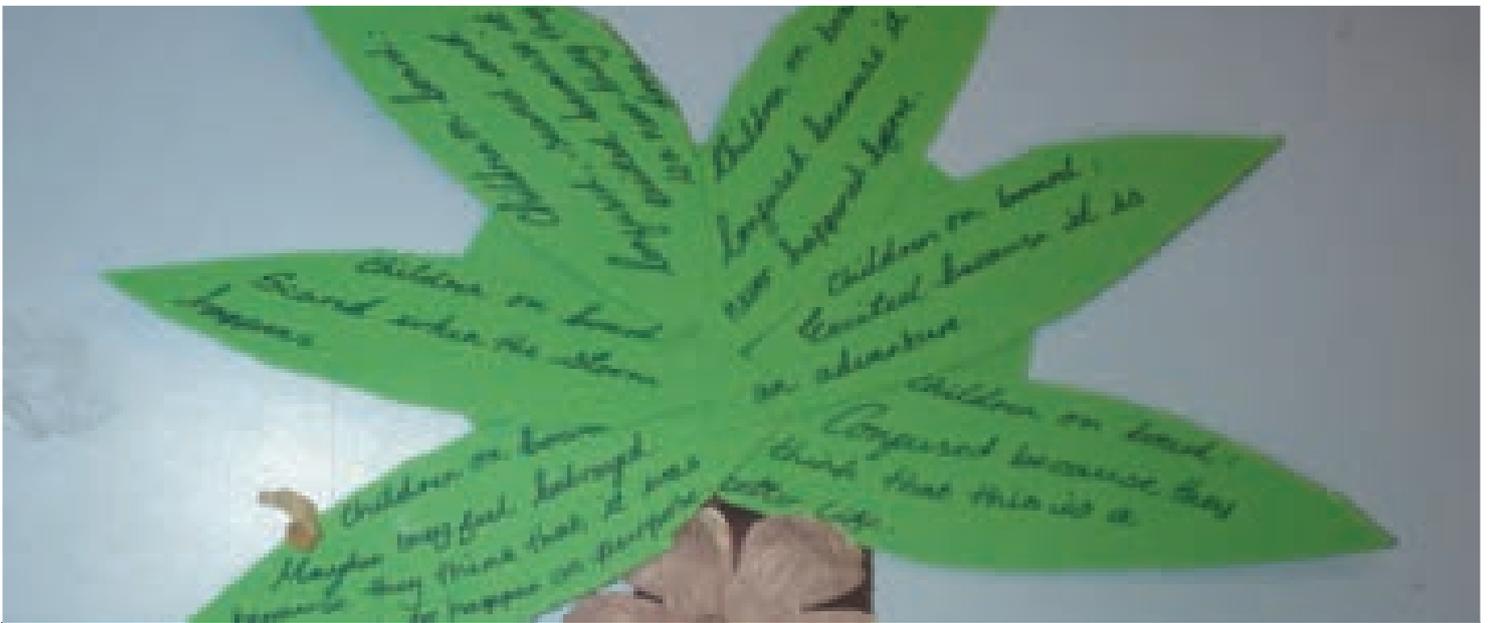
N.B: The Boat Story illustrations are 'in progress', so there may be areas of the pictures that are unfinished – ask the children to fill in the gaps with characters, objects or events that fit their narrative.

3. Share ideas with another group encouraging children to explain and justify their choice of order and title.

Equipment Needed:

- Illustrations from The Boat Story: www.the-boat-story.com/images
- Sellotape
- Glue
- Card
- Large strips of paper





8. PERSPECTIVE TREES

Learning outcome:

Children can understand narrative viewpoint and express empathy.

Curriculum Links:

English

National Curriculum:

Y3/4 - Infer characters' feelings, thoughts and motives.

Y5/6 - Drawing inferences and justifying inference with evidence.

What I need to do

1. Read The Boat Story.
2. Discuss how the characters felt. Discuss the story as it might be seen and perceived by different characters, e.g:

- Children on board
- Baby
- Islanders
- Sailors on the boat

2. In groups, the children must select one character and make one tree. Each tree represents a different character.

The children must write down on leaves what their character may be feeling and thinking.

