

Titel: The Silence Seeker

Tema: Asylansøgere, familie, venskab
Fag: Engelsk
Målgruppe: 6.-8. klasse



Forfatter: Ben Morley, Tamarind Books 2009

Der er flyttet en ny familie ind i nabohuset. Joe's mor fortæller, de er asylansøgere, der er kommet langvejs fra. Mor siger, de søger ro og fred, så da Joe ser en ung dreng, der sidder på trappen og ser trist ud, bestemmer Joe sig for at hjælpe drengen med at finde et roligt sted i den store larmende by.

Materialebeskrivelse

Denne pædagogiske vejledning består af en række forslag til at arbejde med billedbogen, *The Silence Seeker*. Opgaverne er delt ind i kategorierne før, under og efter læsningen. Formålet med før-læsningsfasen er at sikre en fælles forforståelse inden selve læsningen skal påbegyndes.

Med kortere tekster som billedbøger giver det god mening at lægge diverse aktiviteter ind under læsningen, således at eleverne arbejder med teksten, mens de læser den. For elever er gentagelsen af det læste centralt. På den måde kommer eleverne til at høre eller læse dele af historien flere gange, og får øje på detaljer, nuancer og lag i teksten, som de ellers ikke ville opdage.

Efterlæsningsfasen giver mulighed for at fortolke, hvad bogen kan tilbyde læseren af indsigter og forståelser af livet og af verden. Her kan eleverne udtrykke sig kreativt, mundtligt eller skriftligt.

Faglig relevans/kompetenceområder

Billedbogen kan være afsæt for samtale om interkulturel forståelse ift. flygtninge, om empati og medmenneskelighed i al almindelighed. *The Silence Seeker* tilbyder et stort potentiale for at udvikle elevernes evner til at udtrykke deres følelser og meninger om en historie, der konfronterer flygtningespørgsmål. For eksempel afslører fortællingen ikke, hvad asylansøgeren mener, eller hvor han forsvinder hen. Selvom Joe misforstår formålet med asylansøgerens tilstedeværelse, gør han ikke desto mindre sit bedste for at hjælpe og blive venner med drengen. På den måde hjælper bogen eleverne med at få en forståelse af forskellige måder at leve på, og hvordan de skal håndtere interkulturelle kommunikative udfordringer.

Eleverne kan dykke ned i eksempler på Joe's tanker om den nye nabo og i dialogen mellem Joe og

hans mor. Samtale er det oplagte område at lægge vægt på.

Mål:

Hvilke mål, man opstiller for sine elever, kommer helt an på klassens niveau og det faglige fokus, som man ønsker at arbejde med.

Eksempler på vejledende læringsmål:

- Eleven kan forstå hovedindholdet i en billedbog
- Eleverne kan bruge illustrationerne til læsningen
- Eleven kan anvende gættestrategier under læsning
- Eleven kan udtrykke følelser og meninger i forholdet til temaet i bogen
- Eleven kan bruge relevant og emnerelateret ordforråd i en ny sammenhæng

Ideer til undervisningen

Before reading the book

- The cover makes me think of?
- What clues does the title give you about the book?
- A good starter activity with this book may be to explain to the class that the story is about a boy who comes from another place, and makes friends with Joe, his new neighbour. Then you can show them the cover of the book and the students can consider which of the boys is Joe, and which of them is the new boy. This may raise issues about assumptions about race, but it is also a good activity, as observations about body language, expressions etc will make the answer clear.
- Discuss: How would you like to be met as a 'new' boy/girl? How would you meet a new neighbour?
- Listen to an audio recording of parts of or the whole story.

<https://www.youtube.com/watch?app=desktop&v=2s1XznWEzF8>

During reading

- Summarise important parts of the text.

- Tell a part of the story from one of the illustrations.
- What do you think will happen next?
- Read a central passage aloud to your partner. Be aware of punctuation and direct speech.
- Prepare 5-10 questions and ask your partner.
- Write your own ending halfway through the book. Later, read the ending of the book aloud and compare it to your own version.
- Choose a character in the book and describe him/her: looks, abilities, nature, relationship etc.

