

SOMEONE  
*like* ME

**CONCERN**  
worldwide

# WELCOME TO CONCERN WORLDWIDE'S TEACHER COMPANION TO SOMEONE LIKE ME.

This book explores the lives of children living in countries around the developing world, with the aim of introducing children in Ireland to concepts of development in a way they can understand. With colourful illustrations and easy-to-read stories, *SOMEONE LIKE ME* takes young readers on an exciting journey around the world to countries like Somalia, Bangladesh and Lebanon, where they learn about children just like them – their struggles, bravery and dreams for the future.

Within this resource you will find a guide to each child featured in *SOMEONE LIKE ME* to explore the stories of children across the developing world. Each child has experienced hardship through a variety of reasons, ranging from severe poverty to conflict. With accessible questions and interactive activities based on each chapter, teachers will be empowered to confidently approach issues of development in the classroom.

## **CURRICULUM LINKS**

This resource is suitable for Senior Primary School level. Beside some of the curriculum links, we have highlighted specific stories which relate. However, the entire book has been written with the curriculum in mind.

Please see next page for links to the English curriculum:

<b>ORAL LANGUAGE</b>	<b>Stage 3</b> Third and Fourth class Through appropriately engaging learning experiences, children should be able to	<b>Stage 4</b> Fifth and Sixth class Through appropriately engaging learning experiences, children should be able to
<b>Engagement, listening and attention</b>	<p>Recognise themselves as listeners and speakers, engaging purposefully and empathetically with others.</p> <p>-----</p> <p>Express their individuality through their knowledge and use of various languages.</p> <p>-----</p> <p>Actively listen and extract meaning and enjoyment from conversations and texts in a range of genres and where possible, in various languages.</p>	<p>Actively listen and attend for extended periods of time, to include other languages where appropriate, listening for more detail and nuanced meanings.</p> <p>-----</p> <p>Evaluate how the purpose, situation and audience /listener influence the speaker's register, dialect and accent.</p>
<b>Vocabulary</b>	<p>Select and apply a variety of strategies to acquire a wide range of words and phrases from different sources such as literature, subject-specific texts and other languages.</p>	<p>Critically select and use a wide-ranging, complex oral vocabulary, phrases and figurative language for familiar, abstract and subject-specific concepts and topics, as appropriate to audience and purpose.</p>
<b>Demonstration of understanding</b>	<p>Demonstrate understanding by listening actively to, understanding, analysing and responding appropriately to conversations and texts in a range of genres and across other languages where appropriate.</p> <p>-----</p> <p>Respond creatively and critically to what they have heard and experienced.</p>	<p>Demonstrate understanding by listening actively to, analysing, comparing and evaluating conversations and texts in a range of genres and across other languages where appropriate.</p> <p>-----</p> <p>Respond creatively and critically to what they have heard and experienced.</p>
<b>Requests, questions and interactions</b>	<p>Express personal needs, opinions and preferences, explaining and justifying their perspective.</p> <p>-----</p> <p>Ask and answer a variety of questions – open, closed, leading, rhetorical – for a range of purposes, such as exploring and discussing texts; clarifying and extending thinking; comparing views and opinions; interviewing, speculating, arguing and persuading.</p>	<p>Express personal needs, opinions and preferences, explaining and justifying their perspective.</p> <p>-----</p> <p>Select how and when it is appropriate to ask and answer a wide range of question types; open, closed, leading and rhetorical, for an increasing range of complex purposes.</p>
<b>Retelling and elaboration</b>	<p>Create narratives and retell stories and events, both real and imaginary, for various audiences, using imaginative and figurative language, elaborating where appropriate.</p>	
<b>Information giving, explanation and justification</b>	<p>Analyse and select information to communicate ideas and opinions for a variety of purposes, such as informing, debating, explaining, justifying and persuading.</p>	
<b>Description, prediction and reflection</b>	<p>Describe, predict, reflect upon and evaluate actions, events, processes, feelings and experiences relating to a wide range of real and imaginary contexts.</p>	

# READING

## Stage 3

Third and Fourth class  
Through appropriately  
engaging learning  
experiences, children  
should be able to

## Stage 4

Fifth and Sixth class  
Through appropriately  
engaging learning  
experiences, children  
should be able to

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### Engagement

Develop their interest in and enjoyment of literature and reading in a variety of genres across the curriculum.

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### Vocabulary

Acquire deep and broad vocabulary knowledge to facilitate independent comprehension of texts, to include subject-specific texts.

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### Comprehension

Compare and select comprehension strategies flexibly and interchangeably and use background knowledge to engage with text in a variety of genres independently or collaboratively.

Choose, justify, and apply comprehension strategies to engage with text in a variety of genres across the curriculum, independently or collaboratively, and continue to draw on background knowledge.

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Compare and synthesise information, thoughts, and ideas from a variety of text sources.

