



Learning Resources

A wide range of cross-curricular activities to explore refugee issues, bullying, friendship, empathy, wildlife conservation, different cultures, religion and belonging.

*Curriculum for Excellence Level 2 and Key Stage 2
(Ages 9-12)*

Introducing The Fox Girl and the White Gazelle

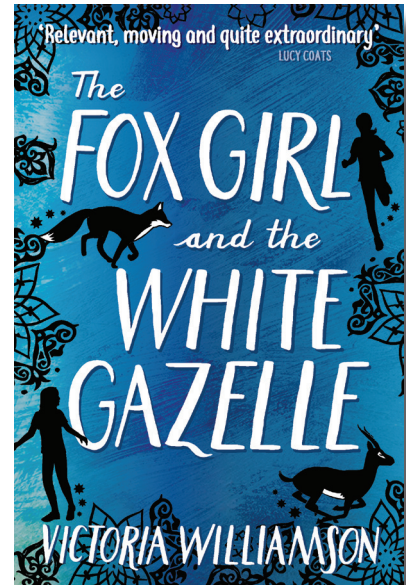
Reema runs to remember the life she left behind in Syria.
Caylin runs to find what she's lost.

Under the grey Glasgow skies, twelve-year-old refugee Reema is struggling to find her place in a new country, with a new language and without her brother. But she isn't the only one feeling lost. Her Glaswegian neighbour Caylin is lonely and lashing out.

When they discover an injured fox and her cubs hiding on their estate, the girls form a wary friendship. And they are more alike than they could have imagined: they both love to run.

As Reema and Caylin learn to believe again, in themselves and in others, they find friendship, freedom and the discovery that home isn't a place, it's the people you love.

Heartfelt and full of hope, *The Fox Girl and the White Gazelle* is an uplifting story about the power of friendship and belonging. Inspired by her work with young asylum seekers, debut novelist Victoria Williamson's stunning story of displacement and discovery will speak to anyone who has ever asked 'where do I belong?'



About the Author

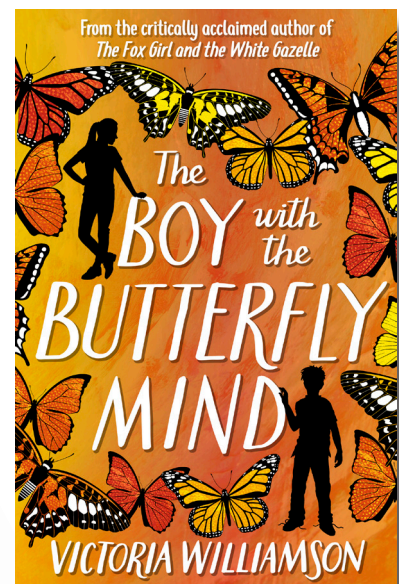
Victoria Williamson is a primary school teacher with a Master's degree in special needs education. She has worked as a science teacher and teacher trainer in Cameroon and Malawi, an English as a foreign language teacher in China, and as a special needs teacher in the UK. Victoria's experiences teaching young asylum seekers in Glasgow inspired her first novel, *The Fox Girl and the White Gazelle*, an uplifting tale of friendship between Glasgow girl Caylin and Syrian refugee Reema.

Victoria is available for school visits and festivals – find out more information on her website: <http://strangelymagical.com/> or contact her at: victoria.r.williamson@goolemail.com

Also by Victoria Williamson

Jamie just wants to be normal, but his ADHD doesn't make it easy. Elin just wants to be perfect, so that her dad will come back to live with her. When their two families blend, sparks fly.

But perhaps there's no such thing as normal after all...



Contents

Section 1: Health and Wellbeing.....	4	Section 6: Expressive Arts.....	27
Empathy Activities.....	4	Activity 1: Silhouettes.....	27
Activity 1: Getting the Full Picture.....	4	Activity 2: Model of Local Environment.....	27
Activity 2: Two Sides of the Same Story.....	5	Activity 3: Favourite Places.....	27
Empathy Resources.....	6	Activity 4: Souk Display.....	28
Identity Activities.....	7	Activity 5: Fox Habitats Collage.....	28
Activity 1: Uniqueness and Things in Common.....	7	Art Resources.....	28
Activity 2: Identities.....	7	Activity 6: Hot Seating.....	29
Activity 3: Top Trump Cards.....	8	Activity 7: Favourite Music.....	29
Activity 4: Masks (Art and Drama).....	8	Activity 8: Relay Races.....	30
Activity 5: Creative Writing.....	9	Section 7: Science and Technology.....	31
Diversity Activities.....	10	Activity 1: Foxes in Scotland.....	31
Activity 1: Diversity Study.....	10	Activity 2: The John Muir Award.....	31
Activity 2: Diverse Books.....	10	Appendices.....	32
Anti-Bullying Activities.....	11	Appendix 1: Identity Questionnaire.....	32
Activity 1: Reasons for Bullying.....	11	Appendix 2: Top Trump Card Blanks.....	33
Activity 2: Types of Bullying.....	11	Appendix 3: Animal Pictures.....	34
Activity 3: Anti-Bullying Week Quiz.....	12	Appendix 4: Diversity in Books Study.....	35
Activity 4: Dealing with Negative Emotions.....	12	Appendix 5: Types of Bullying.....	36
Anti-Bullying Resources.....	12	Appendix 6: Anti-Bullying Week Quiz.....	37
Friendship Activities.....	13	Appendix 7: Quiz Answers.....	38
Activity 1: What Makes a Good Friend?.....	13	Appendix 8: Suggested Items.....	39
Activity 2: Make Your Class a Friendly Place.....	13	Appendix 9: Postcard Template.....	39
Activity 3: Small Acts of Kindness.....	13	Appendix 10: Migrant Headlines.....	40
Friendship Resources.....	14	Appendix 11: Refugee Definitions.....	41
Section 2: Social Studies.....	15	Appendix 12: Scots Words.....	43
Refugee Activities.....	15	Appendix 13: Suffixes and Prefixes.....	43
Activity 1: Refugee Definitions.....	15	Appendix 14: Five Pillars of Islam Videos.....	44
Activity 2: Treasured Items.....	15	Appendix 15: How Much Does it Cost?.....	45
Activity 3: What Would You Bring?.....	15		
Activity 4: Needs and Wants.....	16		
Activity 5: Rights Respecting Schools Programme.....	16		
Activity 6: Decisions on a Journey.....	16		
Activity 7: Welcome or Not Welcome?.....	17		
Activity 8: Create a New Broadcast.....	17		
Activity 9: Further Refugee Research.....	18		
Refugee Resources.....	18		
Section 3: Literacy and English.....	19		
Activity 1: Postcard Home.....	19		
Activity 2: Newspaper Article.....	19		
Activity 3: Story Setting Inspiration.....	20		
Activity 4: Poetry.....	20		
Activity 5: Shape Poems.....	21		
Activity 6: Scottish Words.....	21		
Activity 7: Call My Bluff.....	21		
Activity 8: Creating a Book Trailer.....	22		
Activity 9: Race Commentary.....	22		
Section 4: Religion and Moral Education.....	23		
Activity 1: Finding out about Islam.....	23		
Activity 2: Visit a Mosque.....	23		
Activity 3: Ramadan.....	23		
Activity 4: Syrian and Scottish Recipes.....	24		
Activity 5: Discussing the Hijab.....	24		
Section 5: Mathematics.....	25		
Activity 1: Paying the Bills.....	25		
Activity 2: How Much Does it Cost?.....	25		
Activity 3: Shopping Bills.....	26		
Money and Budgeting Resources.....	26		



Section 1: Health and Wellbeing

Empathy Activities: Seeing the world from someone else's point of view

'Research has shown that we are more likely to feel empathy for those who are similar to us. However, to empathise with others from different backgrounds takes a greater effort of imagination. You can't experience everything that happens to another person, but you can use your imagination to give you their perspective.'

– [British Council](#)

Activity 1 – Getting the Full Picture

For this activity you will need:

- ✿ Copies of a picture, photograph or painting that has been cut into between four to six pieces.

Two examples that work well for this activity are *Heaven and Hell II* by Carmen Lomas Garza, and *The Life of a Hunter* by Arthur Fitzwilliam Tate.

(Tip – other useful pictures can be found in a web search for 'narrative art').

Read the section of the novel where Caylin and Reema meet for the first time, from the final pages of Chapter 3 and the first two pages of Chapter 4. Discuss the girl's two different perspectives on this meeting:

- ✿ What is Caylin's first impression of Reema, and what is Reema's first impression of Caylin?
- ✿ Why are they different?
- ✿ Why do you think Caylin feels hostile towards Mrs Mitchell, while Reema thinks she looks friendly?

Teaching Notes:

Organise the students into small groups of between four to six. Distribute one piece of the picture to each student in the group. Make sure the students don't show each other their pieces at this stage. Ask them to sketch what they think the rest of the picture will look like, and then share their version of the final picture with the rest of the group. What are the similarities between the pictures? What are the differences? Why do they think these came about? Now have the students share their piece of the picture with their group and put it back together as a whole.