3. The children must share each other's trees and compare what another character thought and felt.

Equipment Needed:

- Copy of the written story: www.the-boat-story.com/story
- Green, brown & black sugar paper
- Sissors
- Glue



"Everyone gets a chance to say what they felt and this makes it clearer that they can have more than one emotion."

Year 6 pupil



9. STORY SCROLL PUPPETS

Learning outcome:

Children can compose a retelling of the story.

Curriculum Links:

Computing, Art & Design, English

National Curriculum:

Y3/4 - Identify how language and structure contribute to meaning and consider the impact on the reader.

Y5/6 - Explain and discuss their understanding of what they have read. Prepare performances for meaning is clear.

What I need to do

1. Read the story and discuss the different verses.
2. Provide strips of paper to make a scroll.

Wrap the paper around the sticks and sellotape together.

The children should represent with art materials different stages of the story on the scroll.

The children may want to paint different panels to represent the stages of the journey of The Boat Story.

3. Make small paper puppets on the end of lollipop sticks and retell the story using the puppets.

4. Film the story on iPads using appropriate app, e.g. 'Book Creator' or 'iMovie', adding sound effects and voices.

Equipment Needed:

- Copy of the written story: www.the-boat-story.com/story
- Long strips of paper
- Sticks
- Paints or crayons
- Lollipop sticks
- iPads
- iPad app - 'iMovie' or 'Book Creator'



STORY SCROLL PUPPETS CONTINUED

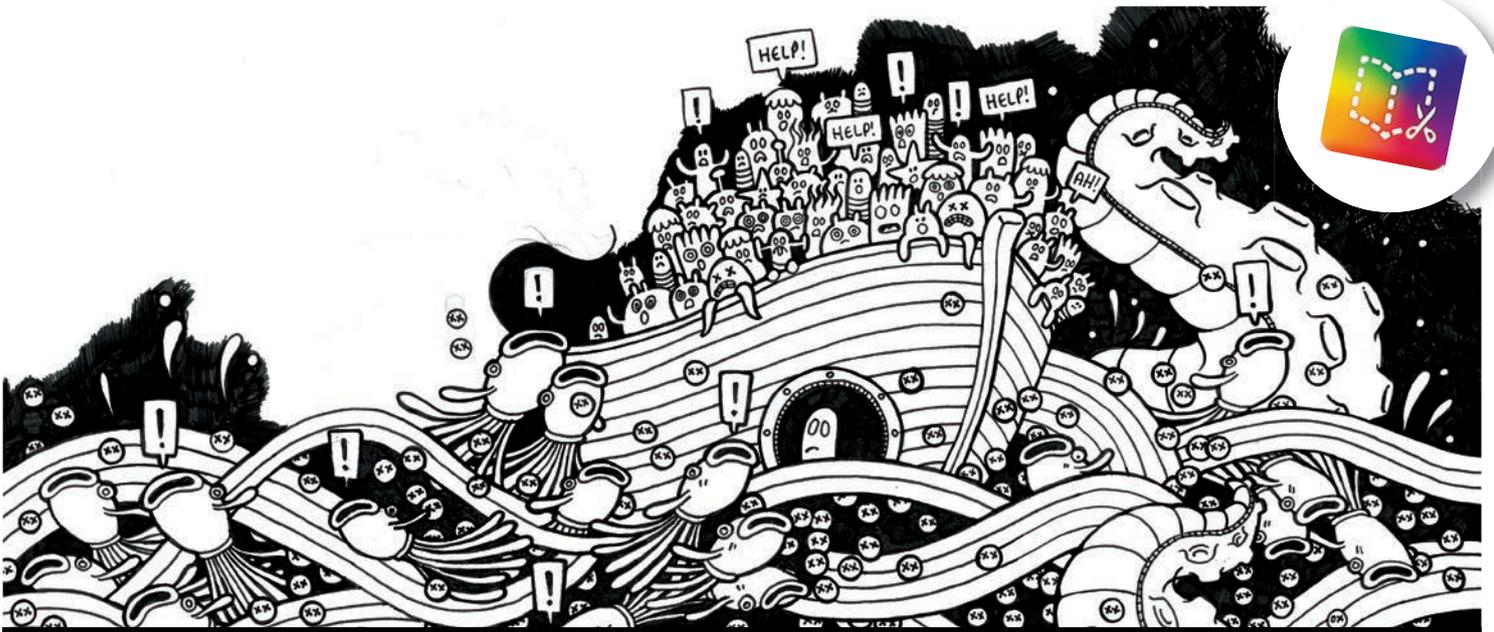


"It shows the story. A refugee boy and a refugee girl are on the stick. One side is happy and one side is sad. They sit under the slit and you move them along. We do that silently. And then on the iPad we put some narration. It is then imported into iMovie with sound effects and peaceful music and narration.