After reading

Herunder findes en række forslag til ideer og opgaver til at arbejde med bogen. Der er både forslag til mundtlige og skriftlige opgaver, og du kan således udvælge de opgaver, der passer ind i det fokus, klassen har.

Writing:

- Ask the students to imagine that they are The Silence Seeker, and that they do not speak English, and to add think bubbles to each page showing what they imagine the boy may be thinking.
- Pretend you are The Silence Seeker. After you moved to a new house, you learned some English and now you want to thank Joe for his kindness. Write a letter to Joe and tell him how you feel and how much that day with him meant to you. Remember to tell him your name and some other things about yourself.

Conversation and discussion:

- Ask volunteers from the class to lead a discussion by asking ‘why?’ questions to each other, such as ‘why does Joe’s friend disappear?’
- Extend the ending: Talk with a partner. What do you think happens to The Silence Seeker next?
- Students can explore how the style of the illustrations adds to the storyline. Do you think that the illustrations show noise? How? For example, bright colours, busy places, lots of things that make sounds, graffiti, cartoon techniques to show sound such as musical notes. Do we sometimes talk about noise that hasn’t to do with sound? Brainstorm the negative things about noise, and the positive things about silence.

Listen:

- Listen to the author Ben Morley talking about the book. He tells the students to find five things which are important to them if they suddenly had to leave their country.
<https://www.youtube.com/watch?app=desktop&v=KvHlzSf4oRo>

Interpretation - into perspective conversation:

- Explore some of the themes in the story by asking students what they think the author's message is. Some themes that you might mention or explore would be:
 - Who are refugees and migrants?
 - What makes people leave their homes?
 - How do refugees and migrants travel?
 - What rights do refugees and migrants have? Explore the website:
<https://www.unhcr.org/uk/>

Vocabulary:

- Explain that the story is going to be used to learn about word choice and word imagery. Share with the class the definition of homonym, and ask them to vote on whether 'silence seeker' and 'asylum seeker' are homonyms. Do the same for synonym – is the boy really seeking silence, and does silence mean the same as it usually does? Is peace the same as silence?

Conversation questions about refugees

STUDENT A's QUESTIONS (Do not show these to Student B.)

- (1) What comes to mind when you hear the word 'refugee'?
- (2) Are there many refugees in your country?
- (3) What rights do and don't refugees have?
- (4) How do you imagine the situation for refugees will be in near future?
- (5) What's the difference between political refugees and economic refugees?
- (6) What do you think it's like to suddenly lose your home and way of life and end up in a refugee camp?
- (7) What problems might refugees bring to the countries they go to?
- (8) What benefits are there to countries who accept refugees?
- (9) When do you think the concept of refugees first started?

STUDENT B's QUESTIONS (Do not show these to Student A.)

- (1) How do you think countries decide who is a refugee and who isn't?
- (2) Can you be a refugee in your own country?
- (3) If a refugee camp turns into a bustling town with businesses, roads and communities, is it still a refugee camp?
- (4) What should people do on World Refugee Day (June 20)?
- (5) What do you know about the UN's refugee agency, the UNHCR (United Nations High Commission for Refugees)?
- (6) What's the difference between a refugee, a migrant and an internally displaced person?
- (7) Where do you think today's refugees from Darfur, Iraq, Burma and Afghanistan will be twenty years from now?
- (8) Would you give money to refugee charities?
- (9) What questions would you ask a refugee?

Supplerende materialer

Følgende er forslag til supplerende materialer, der evt. kan lånes på dit lokale CFU.

- Ankomsten, en tegneserie af Shaun Tan – en ordløs fortælling om at være flygtning i et fremmed land
- Who are Refugees and Migrants and what makes people leave their homes and other big questions, en fagbog af Michael Rosen and Annemarie Young – Wayland 2016
- Diverse materialer om Ellis Island
- Cicada af Shaun Tan – en billedbog om diskrimination
- The Boy at the back of the class, en roman af Onjali Q. Rauf