

Teaching and Learning Guide

Through My Eyes Book Three



Naveed John Heffernan

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Recommended for ages 11-14 years

**The style and structure of these Teaching and Learning Guides was created by Lyn White,
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The Guide contains numerous links to online resources so we recommend wherever possible you view it on screen. A digital copy is available on the Through My Eyes website www.throughmyeyesbooks.com.au

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Advisory note

There are students in our Australian schools for whom the themes and events depicted in *Naveed* will be very familiar and all too real. Such students may well have fled similar conflicts and experienced displacement and trauma. It is important that teachers read the text before sharing it with their class, monitor student reactions and respond appropriately.

1. Guide overview

This teaching and learning guide is part of a sequence of guides prepared for each book in the Through My Eyes series. Each guide presents a range of learning experiences for units of work that promote the development of the knowledge, skills and behaviours designed to extend students' understanding of themselves and the human experience, empowering them to become active global citizens.

This comprehensive guide is designed for teachers to use selectively according to their schools' curriculum and student needs. Given the guide's numerous links to online resources, the guide is best used as a digital document. (Web links provided in these notes were current at the time of publication of *Naveed*.)

2. Introduction to *Naveed*

Afghanistan has been a tortured country for centuries. Internal conflicts and disputes with neighbouring countries combined with natural disasters have created a country with a splintered culture and an uneasy future. Author John Heffernan travelled in Afghanistan many years ago but something of its people and identity remained with him. His story of *Naveed* reveals the essence of Afghanistan's culture and identity through the eyes of a child who has lost his childhood. The reader will be enraged and confronted as they journey through a story of hatred and suffering but in the end they will find glimpses of hope. The material found in the text is perfect for the study of such issues as children and war, culture, family and religious extremism.

3. Synopsis

The year is 2014 and 14-year-old Naveed lives with his widowed mother and eleven-year-old sister, Anoosheh, in a cramped, one-room hut in an industrial estate on the outskirts of Bagram, Afghanistan. Apart from the daily calls to prayer by the local muezzin, the family lives with the 'concert of war' that's played out at the nearby Bagram Airfield. Day and night the military might of Afghanistan's liberators is heard through the arrival and departure of aircraft.

Afghanistan has a long history of conflict and this has taken its toll on Naveed and his family. Five years ago, young Anoosheh stepped on a landmine and both her legs needed amputation. She has remained cheeky and strong-willed, not letting the fact that her legs are missing stop her from enjoying dancing and school. Naveed's childhood ended the day his father was killed by a suicide bomber. Naveed is the man of the house and has much responsibility. He must take care of his mother and sister, find work and bring home food. After taking Anoosheh to school, Naveed visits stallholders in the city to search for odd jobs. He will do anything to feed his family, from delivering groceries to serving chai and washing cars. Naveed even scrounges the local rubbish dump for discarded Russian war medals for selling at the local market. There is an added burden for Naveed – Mr Kalin, the wealthy landlord of the family's room, is looking at expanding his matrimonial home. He is considering taking Naveed's mother as wife number three, a situation that would end badly for the whole family. With the Americans leaving the country, tensions are rising and the Taliban, as well as the local warlords, are making their murderous presence known once again.

As Naveed goes in search of work he seems to be shadowed by a lost dog. At times he finds himself sharing the little food he has with his canine friend. Naveed's kindness is repaid when a gang of youths tries to steal his money. The dog protects Naveed and becomes a constant companion. Naveed decides to call his protector Nasera.

Things are beginning to look up for Naveed – he has earned more money in the market and a friendly Australian soldier has indicated that Nasera may have the makings of a top explosives detection dog. Naveed and Nasera spend time with the Australian soldier, Mr Jake, at the Bagram Airfield going through exercises and training. Naveed is happy he has found something positive that he can do for himself and his family; it may even help save the lives of others.

Upon returning home from one of his training sessions, Naveed is stunned to find Mr Kalin with long lost cousin, Akmed. Akmed has also suffered in the country's conflict – his whole family was slaughtered by a suicide bomber. Akmed, having spent time in a Madrassa in Pakistan, is now but a shadow of the happy young man Naveed remembers. Akmed is moody and constantly recites the holy book, the Quran, that he carries with him at all times.