"Set a schedule working with your time. Draw out the background first. Try and fit in an inanimate object that is always there in the scene to reflect on the characters' feelings so that it says I am sad, I am angry. Don't just use paint and pen. Try to use other materials like netting and cotton wool and fabrics."

Year 6 pupil





10. SOUNDSCAPE

Learning outcome:

Children can interpret the story using musical instruments and justify their choices.

Curriculum Links:

English, Music

National Curriculum:

Y3/4 & Y5/6 - Improvise and compose music for a range of purposes using the inter-related dimensions of music. Prepare performances so meaning is clear.

What I need to do

1. Read The Boat story and explore the text.
2. In groups, identify key words and passages.

Annotate the script with notes indicating music.

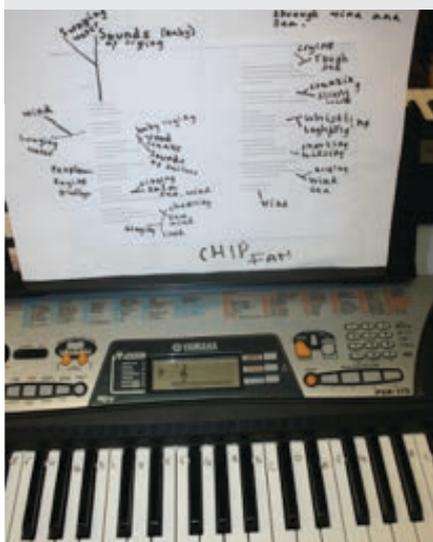
Allow children to change, add, move and substitute words if they want to.

3. Record the soundscape with music and sound effects found on Youtube e.g. baby crying, wind at sea, shouting, creaking boat or make your own.

Use Book Creator app on iPad if appropriate.

Equipment Needed:

- Copy of the written story: www.the-boat-story.com/story
- Musical instruments
- Keyboards
- iPads
- iPad app - 'iMovie' or 'Book Creator'



"We took a picture of the scenes and in the story changed the words and we had a narrator and we made the music using musical instruments. The soundscape is on Book Creator."

Year 6 pupil



11. BOARD GAME

Learning outcome:

Children interpret the structure of a plot.

Curriculum Links:

Geography, Design Technology, English

National Curriculum:

Y3/4 - Identify how structure can contribute to meaning. Predicting what might happen from details stated and implied.

Y5/6 - Provide justifications for their views.

Preparation

Research journeys of refugees in books and on the internet.

What I need to do

1. In groups, get the children to identify some of the most significant events in the journey of a refugee.

2. Organise these into an order.

3. Map out the journey of a refugee on a board game track.

Decide and write the rules and make any cards. Laminate the game.

4. Put the rules on an iPad app, e.g. 'Explain Everything', 'Book Creator' or 'Our Story'.

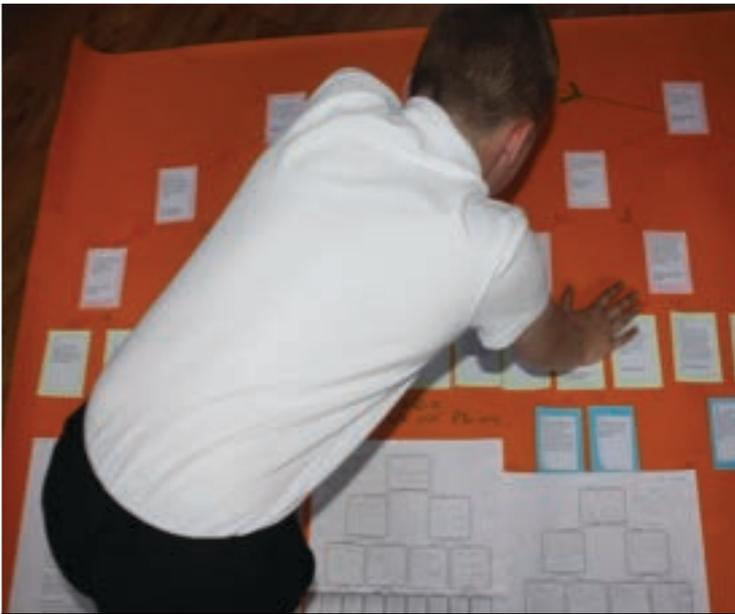
Equipment Needed:

- Big sheets of paper
- Cards
- Pens
- Dice
- PCs/iPads
- iPad app - 'iMovie' or 'Book Creator'

"You start from Syria and you've got to make it all the way to Portugal. And the first one to Portugal wins. When you reach any country there are these cards and they can say you can move forwards, miss a go, your passports aren't valid and along the way you've got these shortcuts and waterfalls which make you go down. You are on your boat and if you hit a waterfall you go down. And if you go on a shortcut you have to roll a certain number and you move up."

Year 6 pupil





12. DECISION TREE

Learning outcome:

Children can categorise the decisions that lead to characters' actions.

Curriculum Links:

Maths, English

National Curriculum:

Y5/6 - Understand structure of narratives.

Preparation

Research journeys of refugees in books and on the internet.

What I need to do

1. In groups, the children must create questions or decisions that refugees may need to make on their journey.

Write the questions in the form of 'yes/no' decisions on cards.

Arrange the cards on a decision tree.

2. Identify the different life-paths that a refugee could make.

Discuss how small decisions can make large differences to people's lives.

3. Adapt this activity by creating a decision adventure book in which the reader chooses the story path by answering questions and making decisions at the bottom of each page. Their chosen answer takes them to different pages of the book and alters the storyline.

Equipment Needed:

- Big sheets of paper
- Cards
- Pens
- PCs/iPads





14. SENTENCE & PHRASE STORY MAP

Learning outcome:

Children will have a clear idea of where their story is going. This will focus them so that they are able to think about the composition of the story, whilst planning and then concentrate on their sentence structure and vocabulary choices when writing.

Curriculum Links:

Art, Geography, English

National Curriculum:

Y3/4 - Predict what might happen. Identify ideas drawn from more than one paragraph and summarise, draft and write by describing settings characters and atmosphere and integrating dialogue to convey character and advance the action.

Y5/6 - Identify main details.

Y5/6 - Summarising the main ideas.

What I need to do

1. Read The Boat Story.

Discuss and identify key events as the story progresses.

2. Paint a ribbon of blue on the A3 paper to represent water.

Draw the events in sequence down the 'river'.

In groups, or as a class, compose phrases and sentences that describe the events, e.g. feelings, actions etc. and write these on strips of paper.

Encourage the children to use sophisticated sentence grammar. The children can then use the map to plot the story.