Introduce the concept of **perspective**. Explain that perspective is point of view – how someone sees a situation, and their feelings and opinions about a situation. Point out that there are always at least two sides to every story, which is why people go to court and why teachers ask each student involved in a disagreement to tell his or her side of a story

Relate the idea of perspective to reading: Explain to students that when we read, we see the story from the perspective of the narrator, i.e. whoever is telling the story at a particular point. Explain that we come to understand a character's perspective by creating mental images. When we pay attention to a character's perspective (or all of the characters' perspectives), we are engaging in **critical thinking**, and this kind of thinking helps us be better readers. Sum up the explanation of perspective with the analogy of "walking in someone else's shoes." In the case of reading, you are taking off your own shoes and putting on the narrator's shoes to walk through the story.

Alternative Perspective Activity:

This activity can also be done using pictures that have been photocopied so half of the picture is blanked out. Images that are great for this activity can be found at:

Shopper and Man Begging: <https://bit.ly/2xzZnEQ>

Sunbathers and Refugees: <https://bit.ly/2OJp01z>

Golfers and Refugees: <https://bit.ly/2xNFBVF>

Twin Towers: <https://bit.ly/2Nz1BP8>

Flower and Soldiers: <https://bit.ly/2xH4l1Y>

Skyscrapers and Slums: <https://bit.ly/2xzi0hc>




Ask each group to discuss what they think is on the other side of each picture, then show them the complete picture. Discuss perspective as above.

Activity 2 – Two Sides of the Same Story

Read the final pages of **Chapter 16** and the first page of **Chapter 17** which describe Reema and Caylin's first race together. Have a discussion about why the girls each thought they had come out the winner. Was one of them right? Were they both right? Which of them do you think is the best runner and why?

Teaching Notes:

Split the students into pairs, and ask them to write an account of an activity they do together. This could be describing a playground incident, a sports day, a school performance, a class activity, a lunchtime in the school cafeteria or an afterschool club – anything that the students find particularly memorable about that day. It's important that the pairs agree to write about the same event. The account should include a short description about what happened, what the writer thought and felt, and how the writer thought their partner was acting and feeling at the time. After the activity have students swap their account with their partner, and read the event from their partner's point of view. The partners should then discuss if descriptions were similar or different:

-  Did you experience the incident or activity differently?
-  Did you guess correctly about how your partner was thinking and feeling at the time?
-  Can you understand why your partner might have felt differently about an experience or activity?

Open this up to a classroom discussion about the areas of similarity and difference, and how these might have occurred.

Finally, sum this activity up by explaining to the students that Empathy is the ability to understand how someone else is feeling or to understand the situation they are in. It is the ability to "put yourself in someone else's shoes" and to understand the way a situation might make them feel. A full definition of empathy has two parts: shared emotion and seeing someone else's point of view.

First, empathy is about sharing an emotion with someone, or feeling the way they feel, even if you aren't in the same situation. When you feel an emotion along with someone, even if you aren't directly affected by whatever is causing their situation, that's empathy.

The second part of a definition of empathy is about being able to understand someone else's way of looking at a situation, even if you see it differently. We often call this "putting yourself in someone else's shoes" and it means you see things from their point of view, or from their perspective. Having empathy means you can step back from the way you see a situation and think about how someone else might feel from their side of the story.

Empathy Resources:

- ✿ Teaching Tolerance has lots of free resources dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences: <https://www.tolerance.org/>
- ✿ Times Education Supplement Friendship Resources for primary schools: <https://www.tes.com/teaching-resources/blog/friendship-resources-eyfs-and-primary>
- ✿ Roots of Empathy, a classroom program designed to reduce levels of aggression among schoolchildren by raising social/emotional competence and increasing empathy: <http://rootsofempathy.org/>
- ✿ Classroom resources for teaching tolerance lessons: <https://www.tolerance.org/classroom-resources/lessons>
- ✿ Lesson plans for teaching multiple perspectives: <http://www.readwritethink.org/classroom-resources/lesson-plans/multiple-perspectives-building-critical-30629.html?tab=4>



Identity Activities

Activity 1 – Uniqueness and Things in Common

Discuss - What makes Caylin and Reema unique? In what ways are they the same?

Fill in the 'Identity questionnaire' in Appendix 1. Compare your answers with the other students. Go round the class and find someone who has the same:


 Eye colour


 Favourite TV show

 Favourite music


 Favourite film


 Favourite food


 Favourite clothes


 Plays the same musical instrument, the same sport, or has the same hobby

(Teaching tip: Make this a game. Give the students a set time — eg three minutes — and see who can collect the most people with the same things in common. It's great to get students moving about a classroom, drama hall or playground for an activity like this.)

 How many things do you share in common with other people in the class and how many things about you are unique?

 Discuss why it might sometimes feel easier to make friends with someone who has a lot of things in common with you (e.g. you can talk about your favourite tv shows and music, you can play the same games after school etc).

 Now come up with ways to get to know someone you don't have much in common with (e.g. watching one of their favourite tv shows or films with them, sharing your favourite music together, trying an afterschool sports club, music club or activity you haven't done before).

 Try this out, for a week, and see if you can get to know someone new a little bit better.

 Share your experiences with the class.

Activity 2 - Identities

Brainstorm all of the things that influence your **identity** – what makes you unique. Factors that influence identity include:

 Language

 Culture

 Gender

 Family

 Friends

 Media (music, films, tv shows)

 Interests and hobbies

 Your city, town or community

 Your country

 Traditions and celebrations

 Religion

 Clothes

Which of these things do you think influences you the most? Rank them in order of importance.

Now think about Caylin and Reema's identities – the 'Fox Girl' and the 'White Gazelle'. Do you think these names suit them? Why?

- ✿ Look again at the identity questionnaire, and come up with a special name for yourself based on the things that make you unique. Caylin and Reema have a fox and a gazelle logo to identify their chapters in the book. If you had a logo to identify you based on your identity questionnaire, what would it be?
- ✿ Write your special name and draw your logo on a piece of card.
- ✿ Now pass the card round the class and have one student hold up a card at a time and try to guess the real name of the person who drew it based on their special name and logo.

Activity 3 – Top Trump Cards

Turn your logos into a class set of Top Trump cards using the card blanks in Appendix 2. To get some ideas you can look at the #FoxandGazelle Top Trumps competition that other schools entered here:

<http://strangelymagical.com/competitions/>

- ✿ Draw your logo and write your character name in the blank box at the top.
- ✿ Agree as a class what the five character attributes will be. These could be, for example, Strength, Speed, Imagination, Kindness, Stamina, Magic Power, Courage or Loyalty.
- ✿ For each person in the class, write a random number between zero and one hundred on a piece of paper and put it in a box (for example, if there are thirty people in the class, there should be thirty pieces of paper in the box).
- ✿ For the first character attribute, everyone should draw a piece of paper from the box and write that number as their first character attribute.
- ✿ Repeat this for the other four character attributes until everyone has a randomly assigned number for each one.
- ✿ Now your class is ready to play Top Trumps!

If you're not sure how to play Top Trumps, have a look at the rules here:

<http://www.toptrumps.com/how-to-play-top-trumps/>






Activity 4 – Masks (Art and Drama)

Design a mask to go with your special name and logo. This can be drawn on card, cut out and decorated with coloured pens, paint, feathers or wool depending on the type of character you have chosen. It can also be made out of papier mache. Find out how to do this here:

[https://www.wikihow.com/Make-a-Papier-M%C3%A2ch%C3%A9-Mask-\(for-Kids\)](https://www.wikihow.com/Make-a-Papier-M%C3%A2ch%C3%A9-Mask-(for-Kids))




Now think about how Caylin's Top Trumps character (a fox), Reema's character (a gazelle) and the author's character (a scorpion) move. Move around the room like them. One person at a time should pick an animal card (found in Appendix 3) and move round the room like this animal. Can the rest of the class guess which animal it is?

Now take your masks and try to answer the following:




-  How do you feel when you put the mask on?
-  If it's an animal, what sound does the animal make?
-  If it's a person or character, how do they talk?
-  How does your character move?
-  Create a parade with your character masks with different sounds and movements to represent your character.

Activity 5 – Creative Writing




Read the second half of **chapter twelve** until the end (**pages 86–89**), where Caylin and Reema meet and talk in the park. Then read the middle section of **chapter 21** (**pages 145–146**). Discuss:

-  What are the main differences in the ways that the girls speak? (Caylin uses contractions and Scottish words, Reema uses Arabic words and no contractions because there are no contractions in the Arabic language).
-  Why do you think Reema sounds different when she is narrating (i.e. speaking as though she's thinking aloud) than when she's talking to Caylin?
-  Why do you think the girls speak so differently and narrate their stories so differently?

The way that a character speaks and narrates is called 'voice', and every character in a story has a very different voice. Their voice will depend on their background story, and all of the things that make up their identity. To practise writing character voice, try the following:

-  Think about the Top Trumps character you created for Activities 2 and 3. Can you come up with a backstory for your character to tell people about their life and experiences?
-  Think about how this backstory would affect the way your character would talk. If it's an animal, how would they interact with other animals? Would they be friendly? Suspicious? Arrogant? Frightened?
-  Write a short passage to describe your character meeting your teacher or your parents for the first time!

Or:

-  Use the identity questionnaire you filled in for Activity 1 to come up with a character who is the opposite to you in every way.
-  How do you think this character would talk? Would it be very different from the way you express yourself?
-  Write a short passage for this character using their voice to describe what they do at the weekend, their day at school, or an argument they have with a friend.

