



RED NOSE DAY

# FARHAD'S STORY

Twelve-year-old Farhad hasn't had a safe, secure home of his own since he was nine, when his family was forced to leave Iran. Travelling as refugees, they set out on a treacherous journey through the mountains to Turkey, across the sea to Greece and on through Europe to Serbia. Today, Farhad lives in a refugee centre and is supported by Refugees Foundation – Serbia, an organisation funded by Comic Relief and Help Refugees UK.

Use our short film about Farhad as the starting point for some inspirational cross-curricular learning with your pupils.



## LEARNING RESOURCES



Go to [comicroelief.com/farhad](http://comicroelief.com/farhad) to download all these resources.

### FILM AND ASSEMBLY

A short film about Farhad's refugee journey, life in the refugee centre in Serbia and his hopes for the future. An accompanying PowerPoint for use in assemblies acts as an introduction to Red Nose Day 2019.



### LEARNING POSTERS

Starting points for discussions about life as a refugee and how raising money for Comic Relief helps refugees.



### INTERACTIVE STORY

A digital resource exploring Farhad's life in more detail.



## CURRICULUM LINKS



### GEOGRAPHY - WHERE HAS FARHAD TRAVELLED?

- Name and locate the world's seven continents
- Use world maps, atlases and globes
- Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.



### PSHE - FARHAD AND ME

PSHE Association programme of study – Living in the wider world

- Ways in which they are all unique; understand that there has never been and will never be another 'them'.
- Ways in which we are the same as all other people; what we have in common with everyone else.



### PE - A MOVEMENT JOURNEY

- Perform dances using simple movement patterns

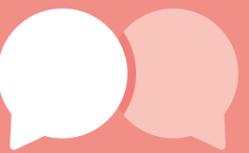


### ART & DESIGN - AN ARTY FUNDRAISER

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## SPOKEN ENGLISH

Talking pictures



Watch the film about Farhad with the pupils. Tell the children they're going to watch a film about Farhad and then do a short quiz.

Use the questions below to get them responding, describing and giving opinions. Encourage them to listen carefully and speak clearly.

- How old is Farhad? **(12)**
- Which country did his family come from originally? **(Afghanistan)**
- How many brothers does he have? **(2)**
- In which country did Farhad live before he came to Serbia? **(Iran)**
- How did Farhad and his family travel from Turkey to Greece? **(by boat)**
- What did Farhad have to throw overboard because the boat was too heavy? **(his colouring pencils and brushes)**
- Where does Farhad live now? **(in a refugee centre in Serbia)**
- What does Farhad want to be when he grows up? **(the best football player and artist in the world)**
- Who drew the pictures you see in the film? **(Farhad)**
- What special day is coming up when we're going to raise money to help refugee children like Farhad? **(Red Nose Day)**



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## GEOGRAPHY

### Where has Farhad travelled?



Using maps and globes, help the pupils to trace the different stages of Farhad's journey.

Farhad's family comes from Afghanistan → He lived in Iran → He crossed the border into Turkey → He travelled over the sea to Greece → He travelled through Europe to Serbia

Can the pupils find the different countries Farhad has lived in and travelled through? In which continent is each country? Encourage pupils to use compass directions and directional language to describe different sections of the journey. Which countries might Farhad have travelled through to get from Greece to Serbia?

Do the pupils know which continent the United Kingdom is in? If they were going to go to see Farhad in Serbia, how might they travel there?



## PE

### A movement journey



Help the pupils to make up a dance about Farhad's refugee journey.

Watch the section of the film about Farhad's journey again and ask the pupils to identify different stages of it that they could convey through movement, for example:

- being turned back at the border
- walking through the mountains, freezing cold
- getting into the boat and travelling across the sea
- throwing things in the water
- sleeping outside arriving at the refugee centre.

Working in groups, ask the pupils to devise movements for each stage. Play music to accompany their dance.



## PSHE

### Farhad and me



Exploring the story of a child like Farhad is a great way to help children understand that while we are all unique, we also have much in common.

Watch the film about Farhad again and ask the pupils to come up with as many ideas as they can in response to the questions:

- How is Farhad like you?
- How is Farhad different to you?

Encourage them to think of everything from gender and hair colour to where he lives and what he enjoys doing. How many boys with brown eyes are there in your class? Does anyone want to be a footballer? What are the pupils' favourite things and what would they most hate to have to throw out of a boat? How is their home different to the refugee centre where Farhad lives?

Point out to the pupils that while each one of them is unique and there will never be another 'them', we all have much in common. Although Farhad's life is very different to theirs, like most children he loves people and things, wants a safe home and dreams about his future.

Explain to the pupils that when we help people by raising money for charities like Comic Relief we are helping individuals just like them. Everyone in the world is important and should have a safe, secure place to call home.

## ART & DESIGN

### An arty fundraiser

Fundraising  
activity

Farhad is a talented young artist. Why not use art to raise cash for Comic Relief this Red Nose Day, so that it can carry on funding organisations like Refugees Foundation – Serbia.

Near the start of the film, Farhad holds up a self-portrait that he has drawn. Talk with the pupils about the picture. Do they think it looks like Farhad? What materials has he used? How has he used colour and line? Do they think he looks happy or sad?

Share examples of other self-portraits in different styles with the class.

Give the pupils a selection of materials, e.g. felt-tips, watercolour paints, pencils and pastels, and ask them to create their own self-portrait. Are they going to use a similar style to Farhad, or has another artist inspired them? What colours are they going to use? What mood are they trying to communicate?

Tell the pupils that this needs to be their very best artwork, as their self-portraits are going to go on display to raise money for Comic Relief. Set up a gallery in the classroom and ask parents and friends to pay to visit your exhibition. You could even sell or auction off the children's masterpieces!