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## SUGGESTED ORAL LANGUAGE AND WRITING ACTIVITIES

### ORAL LANGUAGE

Use mime to convey ideas, reactions, emotions, desires and attitudes  
(Lucia, Haiti)

Practise the common social functions in the everyday context of class and school and through improvisational drama (Ahmed, Lebanon)

Explore reactions to ideas through improvisational drama. (Ahmed, Lebanon)

Extend and develop his/her response to increasingly challenging reading material discussion through poetry, writing, drama, visual arts, movement, dance (Lucia, Haiti)

Discuss with others his/her reactions to everyday experiences and to local, national and world events

Discuss issues of major concern

Discuss the concerns of other children (Paul, Liberia)

Explore reactions to ideas through improvisational drama. (Ahmed, Lebanon)

### READING

Corner displays of writing anthologies of his/her and others' writing captioned drawings

Observe the teacher modelling different writing genres writing about a personal experience, writing a letter, writing a description (Grace, Malawi)

Support arguments and opinions with evidence from the text

Relate personal experience to the ideas and emotions conveyed in the text (Aisha, Bangladesh)

Analyse in writing his/her reactions to personal experiences

Express in writing reactions to the experiences of others

Write stories and poems

Express a personal reaction to ideas, emotions and images encountered in literature

Write short plays based on activity in improvisational drama (Ahmed, Lebanon)

# RAMON

FROM  
PHILIPPINES

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1. Where does Ramon live?
2. Why does Ramon's Dad tell him to be careful to not break the coral?
3. Describe what Ramon's family did when the storm hit.
4. How do you think Ramon and his little sister felt when they had to flee their home because of the storm?
5. Explain how the big storm destroyed Igbon.
6. How did Concern help rebuild the village? List three ways Concern helped.
7. Why was it important that Concern helped to fix the coral in the sea?
8. Concern helped Ramon's Dad to fix his boat. Why was this very important for Ramon's family?
9. Write four bullet points (in your own words) about Ramon's country, The Philippines.

10. **Activity Classrooms:**

**NEED: PAPER, PENS AND MARKERS**

- Instruct students that Ramon's school got damaged in the storm and he is now going to a temporary school
- Ask students to divide their page into two
- Ask on one side to draw your classroom and on the other draw what you think Ramon's classroom might look like
- When students are finished, ask them to explain the similarities or differences to their partner

# MARIAM

## FROM SOMALIA

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1. Why do Mariam and her family live in a camp outside Bulo-Sidow?
2. Mariam and her family originally lived in the village of Bulo-Sidow. Do you think Mariam had an easy or tough life there? Why?
3. How did Mariam and her family travel to the camp from their village?
4. Why do you think that Mariam and her family travelled to the camp?
5. Do you think the camp sounds like a fun place for a ten year old? Why or why not?
6. How did the health worker help Amala?
7. Why was Mariam nervous about going to school in the camp?
8. What are Mariam's hopes for the future?
9. Write four bullet points (in your own words) about Mariam's country, Somalia.
10. **Activity: Poster**

### NEED: PAPER AND MARKERS

- Explain to students that many girls like Mariam grow up in very poor communities and don't have the chance to go to school
- Ask students for homework, to find out how many girls are out of school across the world
- Ask students to make a poster to highlight these issues
- Create a display in class of all of the awareness posters

# AHMED

## FROM LEBANON

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1. Describe Ahmed's life in Syria before the war. Use four adjectives to describe it.
2. What were Ahmed's favourite subjects?
3. Why were there protests against the government in 2011?
4. How did war break out?
5. Why did Ahmed's parents stop him from going to school?
6. After going to stay with his cousins, where did Ahmed's family travel to?
7. Do you think Ahmed liked living in Lebanon? Why or why not?  
Give three reasons.
8. Why did Ahmed find his new class difficult?
9. Write four bullet points (in your own words) about Ahmed's country, Syria.
10. **Activity: Drama**
  - Place students in three groups
  - Instruct students that they are going to perform three short separate drama pieces looking at the life of Ahmed before the war, travelling to Lebanon and life in Lebanon. HINT: for more reserved students, they can be in charge of script or writing or directing
  - Ask students to focus on the emotions and tone of each piece- e.g. Before the war - happy, comfortable
  - Ask students to present drama pieces. Elicit responses from students regarding how conflict can impact and change lives



# PAUL

## FROM LIBERIA

1. Where does Paul live and who was his country founded by?
2. Name three terrible things the rebels did during the civil war.
3. Why did people become poor during the war?
4. Why did Paul's sister not go to school in the past?
5. Describe what you think life would have been like for Paul's community before Concern helped build the water pump.
6. Why could Paul's teacher not go to school to teach?
7. Why were the doctors very busy?
8. How did Concern help children like Paul keep up in school?
9. Write four bullet points (in your own words) about Paul's country, Liberia.