Diversity Activities

Activity 1 – Diversity Study (Mathematics - Statistics)

According to research done by the [Arts Council England](#), of the 9,115 children's books published in 2017, only 4% of them (391) had a black or minority ethnic (BAME) character in them. Just 1% of them featured a BAME main character, and a quarter of them only featured diversity in their background casts. This compares to 32.1% of schoolchildren in England who were from ethnic minority backgrounds in the same year, according to the Department of Education.

Use the table in Appendix 4 as a starting point – you can change this or add different categories of character. Look at the books in the school library or class bookshelf, and write down the number of main characters and support characters in each category.

Create a bar chart to display your results. An example of this type of chart is shown in Appendix 4.

Discuss:

- ✿ Do the results surprise you, or are they what you expected?
- ✿ Are there many more of one type of main character or background character in the books in your library or class bookshelf, or are they roughly equal?
- ✿ Why do you think this is?
- ✿ Does the percentage of each type of character reflect your class, or your school?
- ✿ Would you like to read more books with different characters? Why? Why not?
- ✿ Do you feel you need to have something in common with a character in order to get into a story and get behind a character? Or can you see the similarities and empathise with them regardless of their background, culture, religion or gender?

Activity 2 – Diverse Books

Discuss – can your class come up with a more diverse list of books for your class bookshelf or school library? Research some of these books online. Some suggestions can be found at:

Letterbox Library: <https://www.letterboxlibrary.com/>

Love Reading 4 Kids: <https://www.lovereadingleading4kids.co.uk/genre/div/Diverse-Voices.html>

Mirrors Windows Doors: <http://mirrorswindowsdoors.org/wp/uk-book-list-diverse-voices-the-50-best-culturally-diverse-childrens-books/>



Anti-Bullying Activities

Activity 1 – Reasons for Bullying

Read the first half of **chapter 3 (pages 17–21)** up to the point where Caylin runs home with her chips, and discuss Caylin's reasons for bullying Zoe and stealing her money. Do you think Caylin's actions make her a bad person? Why?

Now read **pages 62–63 of chapter 9** which show Caylin being targeted by older high school students.

Discuss – does this make you feel sorry for Caylin, or do you think she deserves this treatment for being a bully herself? Why?

Watch the music video by Ditch the Label on one possible reason why some people bully: <https://www.youtube.com/watch?v=Hizno9UvWEs>

Now discuss:

- ✿ What are some of the other possible reasons why people bully?
- ✿ What are some of the reasons why people become the target of bullying?
- ✿ Have you ever teased someone about being different? Because of their hair, their clothes, the way that they talk, the music that they like?
- ✿ Have you ever been bullied for these reasons?

Activity 2 – Types of Bullying

Brainstorm the different types of bullying (name-calling, teasing, physical violence, excluding/ignoring someone, gossiping/spreading rumours about someone, cyberbullying). Each group should take a set of bullying scenario cards (Appendix 5) and discuss:

- ✿ What type of bullying is being described?
- ✿ How would you react in this situation if you saw it happening? Would you join in, say nothing, or tell a teacher? Why?

Discuss the reasons why peer pressure can be very difficult to resist, and why often it's easier just to join in or say nothing rather than standing up for someone when they're being targeted.

Children are often told to tell adults when they are being bullied. Discuss how you would like teachers to respond. Do you want them to:

- ✿ Listen and provide sympathy, but not to get involved?
- ✿ Address the whole class on the issue of bullying, but not talk to the bully directly?
- ✿ Talk to the bully directly, and ask them to change their behaviour?
- ✿ Punish the bully for their behaviour?

Discuss which responses would be the most appropriate for each of the scenarios on the cards.

Activity 3 – Anti-Bullying Week Quiz










Complete the Ditch the Label Anti-Bullying Week quiz (Appendix 6) and see how many answers you can get right.

Now design a quiz for the P4-7 (Year 4-6) classes in your school to help you find out if bullying is a problem in your school, whether students feel they have enough support from teachers, and whether they think your school is a place where everyone is free to express themselves the way they want without being afraid of being teased.





Once you get the answers back from each class, display the results in a bar chart. Discuss ways your school could help stop bullying and become a friendlier place.

Activity 4 – Dealing with negative emotions

Read the following statements and decide whether they describe Reema, Caylin or both girls:

- | | |
|--|--|
|  Pretends she doesn't need friends when she's feeling lonely. |  Keeps a special item to remind herself of happier times and people she's lost. |
|  Runs to make herself feel better. |  Gives up if she thinks she can't win. |
|  Hits or threatens other children when she feels angry. |  Tries her best even when she doesn't know if she'll win. |
|  Daydreams to remember the good times when she's feeling sad. |  Cries when she feels sad. |
| |  Finds it hard to apologise when she's done something wrong. |

Now discuss:

-  Who do you think you're most like – Caylin or Reema?
-  Who do you think deals best with their anger?
-  What are some other ways to deal with anger?
-  How do you calm yourself down and feel better?

Some ways to deal with anger include: writing a letter to someone who has made you angry and telling them how you feel (but not giving it to them!), writing a diary, counting to fifty slowly and breathing slowly, and imagining you're at a favourite happy place such as on the beach and picturing everything in the scene one item at a time until you feel calmer. Can you come up with any more?

Anti-Bullying Resources:

As well as a wide range of tools for schools and classroom resources, The Anti-Bullying Alliance has information and suggested activities for Anti-Bullying week, which takes places every November: <https://www.anti-bullyingalliance.org.uk>

Bullying UK is used as a teaching resource in schools and youth organisations and has suggestions for carrying out classroom anti-bullying projects: <https://www.bullying.co.uk/advice-for-schools/>

Friendship Activities

Activity 1 – What Makes a Good Friend?

Read **chapter 15 (pages 101–103)** where Caylin and Reema argue over the foxes, and **chapter 17 (pages 118–123)** where the girls agree to work together to look after the foxes.

Identify the other incidents in the story that make the girls argue and dislike each other, and the ones that bring them together and help them become friends.




Now brainstorm two lists – one of all of the things that makes someone a good friend (e.g. someone who treats you kindly and who keeps your secrets), and one of all of the things that makes someone a bad friend (e.g. someone who talks about you behind your back, or doesn't take any interest in the things that are important to you).

Draw up and sign a 'friendship pledge' for your class which includes some of the best ideas, and to try to stick to it for a week. At the end of the week discuss any positive outcomes and challenges. Was it difficult to stick to the pledge? Was it tempting to gossip about someone? Was it hard to listen to someone without interrupting when you had a story or a piece of news you were dying to share?

Activity 2 – Make Your Class a Friendly Place




In groups and come up with as many ways as you can to make your class a more friendly place. Ideas could include playing with different people at break instead of hanging out in the usual groups, sitting next to some at lunch who you've not sat next to before, or speaking up if you see someone getting picked on.

Try these suggestions out over the course of a week, and have a discussion on the last day about any positive changes that have been noticed, and also any problems that might have been encountered:

-  Did it feel awkward to talk to someone you haven't talked to before?
-  Was it difficult at first to spend break times with different people than your usual group?
-  What are some of the challenges and rewards of making new friends?






Activity 3 – Small Acts of Kindness

Identify the small acts of kindness that Caylin and Reema do for each other in the story. For example:

-  Caylin buys Reema an ice cream to help her remember her good memories of her lost brother.
-  Caylin gives Sara her toys to make up for the ones she left behind in Syria.
-  Reema encourages Caylin to enter the schools sports competition.
-  Reema invites Caylin to join in her family's *Eid al-Fitr* celebrations.

Small, unexpected acts of kindness can make someone feel special and appreciated. Can you come up with some random acts of kindness that would brighten someone's day? Hold a 'random acts of kindness' day where everyone has to come up with one nice thing to do for someone they don't usually spend much time with (i.e. not their best friend!). Discuss these kind acts next day – did someone do something nice for you? How did it make you feel?


Create an 'appreciation list' to make each student in the class feel special in the following way:

-  Each student should write their name on a large piece of paper.
-  Every student then passes the paper to the person next to them. That person writes the nicest thing they can think of to say about the named student.
-  They then pass the paper to the person sitting next to them, and so on, until the paper has been filled in by every student (apart from the person whose name is at the top).
-  The papers should be handed in and typed up by the teacher - this will ensure anonymity so that students will be free to say what they wish, and will ensure the named person can't guess who wrote each comment from the handwriting.
-  The lists should be presented to each student at an 'appreciation ceremony', where some of the comments from each list are read to the class and every student gets a round of applause as they collect their list.

Friendship Resources

The Random Acts of Kindness has free resources for schools on teaching Social Emotional skills
<https://www.randomactsofkindness.org/>


There are plenty of ways to get involved in helping to welcome new arrivals in your community:

-  Do you like to write?

Organisations like Refuweegee (<https://refuweegee.co.uk>) provide newly arrived refugees with welcome packs, and included in these are donated letters from people of all ages welcoming them into the country and wishing them well.

-  Do you like to get out and about and meet new people?

The Refugee Survival Trust (<http://www.rst.org.uk/integration/befriending>) and many other organisations run befriending projects which pair up newcomers to an area with people who've lived there much longer. The newcomers are introduced to the sights of the city – the free museums, galleries and parks – and the friendships that are formed during these outings often last long after the six-month projects come to an end.

