

'After the War' SMSC/personal development focus

Lesson objective: To reflect upon human responses to major adversity and life changes and consider how it is individuals adjust to new communities, challenges and opportunities	
Starter (Slide x)	<p>To pre-teach or revise the key vocabulary for the lesson, introduce your young people to a definition of <i>resilience</i>.</p> <p>On the board, show slide 3, and explore ask students about other related concepts, terms or values that could link to resilience (ideas might include growth mindset, positive mental attitude, optimism, persistence, determination, hope and faith?)</p> <p>Create a mindmap of ideas and through questioning and class discussion, draw out examples of resilience – and why the characteristic/trait of resilience might be important.</p>
Context	<p>On board, show slides 4-6, as stimuli to introduce students to the context/stimuli of this lesson: Explain, by studying extracts from a fictional story based on a historical event, we are going to explore how individuals responded to a very specific adverse situation, and adjusted to new challenges and opportunities: surviving the Holocaust as a child and coming to a new country as a refugee. We will focus on Yossi, a <i>composite character</i> (not a real person, but a character whose story was drawn from the experiences of several of the Windermere Boys) from Tom Palmer's <i>After the War</i></p> <p><i>Introduce the Windermere Boys, the Holocaust etc – and context of the novel.</i></p> <p>*See the <u>Introduction and Guidance notes</u> for additional historical context and summary information about <i>After the War</i></p>
Analysis and Discussion	<p>Use slides 8 and 9, or copies of <i>After the War</i> and as a class close-read the extracts taken from Chapter 14. Check student comprehension and encourage reflection with questioning and discussion.</p> <p>To support you in this, notes are provided within the PowerPoint slides regards possible discussion points, activities or avenues of response (plus slide 10)</p>
Self Reflection and Discussion	<p>Use slide 11, to encourage reflection on resilience – the positives of demonstrating it, honing and cultivating it (why resilience is a positive characteristic), but also consider where resilience may be problematic, unhealthy or indeed dangerous.</p> <p>Capture student class discussion by completing the Venn diagram</p> <p>*Students need to recognise that resilience after trauma is only positive when supported – Yossi had friends around him who had experienced similar things. He had people he could talk too and people that would listen to him. The Windermere Boys (albeit trauma, mental health support and counselling was relatively new then) had experts trying to support them. They need to see that people can adapt, be welcomed and overcome adversity, when supported.</p>

	To support you in this, notes are provided within the PowerPoint slides regards possible strengths/weaknesses for the Venn diagram.
Bringing it together	<p>With your students having completed the close-reading and having reflected upon what it</p> <p>Use slide 12, and the visual stimuli and accompanying prompt questions to clarify historical context and as a plenary to the learning</p>
Extension	<p>To build on this work consider researching the life of one or more of the real-life Windermere Boys - for example, Sir Ben Helfgott and Roman Halter, who were pictured in slide 12. Use the extension task resources sheet to help you with this. In what ways did they show resilience? What strategies or tools did they use during their lives to adjust to their new communities, challenges and opportunities? (<i>sport, art, faith, education, marriage and family, business</i>)</p>