10. **Activity: What I want to be when I grow up**

**NEED: MARKERS, POST ITS**

- After reading the story of Paul, give students a post it each
- Ask students to write down what they would like to be when they grow up and place behind their chair. Invite students to chat with each other about what they would like to be
- Ask students what do they think they will need to do to achieve their dream job?  
HINT: Elicit responses about education, school etc
- Ask students to imagine themselves in Paul's community. Ask them to look at their post its. Do they think they would still be able to achieve their dream? Why or why not?

# AISHA

## FROM BANGLADESH

1. Where does Aisha and her family live and what does the name of the place mean?
2. Describe in five sentences what Aisha's life was like before they moved to their current home.
3. Why did Aisha and her family end up living on the street?
4. How has life changed for Aisha's mother since they moved to their new home and what is she now doing?
5. What does Aisha like to do for fun? Is this similar or different to what you or your classmates enjoy doing?
6. Why does Aisha like the name of the centre? Why do you think it is called this?
7. Explain how you think that Aisha's mother feels now that they have a safe place to live?
8. What are Aisha's hopes for the future and try to explain why she might want to do this when she is older.
9. Write down four bullet points (in your own words) about Aisha's country, Bangladesh.

10. **Activity: Comic Strip**

**NEED: PAPER, MARKERS, PENS**

- Instruct students to divide their page into eight boxes (like a comic strip); four at the top and four at the bottom
- In the top four boxes, ask students to draw a story board about Aisha's life before she moved to the centre
- In the bottom four boxes, ask students to draw a story board about Aisha's life now
- Ask students if they see any differences in Aisha's life
- Ask students to present drama pieces. Elicit responses from students regarding how conflict can impact and change lives

# SAMUEL

FROM  
KENYA

1. Describe where Samuel lived before moving to Nairobi.
2. Describe where Samuel lived after moving to Nairobi – what are the main differences.
3. Explain why Samuel and his family had to move from their home. What happened to their animals and their crops?
4. How would it affect your life if there was suddenly no water? Try to write six sentences.
5. Why do you think that there aren't a lot of toilets in the slums?
6. How did Samuel feel when he didn't have enough to eat?
7. What did Concern give to Samuel's mother that help changed their lives?
8. What is Samuel's dream job for the future and why does he want to do this?
9. Write down four bullet points (in your own words) about Samuel's country, Kenya.

10. **Activity: How much water?**

**NEED: MARKERS, POST ITS**

- Ask your students to discuss how they use water everyday
- Over the course of one or two days, ask the students to track how much water they use using the following information:
  - 5 minutes in the shower = 72L
  - Cooking and drinking = 15L
  - Brushing teeth with the tap off = 1L
  - Washing hands = 15L
  - Flushing the toilet = 6L per flush
  - One cycle on the washing machine = 45L
- Discuss the classes' findings of this. Tell them that the average Irish person uses 150L of water a day.
- Now, tell the group that in developing countries, people often survive on around 20L of water per day each.
- In groups, ask the students to brainstorm what they would have to change and how it would affect their lives if they only had 15L of water.

# GRACE

FROM  
MALAWI

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1. Why does Grace love market days?
2. Describe a day in the life of Grace (try to write 5 sentences or 6 bullet points).
3. Who is responsible for growing food and why?
4. Why do you think Grace's brother doesn't help with the chores? What is your opinion of this?
5. Explain two reasons why Grace hated collecting the water
6. What is a borehole and how did it make life for people in Grace's village easier?
7. Grace's mother learnt new skills. How was this useful for Grace's mother and their family?
8. Why did Grace not go to school often before? What changed this?
9. Write four bullet points (in your own words) about Grace's country, Malawi.
10. **Activity: Pen Pals**

NEED: PAPER AND PENS

- Explain to students that they are going to write a letter to Grace.
- Ask students to tell her about a day in your life, as well as your hopes and dreams for the future.
- Ask students to ask Grace any questions that you might have after reading her story.

# LUCIA

FROM  
HAITI

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1. Why will Lucia never forget 12th January 2010? Describe Lucia's day on that date.
2. Describe what would happen to your community if this event happened in Ireland? How would it affect you personally?
3. What did Lucia and her family do after this event?
4. Explain two things that Lucia was worried about in the two days after. Why was she worried about them?
5. What did Concern and other organisations do to assist people during this time?
6. How did the 'child friendly space' help Lucia?
7. How have Concern worked with people in Haiti to plan ahead?
8. Lucia's mother's life has changed a lot. Describe three ways in which it has changed. What do you think was the biggest change?
9. Write down four bullet points (in your own words) about Lucia's country, Haiti.
10. **Activity: Freeze Frames**
  - Divide students into groups of three or four. Ask them to make three freeze frames:
    - The day of the earthquake
    - Lucia's life in the days after this
    - Lucia's life now and hopes for the future
  - Ask half the groups to 'perform' their freeze frames and the other half of the group will watch.
  - Allow time to discuss what emotions and experiences are being expressed.
  - Discuss whether these are any different to if this would have happened in Ireland.

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ENDING  
EXTREME POVERTY  
WHATEVER  
IT TAKES

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