-  Do you like to stay in for a cup of tea and chat?

The Cup of Tea with a Refugee campaign started in 2016, and now runs across Scotland, where local organisations like school, student and church groups can host an event to bring refugees together with people from the community to share a cup of tea and a chat. For details of how you can organise one, no matter where you are in the UK, see <http://www.cupofteawitharefugee.com>

SECTION 2: Social Studies

Refugee Activities

Activity 1 – Refugee Definitions

Teaching Notes:



Prepare a set of laminated name cards and definitions from Appendix 11 for each group, or have the names and definitions displayed on an overhead projector.

Do you know why Reema is a Refugee and not an asylum seeker? Do you know the difference between a migrant and an asylum seeker? In groups, match the definitions to the right card, then compare your group's answers with the rest of the class.

Activity 2 – Treasured Items

Read the sections in **chapter 6 (pages 43–46)** and **chapter 23 (page 160)** where Reema and Caylin talk about the item that is most important to them – Reema's headscarf that her brother bought her, and Caylin's My Little Pony that her Grandad bought for her.

Discuss:

-  If you could only bring one irreplaceable item with you to another country, what would it be?
-  Does it have some special meaning because of the person who gave it to you, because you've had it for a long time, or because it reminds you of a happy occasion?



Draw a picture of the item and write a description of how and when you got it, and why it's special to you. Create a 'Treasures' display for your classroom wall.

Activity 3 – What Would You Bring?

Teaching Notes:

Prepare a set of laminated pictures for each group, or a projector display of between twelve and twenty items that refugees might bring with them. These images can be found using a Google search for clip art. A suggested list of items is given in Appendix 8.

In groups, discuss what you would bring with you if you had to leave your home for a new country right away, and you only had time and enough space in your backpack for five items. Consider:

-  How would you decide what to bring if you didn't know where you were going?
-  Would you bring things that you could use for survival, like matches, or would you bring things that reminded you of home and the family and friends left behind, like a photo album?

Discuss whether the items you would bring with you would change depending on which country you left. For example, would a refugee from Syria take different items to travel across Europe than a refugee from South Sudan would take to go to Ethiopia?

Try the online What Would You Bring? Challenge. This challenge asks people to put themselves in a refugee's shoes by giving them 10 minutes to pack a backpack as if they were about to leave home forever:

<https://www.thestar.com/news/gta/2015/10/10/youre-a-refugee-on-the-run-what-would-you-pack.html>

Activity 4 – Needs and Wants

In **chapter 3** Caylin steals money from Zoe to buy groceries, and to pay for dinner for herself and her Mum. In **chapter 19** Caylin bullies some younger kids into giving her their lunch money so she can buy ice cream for Reema, Sara and herself. Which of these were things she needed, and which were things she just wanted but weren't necessary?

In groups, brainstorm all of the things that you use and do in a day – for example you use your house for shelter and to sleep in, you need to eat food and to keep warm, and you play with your friends and watch TV. You might go shopping, you might use a mobile phone, or you might eat out in a restaurant with your family.

As a class, sort all of these things into two categories, one of 'Needs' – things you have to have to stay alive and happy – and one of 'Wants' – things you would like to have and do but don't necessarily need.

You could also sort the UNICEF 'Wants and Needs' cards from their online activity: https://www.projecttrust.org.uk/wp-content/uploads/2014/12/Human-Rights-Treasure-Hunt-Wants_and_Needs_Cards.pdf

Discuss whether you think there's a problem with consumerism in this country, and whether we buy too much that we don't need. Is there any other way this money could be better spent? Perhaps your class could hold a bring and buy sale fundraiser for a good cause with some of the toys, games and other items from home that you don't use anymore?

Activity 5 – Rights Respecting Schools Programme

In groups, try to guess as many of the rights children should have according to the UN Convention on the Rights of a Child. Then read through the articles and see how many you got right:

https://www.projecttrust.org.uk/wp-content/uploads/2014/12/Human-Rights-Treasure-Hunt-Wants_and_Needs_Cards.pdf

As a class, explore UNICEF's Rights Respecting Schools programme, and decide if this is something that your school might like to sign up for.

<https://www.unicef.org.uk/rights-respecting-schools/>

Activity 6 – Decisions on a Journey

Read the section in **chapter 18 (pages 128–130)** where Reema tells Caylin about her family fleeing their home to go to a refugee camp in Turkey. From there her family were given plane tickets to the UK due to her father's illness, but many refugees have to undertake much longer journeys to get to safety.

With a map, discuss the different routes that refugees from the Middle East and Africa might take to get to the UK. What are the dangers they face along the way?

An example of an eleven year Syrian girl discussing her experiences can be watched here:

<https://www.bbc.co.uk/newsround/34262108>

Putting yourself in the shoes of a refugee encourages empathy for the difficult situations they encounter on their route to find a safer place. Try to understand what this is like by role playing as someone seeking refuge and making hard decisions, through the BBC's interactive quiz:

<https://www.bbc.co.uk/news/world-middle-east-32057601>

For a more in-depth game that explores the whole journey of a young refugee, try the UNHCR's 'Against All Odds' game, where players must make choices that may lead to capture or safety:

http://www.playagainstallodds.ca/game_us.html





Activity 7 – Welcome or Not Welcome?

Teaching Notes:

Prepare a set of laminated newspaper headlines or a display of headlines for the overhead projector, some of which are welcoming to immigrants, and some of which are not. A list of suggested links to suitable headlines is given in Appendix 10.





In groups, discuss each headline, sorting them into two piles – the headlines that are welcoming to immigrants, and the headlines that are unwelcoming. Look up any words you are unfamiliar with in a dictionary to help you understand the headlines. Compare your answers with the rest of the class. Do you all agree which pile each headline belongs in?

Now discuss:

-  Which words in the headlines make them seem unwelcome?
-  Why are words and phrases like 'flooding', 'swarm' and 'migrant invasion' unwelcoming and negative towards migrants?
-  If you were Reema and you'd just arrived in a new country, how would the unwelcome headlines make you feel?
-  If you wrote a story about Reema's family arriving in Glasgow, what would your headline be?

Activity 8 – Create a News Broadcast

Create a news report about the situation that Reema's family fled from in Aleppo during the Syrian war. In groups, discuss the format of a news report and think about what you might want to include. For example:

-  An anchor's introduction from the newsroom
-  An on-the-scene reporter
-  An eye-witness interview
-  An expert's account, for example from a doctor, criminal psychologist or police detective.

Look for any information that you might want to include from the book as eye-witness accounts, including Reema's descriptions of her memories of war from **chapter 6 (pages 41–42)** and **chapter 18 (pages 128–130)**, and her memories of Aleppo from **chapter 6 (page 43–47)**, and her own and Sara's memories of Syria in **chapter 12 (page 83–85)**.

The BBC has some great tips on how to plan and structure a news report: www.news.bbc.co.uk/1/hi/school_report/resources_for_teachers/8472052.stm

After discussing the content to be included, each person in the group should be responsible for writing the script for one section. Before filming, each group should act out the scripts for the class, and take on board any suggestions for improving their report.

Once the pupils have created and compiled their news reports, they can be filmed and show in a special screening for the rest of the classes or during an assembly. Ask the pupils to consider the differences and similarities between each report. Do they think it is important for people to be aware of global issues, and not just those close to home?

Activity 9 – Further Refugee Research

Reema's family and Syrian refugees like them aren't the only ones who have had to leave home. Although by 2018 when *The Fox Girl and the White Gazelle* was published Syria had the highest number of people forced to become refugees, many people around the world are displaced because of war, famine or political persecution.

In 2018, other countries with high numbers of displaced people included Afghanistan, Sudan and South Sudan, Myanmar, Somalia, Iraq and the Democratic Republic of the Congo.

Each group should choose one of these countries to research. Some topics to think about include:

- ✿ What causes people to leave their country?
- ✿ Where do the displaced people go? Do they stay in refugee camps in their own country, or in another country? Or do they travel to Europe, America or another country further from home?
- ✿ What is life like for refugees in camps?
- ✿ What is life like for refugees in Britain?

Each group should report their findings to the class and compare the causes of displacement and the situation of refugees from each country.

Refugee Resources

- ✿ Refugee Week, held every year in June, is the UK's largest festival celebrating the contribution of refugees and promoting understanding of why people seek sanctuary. Information about classroom resources, information videos, books and school speakers can be found on the website: <http://refugeeweek.org.uk/resources/education-resources/>
- ✿ [Syria: Third Space](https://schoolsonline.britishcouncil.org/classroom-resources/list/syria-third-space?_ga=2.15102326.1774123262.1519209826-340334561.1519209826) looks closely at exhibits from Syria that can help children gain a greater understanding of the lives and experiences of their Syrian peers, and the effect the war has had on their lives. https://schoolsonline.britishcouncil.org/classroom-resources/list/syria-third-space?_ga=2.15102326.1774123262.1519209826-340334561.1519209826
- ✿ 'No Place Like Home' – Classroom activities from The British Council to explore the situation of refugees. https://schoolsonline.britishcouncil.org/classroom-resources/list/no-place-home?_ga=2.19274232.1774123262.1519209826-340334561.1519209826
- ✿ [Living Together](https://schoolsonline.britishcouncil.org/classroom-resources/list/living-together?_ga=2.19274232.1774123262.1519209826-340334561.1519209826) is an education pack that encourages discussion of conflict and peace, as well as thinking through what you would take with you if you had to leave your home. https://schoolsonline.britishcouncil.org/classroom-resources/list/living-together?_ga=2.19274232.1774123262.1519209826-340334561.1519209826
- ✿ For upper primary (11-12), [Teaching Divided Histories – International Conflict](http://nervecentre.org/education/teaching-divided-histories) is a teaching resource that looks at conflicts across the world. <http://nervecentre.org/education/teaching-divided-histories>
- ✿ The Red Cross also has a selection of Teaching resources linked to Refugee issues: <https://www.redcross.org.uk/get-involved/teaching-resources/refugees-and-migration>

SECTION 3: Literacy and English

Activity 1 - Postcard Home

Imagine you are Reema, and you've been in Scotland only a short time. Write a postcard home to your friends in Syria, describing what life is like in your new home.

