



RED NOSE DAY

# LEARNING WITH FARHAD

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](https://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



### MATHS - FACTS AND FIGURES

- Interpret and present data using bar charts, pictograms and tables
- Interpret and construct pie charts and line graphs



### PSHE - CHILDREN'S RIGHTS

PSHE Association programme of study

- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To consider the lives of people living in other places



### ART & DESIGN - AN ARTY FUNDRAISER

- Create sketch books to record their observations
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

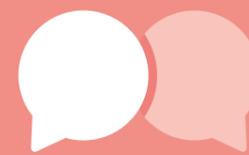


### PE - FOOTBALL FUNDRAISER

- Apply and develop a broader range of skills, learning how to use them in different ways
- Enjoy communicating, collaborating and competing with each other
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

## SPOKEN ENGLISH

Talking pictures



### DISCUSSION ACTIVITY

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.

- In which country did Farhad live before he came to Serbia? Does anyone know what continent this is in? (**Iran, Asia**)
- Why did the family struggle to get across the border into Turkey? (**the police kept stopping them**)
- Why is it risky for a boat to be too heavy? (**it might sink**)
- What did Farhad throw overboard? (**his drawing materials**)
- How do you think he felt during the boat journey? (**e.g. scared, terrified, sad, cold**)
- Which countries does Farhad mention travelling through to get to the refugee centre in Serbia? (**Turkey and Greece. Extra points to anyone eagle-eyed enough to spot the signs to Macedonia and Albania!**)
- Where is Serbia, where Farhad lives at the moment? (**south-east Europe**)
- How often is someone in the world forced to abandon their home? (**every two seconds**)
- What does Farhad want to be when he grows up? (**the best footballer and artist in the world**)
- What special day is coming up when we're going to raise money to help refugee children like Farhad? (**Red Nose Day**)





# LEARNING WITH FARHAD

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FRIDAY 15 MARCH

## MATHS Facts and figures



As a class, look at the infographic poster 'People on the Move' (you can download this at [comicrelief.com/free-downloads](http://comicrelief.com/free-downloads)). Talk about the different statistics featured on the poster. How are the numbers brought to life visually? Which fact do the pupils think is most powerful?

Ask the pupils to create their own infographic poster to help everyone understand why your school is raising money for Red Nose Day. They could:

- Research more facts about refugees and make a new poster about people on the move.
- Visit [comicrelief.com](http://comicrelief.com) and find out facts and figures for a poster about the history of Red Nose Day and how money raised is used to make a difference to people's lives.

Talk with pupils about the best way to present different types of statistics. Can they use a bar chart? Pictogram? Table? Pie chart? Line graph?

Display the pupils' infographic posters during Red Nose Day to encourage everyone to join in with fundraising.



## ART Illustrating a journey



The illustrations in the film are by Farhad, who loves to draw and is a talented artist. Talk with the pupils about how this makes the film even more powerful, as we know that the pictures are a true reflection of Farhad's observations and memories.

In the film, we see Farhad using a sketchbook. Explain to the pupils that they are going to use a sketchbook as the starting point for creating their own journey illustrations. Ask them to pick a journey they're going to make in the next week – this could be something as simple as the walk to school or a trip to visit relatives. Explain that they need to use their sketchbook to collect a range of visual information about their journey, for example drawings, photographs, tickets, words they see along the way...

Using the sketchbook materials they collect as inspiration, ask the pupils to create three drawings or paintings telling the story of their journey. They could record leaving home, travelling and arriving, or just focus on the travelling part of the journey.

Create a display of the pupils' illustrations and encourage them to discuss the different techniques and styles they have used. How effectively do the journeys come to life?



## PSHE Children's rights



Talk with the pupils about what the phrase 'human rights' means. Explain that children have their own special rights. Display a child's version of the United Nations Declaration of the Rights of the Child.

Divide the class into small groups and, in secret, give each group a right to act out. Can the other groups guess which right is being portrayed?

Look at the full list of children's rights again and help pupils identify those that are particularly important for refugee children, for example:

- Article 9: The right to live with your parent(s) or a family who cares for you.
- Article 22: The right to special protection and help if you are a refugee.
- Article 27: The right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment.
- Article 28: The right to a good quality education.

Talk about how these rights are met in Farhad's life. How has money from Comic Relief helped to ensure that his rights as a child are met?



## PE Football fundraiser



Fundraising activity

Football is one of Farhad's favourite things to do. Why not use it to raise funds for Comic Relief this Red Nose Day, so that it can carry on funding organisations like Refugees Foundation – Serbia.

You could:

- Hold a sponsored football match in fancy dress.
- Set up a penalty shootout competition and ask pupils to bring in money to take part.
- Organise a sponsored dribbling relay, with teams of pupils dribbling a ball backwards and forwards across the playground.

Practise the skills and movements pupils need in PE lessons, to help them improve their games performance at the same time as raising money for a great cause!