What the children need to know

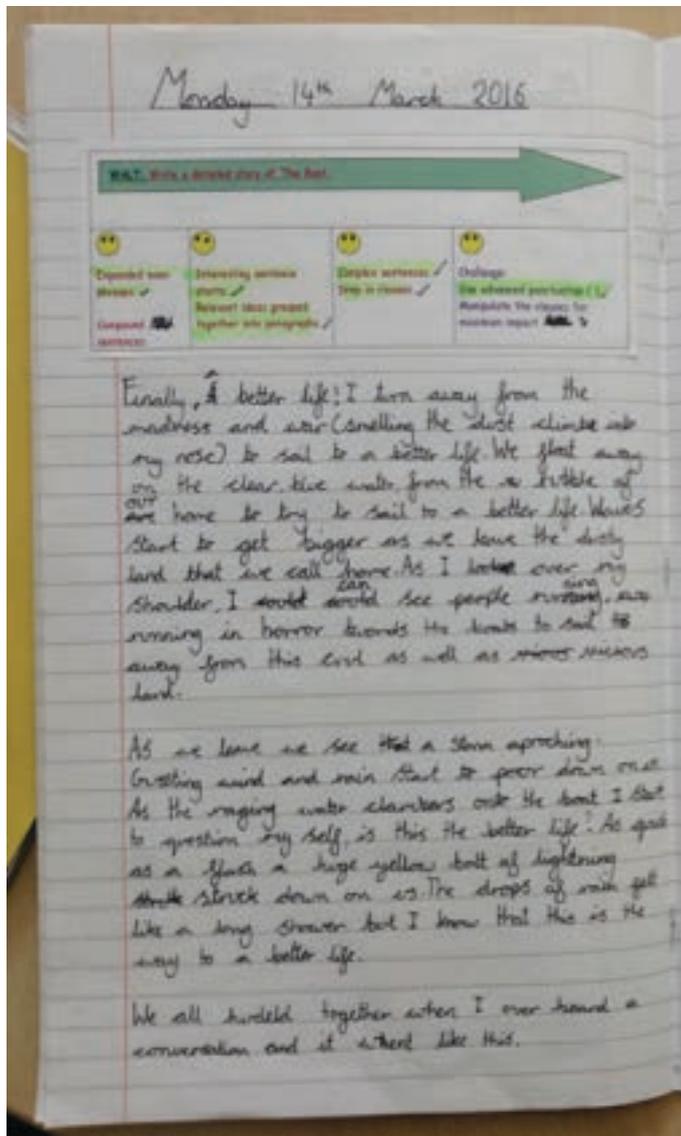
The children need to explore options for the boat's journey – What ideas do they already have? What ideas will engage the reader? What ideas will allow the children to showcase their writing skills?

The children will need to have basic knowledge of paragraphs as they can then include a selection of quality sentences for each paragraph. You can focus on a particular area of sentence construction that the children need to work on.

Equipment Needed:

- Copy of the written story: www.the-boat-story.com/story
- Watercolour paints
- A3 paper
- Strips of paper
- Post-it notes

SENTENCE & PHRASE STORY MAP CONTINUED



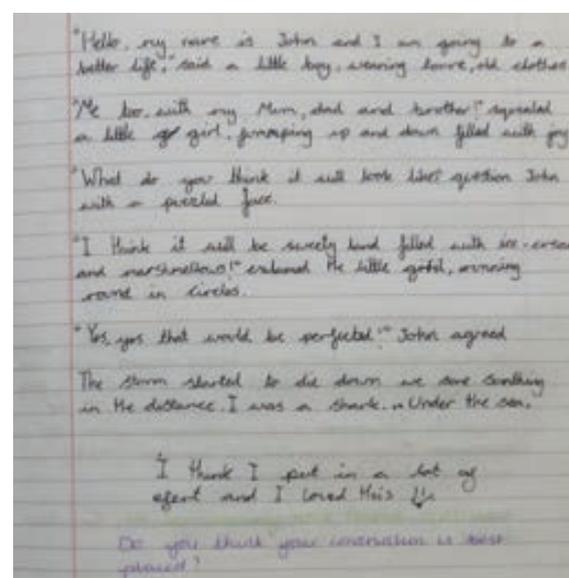
"The children will need to paint the journey that The Boat Story may have taken. This is an open-ended task as clearly no one knows. The children can choose a variety of different things that the characters may pass on the way. These can be used as different paragraphs in their narrative and marked with post-it notes. Once the map is painted the children will have a clear structure for their story, then they can add the post-it notes to signal new paragraphs.