What is the food, culture and weather like? How do you feel about school? Have you learned any new words? What do you miss about home?

Use the postcard template in Appendix 9. Design your own stamp. Caylin might have a fox on her stamp, while Reema might have a gazelle. What picture would you have on your stamp?

Activity 2 – Newspaper Article

Imagine you are a journalist reporting about Reema's family and their resettlement in Glasgow. Before you start, think about

- ✿ Would your article be welcoming towards them or not?
- ✿ What information about them would you include in the article?
- ✿ Who would you interview? Just Reema's family? Or would you interview neighbours like Caylin, her mother, and Mrs Mitchell, people from their new mosque, teachers at school like Mrs Gibb and Miss Lindsey, and helpers like Karen and Fatima from the Refugee Council?
- ✿ What questions would you ask them? What do you think they would say?

The BBC has some tips for writing an effective article here: <https://www.bbc.com/bitesize/articles/z2gk9qt>

And some information about what has happened in Syria here:

<http://www.bbc.co.uk/newsround/16979186>

<http://www.bbc.co.uk/newsround/30007546>

Look at actual newspaper reports about refugees being resettled in the UK, and try to make your article as authentic as possible. Here are some examples:

<https://www.independent.co.uk/news/world/europe/refugee-crisis-three-stories-from-syrians-who-have-made-a-new-life-in-the-west-10497136.html>

<https://www.theguardian.com/world/2017/mar/09/britain-has-accepted-you-resettled-syrian-refugee-batous-family-nottinghamshire>

Make your articles into a class newspaper and print out copies for the other classes to read.

Activity 3 – Story Setting Inspiration

Many of the places in the novel – Drumhill, Lairdsland Cross and Ravensholm Park – are fictional versions of real places where the author spent time when she was growing up. These were Drumchapel, Anniesland Cross and Dawsholm Park. Many authors get ideas for the setting of their novel from their surroundings. This can include the places they grew up in, places they've visited, people they know, or even pets they've had.

For ideas about how our surroundings can inspire stories take a look at this video by zoologist and children's author Nicola Davies: bit.ly/NicolaNatureWriting

Story maps are a very useful way of setting your story in a particular place. As a class, start by creating a map of somewhere familiar – the playground, the park, your classroom – and tell each other some of the stories that have happened in this place.

Now think about a story of your own. Would it be a real-life story like Caylin and Reema's, about the things that happen to you at home or in school? Or would it be a fantasy story about a different time or place? Draw a map for your story, and share your ideas for your story with the rest of the class, including:



Where your story is set



The kind of people who live in the place you've described



Some of the events that take place here

Activity 4 – Poetry

Read through the poems in the novel that Hurriyah the fox uses to narrate her story.

Discuss:



How is the way she talks and the words she uses different from Caylin and Reema's narrative?



What are '*monsters, beast-boxes and two-legged beasts*'?



Do poems have to rhyme?



Why do you think the last word of every poem is in italics?



Why do you think the last word '*run*' of the final poem is followed by ellipses rather than a full stop?

Everyone in the class should either pick their favourite animal, one assigned by the teacher, or one starting with the first letter of their name (to make sure most people have chosen a different one). Write a short poem about how your animal feels in a certain situation, e.g. hunting, looking for shelter, being friends with a human (e.g. a cat or a dog) or getting lost in a human city.

Poems can come to life when they are performed. Some examples of how to make performances memorable can be found here:

www.michaelrosen.co.uk/hyp_horrible.html

www.michaelrosen.co.uk/hyp_cool.html

You might also find this video of primary school children performing *The Shark in the Dark* useful:

www.youtube.com/watch?v=vjr-J2XKjAQ

Perform your poem to the class and see if they can guess which animal you've written about.

Activity 5 – Shape Poems

Instead of doing a drawing to illustrate poems, they can be written and displayed in the shape of an object or an animal. Some examples of shape poems can be found here:

<https://www.youngwriters.co.uk/workshops/shape-poems>

<https://mseffie.com/assignments/poem-a-day/10.html>

You don't have to make the poem a solid block, you can also write the poem as the outline of an animal or object. Write your poem this way and see if the rest of the class can guess which animal you've picked just by looking at your poem.

Activity 6 – Scottish Words

Read **chapter 21 (pages 145–147)** where Caylin teaches Reema some Scottish words. When Reema first comes to the UK, she struggles to learn English, and this is even more complicated for her in Glasgow where people use a lot of slang Scottish words.

In groups, try to guess what the Scottish words in Appendix 12 mean. Have a look at the answers and see how many you got right.

Teaching Notes:

Give each group a laminated set of Scots word cards and definitions to match, or display them with the overhead projector one at a time and ask the students to guess what each one means before you show the definition.

Discuss: Are there any particular words that your family and friends use from your local area that people in other parts of the UK might not understand? Make a list of these with their meanings and use them next time you're writing a story to help give one of your characters a more authentic 'voice'.

Activity 7 – Call My Bluff

Reema learns a lot of new words when she comes to Scotland, but according to the Oxford English Dictionary there are over 171,000 words in use in the English language and more than 47,000 that we don't use anymore! This means we all need to keep increasing our vocabularies. The best way to do this is through reading, but there are also some fun games to help you learn new words, and one of these is *Call My Bluff*.

This can be played as a whole class online here:

<http://www.juppfamily.net/learning/literacy/bluff.htm>

or through a Powerpoint from the TES website (you need to create a free account):

<http://www.tes.co.uk/teaching-resource/Word-Game-Starter-Call-My-Bluff-PowerPoint-6052366/>

Teaching Notes:

In order to help students work out the meanings of words by looking at roots, prefixes and suffixes, pick words that have a prefix or a suffix which offers a clue to its meaning. Some examples of these can be found in Appendix 13. Divide pupils into groups and assign each group one word they are unlikely to know the meaning of, but that can be worked out from its prefix or suffix.

In groups, come up with two made-up definitions for the word. Each group should then present the word and the made-up and real meanings to the class, and they should try to guess which one is the real meaning.




The class could keep a word bank of all the new words learned, and could challenge other classes to play *Call My Bluff* to guess the meaning of the words.

Activity 8 – Creating a Book Trailer

Teaching Notes:

Book trailers are a great way of encouraging students to engage with a book and combine a number of different skills from the curriculum. To introduce your students to the idea of book trailers, show them a selection from the World Book Day Website here: <https://www.worldbookday.com/booktrailers-online/>



Discuss:

-  Which book trailers did you like best?
-  Why?
-  What do you think a successful book trailer needs to include?

Scottish Book Trust has created a resource pack on creating book trailers which can be found at: bit.ly/booktrailerresources

In groups, discuss the main characters, settings and storylines from *The Fox Girl and the White Gazelle* that should be included in a book trailer. What key elements can be included without revealing the ending that would make someone want to read the book?

Once each group has finished their trailers, you can watch them together at a special film screening, perhaps at an assembly for other classes. Encourage your pupils to discuss the trailers after they have seen them:

-  How well has each trailer captured character, setting, atmosphere of the book?
-  Does the trailer make you want to read the book?

Activity 9 – Race Commentary

Listen to the commentary of Kelly Holmes winning the 800m final and the British team winning the men's 4x100m gold in the 2004 Athens Olympics:

<https://www.youtube.com/watch?v=iCtal7MbG8w>

<https://www.youtube.com/watch?v=DATSz4mjqtW>

Write an Olympic-style commentary for Caylin and Reema's relay race at the end of the book ([chapters 35 and 36](#)). What would you mention at each stage? Zoe's great start? Lisa's determination? Caylin's bravery in hanging on? Reema's stamina?

Now practise reading this out loud with as much expression as possible. Try to sound really excited, as though you're really there watching the race unfold in front of you. Perform your commentary to the rest of the class and see if you can make them feel as though they're watching the race too!

SECTION 4: Religious and Moral Education

Activity 1 – Finding out about Islam

Read the sections in [chapter 4 \(pages 29–30\)](#), [chapter 10 \(pages 69–70\)](#), [chapter 20 \(page 138–140\)](#), [chapter 22 \(pages 154–156\)](#) and [chapter 27 \(180–182\)](#) where Reema discusses some of the aspects of her religion and why it is important to her.

There are five Pillars of Islam – religious practices that are the foundation of Islamic religious practice.

Divide into groups. Each group should choose one of the five pillars to research online and in books, coming up with ten facts each and reporting their findings back to the class.