Tensions outside the airfield suddenly erupt into violence. Rumours circulate in the city that the Americans were burning the holy book – an act of great disrespect and vulgarity for the Muslims living near the airfield. Naveed is caught up in a wave of hatred and violence as he is torn between his beliefs and his growing friendship with Mr Jake.

Meanwhile, Mr Jake has a surprise for the family. He has organised doctors to look at Anoosheh as a possible candidate for prosthetic limbs. Mr Obeid, who once saved Naveed from a gang of thugs, has

offered to take Anoosheh and her family to visit the hospital at Bagram Airfield the next day for measurements. Akmed decides to accompany the family in Mr Obeid's juggle truck.

During the trip to the airfield Naveed is horrified to learn that his cousin is carrying deadly cargo. Akmed is a suicide bomber and Naveed decides to try and talk him out of his murderous intent. Once again Naveed is taken by the generosity of people as Mr Obeid stays behind and offers a future to the young Akmed if he turns himself in. With this crisis averted, Naveed still feels there is something left undone. He tells Mr Jake of the comings and goings at Mr Kalin's warehouse and feels that Akmed's bomb was just the tip of a deadly iceberg. The full might of the American military comes to search the warehouse but nothing is found until Nasera senses something amiss and with the help of Mr Jake and Naveed an entire arsenal is uncovered. Naveed waits anxiously on the steps of the airfield's hospital. He cannot believe that soon he may see Anoosheh walk with her new legs. Amongst the joy of the moment, Naveed remembers that Mr Jake will soon be leaving. Mr Jake also feels sad but reminds Naveed of the important work that he and Nasera must do for his country.

Naveed is a challenging read at times but it is a memorable one. It is a story that will give students a glimpse of a troubled life lived through the eyes of someone just like them.

4. Author Information and Motivation

John Heffernan is an award winning Australian author of over thirty books for readers from early childhood to young adults. He writes everything from realistic fiction to fantasy. Many of his books have been shortlisted for the Children's Book Council of Australia Awards with *My Dog* and *Two Summers* winning Book of the Year in their respective categories. *My Dog* was shortlisted for a NSW Premier's Literary Award for 2002 and *Where There's Smoke* for the same awards in 2011.

Whilst researching the Bosnian war for his book, *My Dog*, John became interested in war as part of the human condition and its effect on children. He spent some time travelling in Afghanistan and this experience left an indelible impression on him. John has continued to follow the war in Afghanistan and the nation's demise.

John Heffernan comments:

Naveed is a very positive and uplifting story despite the setting. For me it's the sprig of spring emerging from the winter of war.

Don't get me wrong. I haven't written this book with blinkered vision; it's based in reality and I don't pull any punches in the story. Afghanistan is really a big bag of negatives: poverty, hunger, disease, violence in the home and in the streets. There are landmines, cluster bombs and suicide bombers. There's the Taliban dealing out barbaric justice, warlords, and drug barons ruling by guns. There's the Coalition of soldiers

barging into homes terrifying families; drones mistakenly bombing wedding parties; child labor; and corruption. To the ordinary person in Afghanistan there isn't just a war in their country; life is a daily battle on many fronts. It has been going on for decades. And with the US pulling out who knows what's in store. It is in war that ordinary people do extraordinary things. It's in the midst of war that we glimpse the full power of the human spirit. I've tried to bring that out in my book. When I think of being in this war of Afghanistan I think of it as being in a really heavy thick fog. I looked beyond that fog at the real stories of hope.

5. UNICEF

A portion of the proceeds (up to \$5000) from sales of this series will be donated to UNICEF. UNICEF works in over 190 countries to promote and protect the rights of children. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, clean water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and HIV.