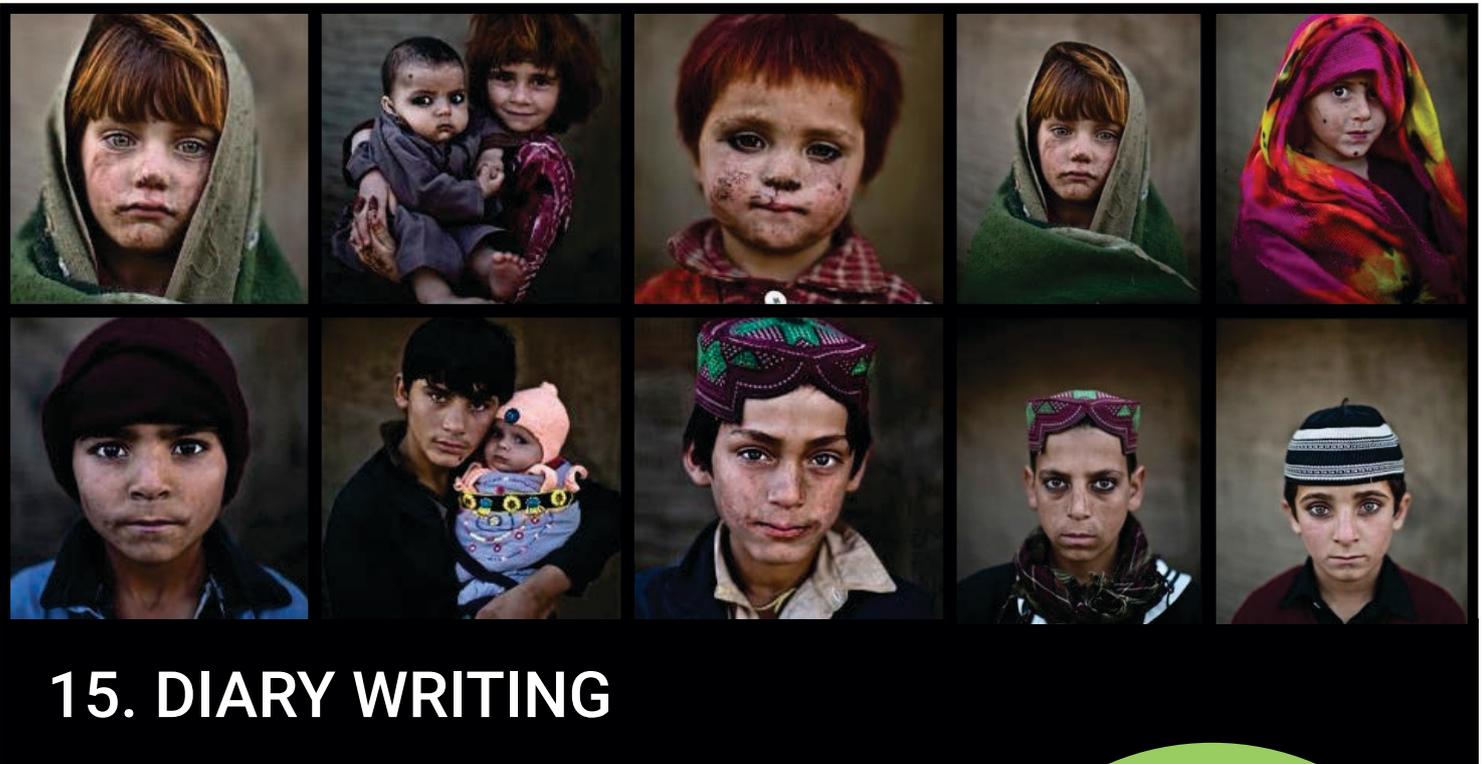
"At the time, the children were focusing on complex sentences, so we looked carefully at how they could fit these into each paragraph, studying relative clauses and ensuring the children understood how these added description to create a clear image in the reader's head. When the story was planned and well-constructed, sentences were written and the children wrote their stories. They were able to use their previous experience of Diary Writing (exercise number 15) to add emotive language to enable the reader to feel empathy with the refugee characters."

Year 6 teacher

"The Boat and writing the story made me feel like I was making a bit of a difference, as I felt my story explained more about the life of a refugee."

Year 6 pupil





15. DIARY WRITING

Learning outcome:

Children write an emotive, first person recount in which they emphasis with a character.

Curriculum Links:

English, PSHE

National Curriculum:

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

What I need to do

1. Watch a series of Newsround clips about Syrian refugees, so the children understand the context of the book.

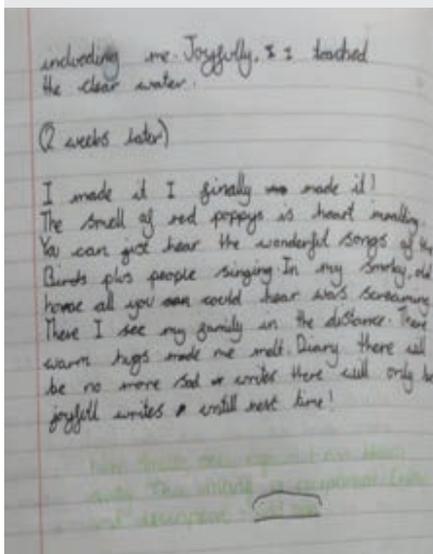
2. Show the children a wide range of photographs of refugees, explaining that refugees could be any race, sex and age – explain that their circumstances are not dependent on the amount of money they have.