 Belief

 Almsgiving

 Worship

 Pilgrimage




 Fasting

Some helpful online videos to accompany this activity are included in Appendix 14.

Activity 2 – Visit a Mosque

Trips to their local mosque in Glasgow are very important to Reema and her family. Reema mentions in [chapter 4](#) that they were given settling-in presents from the mosque when they first arrived, and in [chapter 14](#) she says that their trips to the community centre and mosque in Glasgow, where they could meet up with other refugees and immigrants who speak their language, are very important to her mother.

Discuss:








-  What are the other reasons why going to the mosque might be important for Muslims in Britain?
-  What other activities take place inside a mosque besides prayer?
-  Is there a mosque near to your school?

Arrange a visit to a local mosque, and prepare a list of questions beforehand in order to gather more information on the subjects you would like to know more about. When you return, discuss the visit and compare notes on the answers you received to your questions.

Activity 3 – Ramadan

Fasting for Ramadan is one of the five pillars of Islam. Read [chapter 27 \(pages 180–185\)](#) where Caylin and her mother are invited to attend Reema's family's *Eid al-Fitr* feast to celebrate the end of Ramadan.

In groups research and answer the following questions:

-  What is Ramadan?
-  Why do Muslims fast during Ramadan?
-  When are Muslims allowed to eat during Ramadan?
-  Are there any difficulties involved in fasting?
-  Do you think it would be more difficult to fast when Ramadan falls in the summer months rather than the winter months? Why? Why not?
-  What is *Eid al-Fitr*?
-  What kind of food do Syrian Muslims eat at *Eid al-Fitr*?

Activity 4 – Syrian and Scottish Recipes

In **chapter 12 (page 84)** Reema talks about the food she remembers from home – tabouleh salads, chicken shawarma, baqlawa pastries and ma'amoul cookies. Caylin's favourite food is chips from the local chip shop, and she also mentions black pudding, haggis, deep-fried Mars bars and Irn Bru in **chapter 29 (page 197)**.

Trying to make different foods is a fun way to learn about other cultures. Have a look at some Syrian and Scottish recipes online. Are there any that your class could make together? Here are some ideas to get you started:

<https://www.syriancooking.com/>

<https://www.sbs.com.au/food/cuisine/syrian>

<http://en.aleppofood.com/tag/syrian-recipes/>

http://www.rampantscotland.com/recipes/blrecipe_index.htm

<http://allrecipes.co.uk/recipes/scottish-recipes.aspx>

Activity 5 – Discussing the Hijab

Read the sections in **chapter 6 (pages 42–47)** and **chapter 18 (pages 125–28)** where Reema describes how she got her sea-green hijab, why it's important to her, and how it makes her feel when other children bully her about it.

In groups, discuss the different types of veil that many Muslim women wear, and their reasons for wearing it. Some useful information can be found on the BBC website here:

http://www.bbc.co.uk/religion/religions/islam/beliefs/hijab_1.shtml (An introduction to the hijab)

<https://www.bbc.co.uk/newsround/24118241> (difference between a hijab, niqab and burka)

<https://www.bbc.com/teach/class-clips-video/the-hijab/zhdqct> (an eleven year old discusses the reasons why she chose to wear the hijab when starting secondary school)

Share your research with the rest of the class.

If you would like to have a more in-depth debate about the hijab, a useful lesson plan for this can be found on the Guardian website here:

<https://www.theguardian.com/education/2006/oct/17/learnlessonplans.secondaryschools>

SECTION 5: Mathematics

Activity 1 – Paying the Bills

Read the sections in **chapter 3 (pages 20–21)** and **chapter 9 (pages 58–62)** where Caylin talks about taking charge of finding extra money to pay for food and doing the shopping for her mother. Do you think you'd be able to balance the bills at home if you were in charge?

In groups, come up with a list of all of the things you eat, drink and use during the day. As a whole class, sort these items into things you want and things you need. Discuss:

✿ Does everyone agree about every item? For example, is a phone a want or a need? Is access to the internet a want or a need?

✿ Have you included things you don't usually see your parents pay for, like electricity for TVs, washing machines and phones, gas for cookers and fires, council tax, rent and water bills (outside Scotland)?

Research some of these bills, and see if you can find out what an average family might pay for their bills every month. Some information to help you can be found here:

<https://www.telegraph.co.uk/business/2016/05/08/cost-of-running-a-home-in-the-uk-now-almost-half-of-all-househol/>

<https://www.moneyadvice.service.org.uk/blog/what-is-the-average-cost-of-utility-bills-per-month>

Activity 2 – Do You Know How Much It Costs?

Have a look at the food and household items in Appendix 15 that people use every week. Each group should try to guess how much each item roughly costs before being told the answer. A point is given if the group's answer falls within the range of prices, and the group with the most points at the end wins.

Discuss:

✿ Why is there such a big differences in price for the same items?

✿ Is it cheaper to buy supermarket brands or famous brands?

✿ Caylin goes to her local shop to save the bus fare to the supermarket, but local shop items often have higher prices as they don't have the cheaper supermarket brands. Would it be better for Caylin to use some of the money for bus fare to go to the supermarket?

✿ Is it better to buy things in small amounts to save money in the short term, or larger amounts which will cost more in the short term but last longer?

✿ Use the website to compare prices for the same item in different shops – is there a big difference? Would it be more difficult to stay within your weekly budget if you only had one type of shop in your local area?

Activity 3 – Shopping Bills






Caylin's Mum had to give up work due to her depression, so she's currently living in a council house and receiving income support. In 2018 this was roughly £73.10 a week:

<https://www.gov.uk/income-support/what-youll-get>

Caylin has to carefully manage the household budget to cover the bills and the food. Do you think you could do this for just one week?




In groups, plan which items Caylin and her Mum would need for a whole week, including breakfast, lunch for Caylin's Mum (Caylin has lunch in school) and dinner, and necessary items such as toilet roll, soap, washing powder, washing up liquid, and anything else you can think of that is necessary.

Each group starts with £73.10, and this must cover:

-  The electricity bill
-  The gas bill
-  The cost of food and necessary items
-  The cost of bus fare if Caylin is going to go to the supermarket instead of local shops
-  Remember that Caylin is only eleven and doesn't know how to cook more than beans on toast, a fried egg or cheese on toast, so she will need to buy chips for herself and her mum several times a week for dinner

Also remember that Caylin's mum has an alcohol addiction and will be buying at least one bottle of vodka a week with the benefits money. This will need to be deducted from the money at the start.

Discuss:

-  Can you make the money stretch if Caylin's mum buys one bottle of vodka a week?
-  What about if she buys two? How much more difficult does this make Caylin's job?
-  Can you make the budget stretch if Caylin buys extra cans of meat, milk, and eggs for the foxes too?

Money and Budgeting Resources

More resources for teaching budgeting and money matters can be found at

https://www.young-money.org.uk/resources/browse?tid_3%5B%5D=21

SECTION 6: Expressive Arts

Activity 1 – Silhouettes (Art)

Look at the way Caylin, Reema, the fox and the gazelle have been shown on the book cover as silhouettes. If you could choose some silhouettes that represent you and the things you like to do, what would they be?




Draw these silhouettes on black paper and cut them out carefully. Design a border like the latticework on the cover of *The Fox Girl and the White Gazelle* that has a theme that helps to describe you, and cut this out too. Now use your favourite colour(s) to paint a backing page, and once this is dry, stick your silhouettes onto this.

Create a wall display, and see if other people can guess which silhouette pictures represents each member of the class.

Activity 2 – Model of Local Environment (Art)

Read [chapter 1 \(page 6\)](#) where Caylin describes the model of Drumhill that her class has been making. Can your class make a model of your local area for a table-top display?

Discuss:

-  What materials will this be made out of? Will you use cardboard boxes, modelling clay, paint or other materials?
-  How much of the local environment will you represent? Your classroom? Your school and playground? Or your whole town.
-  Who will be responsible for creating each part of the display? If you are making your classroom, will everyone make their own table, or if you are doing the whole town, will each group be responsible for creating a certain area or certain buildings?

Once you have decided what to model and what materials you will use, spend some time studying the area you will model and make some sketches or take photographs to help you. If you are modelling the buildings outside the school grounds, arrange a trip to take photos of the areas you will be modelling, or if this is not possible then use a computer to study Google maps and photos of the local area.

Once you have completed your model, display it in a special place in the school where other classes and visitors to the school can see it. You could also create a wall display to explain your process from the planning stages to the final result, along with some history of the area you have modelled.

Activity 3 – Favourite Places (Art)

Read [chapter 5 \(page 33\)](#) and [chapter 12 \(page 83\)](#) where Caylin and Reema mention their favourite places.

Write a description of your favourite place, including what it looks like, what you can smell and what you can hear there. Now draw a map of your favourite place and label each of the parts with a description, small picture or photograph of what can be found there. The area can be as small as your room or a garden shed, or as big as a park or even a whole country!

Take a look at the Scottish Book Trust's learning resources for the *My Favourite Place* campaign, which encourages pupils to write about their favourite place in Scotland to get some more ideas:

<http://www.scottishbooktrust.com/learning/learning-resources/resource/write-about-your-favourite-place>

Activity 4 – Souk Display (Art)

Read **chapter 6 (pages 43–46)** where Reema talks about her birthday visit to the souk with Jamal and describes some of the many items that could be bought there.

