

## Images of War

### **Suggestions for working with the photos.**

**Questioning the image - what else do you want to know?** Students are encouraged to use the image to generate questions. Some may be specific to a particular image; others may be about war/refugee experiences in general. Questions can be pooled and addressed throughout the unit of work.

**Describe what you see/what is happening.** In groups students are encouraged to describe in detail what an image shows. The group can think of a title for their image and present their description to the class, each student contributing to the presentation. Students can be encouraged to provide linguistically rich descriptions with the support of word banks.

**Every picture tells a story.** Students are encouraged to get behind the image, to create a scenario/story. This could be done as an oral activity firstly, as a rehearsal for a piece of extended creative writing. Perhaps the image could be one frame in a series of group sculptures presenting the experiences of refugees. Or the students could use the image as a stimulus for creating a piece of drama.

**News report/newspaper article.** Students could use one or several photos to feature in a news report or newspaper article. This could include a discussion around the intention of the reporter when writing the article/report.

**Poster campaign.** Students could design a poster/campaign leaflet in support of refugees or for a demonstration against war. Students could present their posters, including, for example an explanation of why they had decided to use the design they did. Or they could present an argument using a leaflet.

**Creating an image poem.** The images can be used in a variety of ways as a trigger for poetry writing. For example, students could choose five words to describe the way they feel when looking at the image(s). These can be used to create a poem (the students will need other support to begin writing) The class/a group could be asked to brainstorm words around the image and these could be trigger words for writing. Another idea would be for students to be given a poem about refugee experiences and use a striking line from this and the picture to write a poem. They can produce group poems too.

All of the above activities afford the opportunity for **all** students to be included. All the activities can be used in small group/pair work. Strategies to provide scaffolding for EAL learners will be needed for most activities. Careful planning of the composition of groups can support bilingual learners.

**MS/EMAS/2004: Highlighting refugee experiences. EMAS/KS3**