3. Children must choose one of the photographs and use skills of empathy to imagine a life for them, in order to give them an imagined character.

4. Revise the children's understanding of how to write a diary entry and ask them to write a 'day in the life' of their character.

Equipment Needed:

- Copy of the written story: www.the-boat-story.com/story
- Newsround clips
- Images of different refugees showing that they include all sorts of people, with all sorts of skills and professions



"I found it really interesting empathising with the refugees, I had no idea what their life was like.

"Writing is not always my favourite thing but I enjoyed writing the diary, as it felt different to the type of thing we usually write about."

Year 6 teacher

PARTICIPATING SCHOOLS

Winnall Primary School
Winchester, UK

The Crescent Primary School
Eastleigh, UK

Four Lanes Community Junior School
Basingstoke, UK

Merton Junior School
Basingstoke, UK

Teachers

Ali Roberts
Peter Roberts
Poppy Light
Dan Wakefield
Victoria Laker

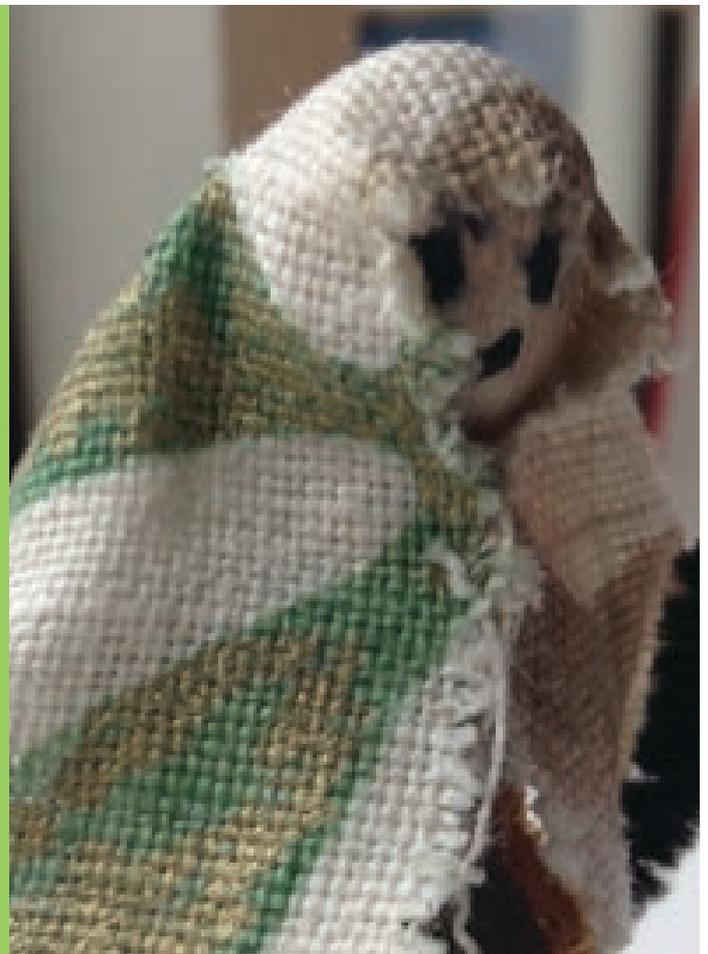
Students

Amy Richards
Mona Linder
Courtney Barnett
Dominic Townsend
Lydia Simpson
Ali Bott

By **Jonathan Rooke**
Senior Lecturer in Education
University of Winchester



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"I found the entire project inspiring. 'The Boat Story' allowed us to touch upon an important yet delicate issue. The children responded brilliantly. They openly discussed the issue sensitively and maturely. Everyone in the class, regardless of ability, produced emotive writing showing a true empathy and understanding of the refugee crisis."

Victoria Laker, KS2 Leader
Winnall Primary School, UK



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