In groups, research souks on the internet and write a list of articles that can be found there. Now look for pictures of these items on the internet, in magazines, or draw and paint your own, and make a wall display of some of the souk stalls that Reema might have visited. Try to capture some of the excitement and wonder of Reema's visit by using lots of vibrant colours.

Alternatively, if you were to create your own market stall, what items would be on display? Ask everyone in the class to bring in one item (the more unusual the better!) and create a classroom stall to display these.

Activity 5 – Fox Habitats Collage (Art)

Some foxes live in the wild, while some live in the city in gardens and wastegrounds. These are two very different environments. Create two different collages for your classroom wall to show these habitats side by side.

In groups, first research some basic information on foxes – the places they live in, the food they eat, and some of their habits.

For your town (urban) collage, draw a background of streets of a town, and gather some objects you might find in these places to stick to your collage to create texture. These might include: litter that foxes might find interesting (empty crisp or food packets, sweet wrappers etc), plastic shopping bags, cuttings from newspapers and magazines, photographs, ticket stubs from buses, trains or the cinema, shopping receipts, wires (to represent power cables). Create more texture by using plastic sheets for glass windows, pipe cleaners to represent steel girders or railings, and sand mixed with paint to create a rough surface for your buildings or roads. Can you think of other ways to add features to your urban collage?

For your countryside (rural) collage, draw a background of fields, forests and rivers and gather some objects you might find in these places to stick to your collage to create texture. These might include: leaves, sticks, feathers, small pine cones, clay to represent pebbles and stones, straw for grass, dried flowers, pictures of insects or butterflies and insects made out of paper or modelling clay, cotton wool clouds, pipe cleaners and wires for power cables and train tracks, and blue cellophane or plastic to add texture and a shiny surface to the rivers.

Display the collages on your classroom wall or in a special place in your school.

Art Resources

Find out more about refugee art and artists at:

<https://www.artrefugeuk.org/>

<https://joelartista.com/syrian-refugees-the-zaatari-project-jordan/>

Activity 6 – Hot Seating (Drama)

When someone is in the 'hot seat' in drama, they answer questions about something by pretending they are that character. Take it in turns to be the different characters from the novel at key points, and answer questions in character such as:

- ✿ How does Reema feel about coming to Scotland for the first time? Does she have a different answer depending on whether you're answering from Reema's chapter 2 or chapter 24 perspective?
- ✿ How does Caylin feel about winning a place on the school relay team? Is she excited? Nervous? Afraid of what the other kids will say to her? Worried about letting her mum down and not living up to her Gran's memory? Proud?
- ✿ How does Sara feel about moving to Scotland?
- ✿ How does Jamal feel about being lost in Syria and Turkey without his family?
- ✿ How does Reema's dad feel about not knowing what has happened to his son?
- ✿ How does Reema's mum feel about her joining the sports club instead of going to English classes?
- ✿ How does Caylin's Mum feel when she stops drinking and realises how much Caylin has had to do on her own for the last year?
- ✿ How do Zoe and Lisa feel when they think Reema and Caylin aren't going to show up for the sports competition and they won't win a medal for the school?

See if you can come up with some more questions to ask. Can members of the class answer these questions in character?

Activity 7 – Favourite Music

Reema and Caylin would have grown up listening to different music, so when they make friends they will have lots of different songs to share. Use Youtube to find popular Syrian and Scottish music, and see if you can come up with a playlist that Caylin and Reema might listen to.

Listen to the April 11th 2018 radio interview where the author picks a favourite Scottish song at the end:

<http://strangelymagical.com/podcasts/>

Do you think this is a good song to go along with the book? If you could pick just one song to go along with the book, what would it be?

Assign each group some chapters of the book, and see if you can come up with a playlist of one song per chapter. You can use any type of music you like – pop music, classical musical, Western or Middle Eastern music, traditional or modern music. Share your choices with the other groups.

Do they agree that your selection describes that chapter well? Why? Why not?

Put the completed playlist together so there is a song for every chapter, and write a short description of why these songs describe the chapters.

Activity 8 – Relay Races (PE)

Read [chapter 35](#) and [chapter 36](#) where Caylin and Reema describe the relay race they ran in the sports competition.

Relay races where four runners pass the baton are straightforward, but can you find way to make them more challenging? What about if you had to run the races on four legs (i.e. using your hands and feet) as if you were a fox or a gazelle? What about if you were only allowed to hop on one foot? What about if instead of a baton you had to carry a marble on a spoon without dropping it?








Can you come up with some other ways to make you relay races more of a challenge? Try them out in your very own sports competition: for each race give the winning groups five points, the second group three points and the third place group one point, and see which group can gather the most points by the end of your competition.

SECTION 7: Science and Technology

Activity 1 – Investigating Foxes in Scotland

In groups, research red foxes in Scotland on the internet and in books, and create a Powerpoint presentation to show to the class or in a special assembly.

Some questions to answer are:

-  What colour is a fox's fur and eyes?
-  How big is an average fox?
-  How long does a fox live on average?
-  What habitats do foxes live in?
-  What do foxes eat?
-  What are the threats to foxes living in rural or urban areas?
-  What should you do if you find a fox in need of help?

Each group could research one question, and add in one of their own, putting the research together to create a joint Powerpoint presentation at the end.

Some websites which might help with your research are:

<https://www.rspca.org.uk/adviceandwelfare/wildlife/inthewild/foxes>

<https://www.woodlandtrust.org.uk/visiting-woods/trees-woods-and-wildlife/animals/mammals/fox/>

Activity 2 – The John Muir Award

In the story the fox had her home destroyed to make way for a new community centre. Caylin decides the best place for the foxes is nearby Ravensholm Park, as it has trees and water. Lots of animals are finding their habitats destroyed to make way for housing developments, but there are also conservation groups fighting to keep areas of towns and cities green and to protect the local wildlife.

Your school could get involved in local conservation by taking part in the John Muir award, which challenges participants to discover a wild place, find out about it, conserve it in some way and share the experience with other people. Like Caylin's local park Ravensholm, your local park could also be the place you choose to discover and help conserve. You could find about the park's history, what trees and plants grow there, and what kind of animals you find there.

You can find out more about the John Muir award here:

<https://www.johnmuirtrust.org/four-challenges>

Appendices

Appendix 1 – Identity Questionnaire

Answer the following questions about yourself:

Eye colour: _____

Hair Colour: _____

What country were you born? _____

Where did you grow up? _____

What language(s) do you speak? _____

Favourites

What's your favourite:

Music: _____

Tv shows: _____

Films: _____

Food: _____

What clothes do you like to wear? _____

Hobbies

What do you like to do...

After school? _____

At the weekend? _____

Do you play...

Any sports? _____

Any musical instruments? _____

Are you a member of any clubs? _____

List your favourite hobbies: _____

Appendix 2 - Fox and Gazelle top trump cards and blanks

Appendix 3 - Animal Pictures

Animal Bingo Tiles



Appendix 4 – Diversity in Books Study

Type of Character	Number of Books with Main Character	Number of Books with Background Character
Male		
Female		
White		
BAME		
Able-bodied		
With an Additional Support Need (eg an autistic character or one who uses a wheelchair)		

Appendix 5 – Types of Bullying

Name Calling	Teasing	Physical Violence
Excluding or Ignoring Someone	Gossiping or Spreading Rumours About Someone	Cyberbullying

At the corner shop after school, pupils from the high school flick their cigarettes at Caylin when she walks past and stub them out on her jacket.	When Caylin is reading aloud in class, the other pupils laugh at her lisp.	The other pupils in her class won't let Reema sit next to them in the school dinner hall because she is new and from another country.
Boys pull off Reema's headscarf in the playground and throw it around, laughing at her because she is Muslim.	The other girls in Caylin's class sit whispering about her at break, saying she is a thief and no-one should play with her.	Caylin is the only girl in the class who is not invited to Zoe's birthday party.
Lisa 'accidentally' spills her lunch over Caylin in the dinner hall. The other pupils all laugh, and Lisa tells the teacher it was just an accident.	Someone writes: 'Terrorists Go Home' with spray paint on the wall outside Reema's flat.	In the park, Reema and her sister are chased by a man with a big dog who does not like foreigners. He tells them to 'Go back to their own country.'

Appendix 6 – Anti-Bullying Week Quiz




1. What percentage of people under 25 experience bullying?
 - a. 15%
 - b. 25%
 - c. 40%
 - d. 54%
2. People who are bullied are more likely to bully others.

TrueFalse
3. People with a physical disability are more likely to be bullied than a person without a physical disability.

TrueFalse
4. What percentage of people develop social anxiety as a direct result of bullying?
 - a) 18%
 - b) 28%
 - c) 37%
 - d) 59%
5. Boys are more likely to bully than girls.

TrueFalse
6. What is the most common reason why people experience bullying?
 - a) Attitudes towards their appearance
 - b) Attitudes towards high grades
 - c) Attitudes towards interests and hobbies
 - d) Attitudes towards sexuality
7. What percentage of people admitted to doing something abusive to another person online?
 - a) 69%
 - b) 32%
 - c) 12%
 - d) 79%

8. Which online platform has the most amount of bullying?

- a)  Facebook
- b)  Twitter
- c)  Instagram
- d)  YouTube

9. What should you do if you receive abuse online?

- a) Report it
- b) Tell them to stop leaving abusive comments on your page
- c) Private message them to find out what their problem is
- d) Ignore it

10. What is impacted the highest by bullying?

- a) Social life
- b) Studies
- c) Future Ambitions
- d) Self-esteem

Appendix 7 – Anti-Bullying Week Quiz Answers

- 1. d) 54%
- 2. True
- 3. True
- 4. c) 37%
- 5. True
- 6. a) Attitudes towards their appearance
- 7. a) 69%
- 8. c) Instagram
- 9. a) Report it
- 10. All of the above

Appendix 8

– Suggested List of Items for ‘What Would You Bring’ Activity

 Blanket

 Books

 Spare Clothes

 First Aid Kit

 Hat, Gloves and Scarf

 Jewellery


 Laptop

 Passport

 Life Jacket

 Matches

 Money

 Pencil and Paper

 Food

 Raincoat

 Tent

 Torch

 Hiking Boots

 Photo Album

 Mobile Phone

 Water Bottle

Appendix 9 – Postcard Template

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Appendix 10 – Migrant Headlines

Welcoming Headlines:

'400 Refugees Killed in a Week. Stop This Murder – Open the Borders, Let Them In' – <https://bit.ly/2xDGcKy>

'Plight of migrant children stirs Europe's conscience' – <https://bit.ly/2QVpb6D>

'Zyrat is 12. He's an orphan. And He's alone in a squalid French camp. If Britain is to call itself civilised, we must take in children like him' – <https://bit.ly/2xBs58j>

'After Mail highlights their plight, PM pledges sanctuary for child refugees suffering alone in French camps. Victory For Compassion' – <https://bit.ly/2xBs58j>

'As Birmingham is touched by the migrant tragedy, the Mail calls on the city to lead the UK's response. Channel Tunnel death of Migrant who dreamed of Birmingham' – <https://bit.ly/20OZOSB>

'Refugee Crisis. UAE teams join mission in Libya as UN warns one million at risk' – <https://bit.ly/2QXrGp6>

'2700 children have made it to shore this year. Others have drowned. Prime Minister act now. Save Boat Babies' – <https://bit.ly/2pB9rt8>

'Britain opens its arms to refugees. Charities flooded by offers to house families' – <https://bit.ly/2N0cwvV>

'Doctors refusing to send children back to detention. Free the Kids' – <https://bit.ly/2xLgwul>

Not Welcoming Headlines:

'Migrants: How Many More Can We Take?' – <https://bit.ly/2Q3Gghi>

'We Must Stop the Migrant Invasion' – <https://bit.ly/2QWyNhs>

'Inside: The pictures that prove... Migrants Swarm to Britain' – <https://bit.ly/2xDcyVQ>

'Britain Must Ban Migrants' – <https://bit.ly/2N1fm3C>

'Migrants Must Speak English' – <https://bit.ly/2QTnW85>

'Migrant Workers Flooding Britain. Foreigners Take 1 in 5 Manual Jobs' – <https://bit.ly/2Q56dJI>

'You Pay to Teach Migrants Manners. Taxpayer foot bill for crazy council guide' – <https://bit.ly/2DsfpP5>

Appendix 11 – Refugee Definitions

Refugee	refugee	Asylum Seeker
Illegal Immigrant	Migrant	IDP

A person who moves from one region or country to another.

A person who has made a claim to be considered for refugee status to a state which has signed the 1951 UN Refugee convention.

A person who has been forced to flee their home but who has not crossed an internationally recognised state border.

Many refugees and asylum seekers do not have identity documents and are not committing a crime by seeking refuge in a safer country: this term denies innate dignity and human rights.

A person whose individual application for protection has been recognised under the 1951 UN Refugee Convention.

A person who seeks refuge, asylum or safety.

Refugee Definitions Answer Key

Refugee – recognised immigration status, granted Leave to Remain (application for Asylum has been successful)

refugee – umbrella term for all seeking sanctuary from persecution (includes Asylum Seekers and IDPs)

Asylum Seeker – recognised status, process of application for Asylum is ongoing

Illegal Immigrant – a made up term by the media, closest to legal status might be an Australian who has overstayed their visa

Migrant – umbrella term for anyone moving to a new country for any reason

IDP – Internally Displaced Person – the majority of refugees are displaced within their own countries

Appendix 12 – Scots Words and Definitions

Auld Reekie – Edinburgh

Drookit – Drenched

Mind – Remember

Bide – Stay, live

Dunt – Strike or knock

Peelie-wallie – Pale, sickly

Birl – Spin around

Feart – Afraid

Scunnered – Fed up

Blether – Talk, gossip

Footer – Fiddle with, fidget

Skelp – Strike, hit, move quickly

Chap – Knock

Greet – Weep, cry

Shoogle – shake

Clatty – Dirty, muddy

Howk – Dig

Wean – Child

Crabbit – Bad tempered

Manky – Dirty

Wee – Small

Appendix 13 – Words with Suffixes and Prefixes for Call My Bluff

Prefixes:

Anti – against, opposite of. E.g. Antisocial

Bi – twice each, every two. E.g. Bi-annual

Co – together, mutually in common. E.g. Co-exist

De – from, down, away, reverse, opposite. E.g. Decompose

Dis – Not, opposite, reverse, away. E.g. Disarray

Extra – Beyond, more than. E.g. Extra-terrestrial

Fore – Before E.g. Foresee

In – Not, without. E.g. Inadequate

Infra – Beneath, below. E.g. Infrastructure

Non – Not. E.g. Non-profit

Sub – Under E.g. Submarine

Un – Against, not, opposite. E.g. Unprovoked

Suffixes:

- able, -ible – Capable of being. E.g. Edible
- acy – State or quality. E.g. accuracy
- al – Having the state or character of. E.g. Herbal
- dom – Place or state of being. Eg. Freedom
- er, -or – Person or object that does a specified action. E.g. Creator
- ify – Make or become. E.g. Magnify
- ism – Doctrine, belief. Eg. Judaism.
- ist – Person or object that does a specified action. E.g. Protagonist.
- ity – Quality of. E.g. Validity.
- ment – Condition. E.g. Enchantment.
- ness – State of being. E.g. Wilderness.
- ship – Position held. E.g. hardship

More examples can be found here: <https://www.myenglishteacher.eu/blog/prefixes-suffixes-list/>

Appendix 14 – Online Videos About the Five Pillars of Islam

<https://www.bbc.com/teach/class-clips-video/what-is-islam/zbmrwty>

<https://www.bbc.com/bitesize/topics/zpdtbkb/resources/1>

<https://www.bbc.co.uk/cbbc/quizzes/eid-al-fitr-quiz>

<https://www.pbslearningmedia.org/resource/islam08.socst.world.glob.muslimpray/muslim-prayer>

<https://www.pbslearningmedia.org/resource/islam08.socst.world.glob.zakaat/zakaat>

<https://www.pbslearningmedia.org/resource/36e1bc8a-f600-4b23-b671-b2eb9a54920f/ramadan-is-here-religion-and-ethics-weekly#.WPoyA9ylqUk>

<https://www.pbslearningmedia.org/resource/sj14-soc-hajj/the-hajj-islamic-sacred-pilgrimage#.WPoxjtylqUk>

Other useful teaching resources:

<https://www.thirteen.org/edonline/accessislam/lesson.html>

Appendix 15 – How Much Does it Cost?

Item	2018 Price Range (from ASDA)
Tin of baked beans	23p – 75p
Loaf of bread	55p – £1.55
Tub of margarine (500g)	90p – £3.75
Box of cereal (cornflakes – 500g)	55p – £2.70
Bottle of milk (4 pints)	£1.30 – £2.00
Tin of soup (400g)	45p – £1.18
Tin of corned beef	£1.49 – £2.00
Block of cheese (500g)	£1.90 – £2.50
Box of 6 eggs	70p – £1.50
Jar of peanut butter (340g)	70p – £3.00
Bag of 6 apples	£1.00 – £1.98
Bunch of 6 bananas	£1.25
Bag of potatoes (2.5kg)	£1.30 – £1.70
Bag of frozen chips (1.5kg)	90p – £2.79
Frozen pizza	90p – £3.00
Bag of frozen chicken nuggets	89p – £3.00
Bottle of cola (2 litres)	50p – £1.95
Packet of biscuits (chocolate digestives)	44p – £1.50
Packet of pasta (500g)	29p – £1.00
Jar of pasta sauce (500g)	64p – £1.75
Packet of rice (1kg)	45p – £4.99
Instant noodles	22p – £1.48
Tube of toothpaste (75ml)	80p – £4.80
Pack of toilet paper (12 rolls)	£1.98 – £6.95
Pack of soap (4 bars)	69p – £2.60
Box of washing powder (for about 40 washes)	£2.36 – £6.00
Bottle of washing up liquid (500ml)	34p – £1.00
Bottle of vodka (1 litre)	£14.95 – £20.00

(Prices sourced from: <http://www.mysupermarket.co.uk/> – selected from ASDA)

Utility	Average Weekly Charge
Electricity	£8.50
Gas	£8.25

(Prices sources from https://www.ukpower.co.uk/home_energy/average-energy-bill)

Other Expenses	Average cost
1 portion of chip shop chips (small)	£2.00
Bus fare (to supermarket and back)	£2.20 per trip