All of UNICEF's work is guided by the UN Convention on the Rights of the Child (CRC). The most internationally recognised treaty on the planet, the CRC sets out the basic rights of children and the obligations of governments to fulfil those rights. UNICEF's mission is to make sure that the rights of children all over the world are protected and that people under the age of 18 are given special care and protection. We draw attention to the duties of governments, families, communities and individuals to respect those rights and support them in doing so.

UNICEF's approach is to use low-cost, highly effective solutions that work dramatically to improve children's lives. UNICEF is funded by the voluntary contributions of individuals, businesses, foundations and governments.

UNICEF is non-political and provides aid to children on a non-discriminatory basis based on need and has no religious, racial or political affiliations.

UNICEF is active in all of the countries represented in the series and links have been provided in this guide to some of their excellent resources that support the suggested teaching and learning activities.

To learn more about UNICEF's work and school programs go to <http://www.unicef.org.au>.

6. Curriculum Use

6.1 Australian Curriculum

This guide is designed for use with upper primary and lower secondary students in years 5 - 8 of the Australian Curriculum. *Naveed* is a unique literary text that has:

... personal, cultural, social and aesthetic value... and ha(s) potential for enriching the lives of students, expanding the scope of their experience. (Content structure, literature, Australian Curriculum: English)

Naveed can be studied as a class text or used as a literary focus for integrated studies units. *Naveed* is also extremely suitable for use in Literature circles. The Primary English Teaching Association of Australia (PETAA) provides a useful introduction to this reading strategy at http://issuu.com/petaa/docs/pen_140. Some excellent practical suggestions on strategy implementation can be found at <http://www.abcteach.com/search.php?q=literature+circle> and <http://www.litcircles.org/Overview/overview.html>

The primary focus of the teaching and learning activities is engagement with the English learning area with its three interrelated strands:

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage

The selection of teaching and learning activities has been guided by Year Level Content descriptions for the following Strands and sub-strands:

| Language | Literature | Literacy |
|--|--|--|
| <ul style="list-style-type: none">▪ Language for interaction▪ Text structure and organisation▪ Expressing and developing ideas | <ul style="list-style-type: none">▪ Literature and context▪ Responding to literature▪ Examining literature▪ Creating literature | <ul style="list-style-type: none">▪ Texts in context▪ Interacting with others▪ Interpreting, analysing and evaluating▪ Creating texts |

This guide highlights both receptive and productive modes of English language learning. Students are involved in listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts.

The unique cultural setting and multiplicity of contemporary global themes presented in *Naveed* have strong relevance for the development of the knowledge, skills and behaviours of the following General Capabilities, particularly through the use of Inquiry Learning:

- Intercultural understanding
- Personal and social capability
- Ethical understanding
- Critical and creative thinking
- Information and Communication Technology (ICT) capability

The opportunity to explore country and place, people, identity and culture ensures the relevance of this text for inclusion in the Geography and History learning areas of the Australian Curriculum:

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

6.2 Global Education

Teaching and learning activities support exploration of key themes in global education including:

- Identity and cultural diversity
- Social justice and human rights
- Peace building and conflict resolution
- Civics and citizenship
- Values education

For more information on Global Education see: www.globaleducation.edu.au

6.3 International Baccalaureate

Schools adopting the International Baccalaureate will find *Naveed* a valuable literary resource for the exploration of the six transdisciplinary themes of global significance, having particular relevance to the Human Rights and Peace and Conflict units of study.

7. Background Information for Teachers

7.1 Afghanistan

Naveed is set in the ancient city of Bagram, Afghanistan. Bagram sits between the city of Charikar and Kabul and lies in sight of the Hindu Kush, an 800km long mountain range that stretches between central Afghanistan and northern Pakistan. This area has witnessed great strides in agriculture and art but also

bloody battles and tribal revolts. Bagram Airfield, the largest US military base, is located 11 kilometres southeast of Charikar.

Afghanistan has a population of over 31 million including the 2.7 million Afghan refugees living temporarily in Pakistan and Iran. It is a multi-ethnic and multi-lingual society, the majority of its population consisting of Pashtun people followed by Tajiks, Hazara, Uzbeks and others. The official languages include Pashto and Dari with Dari spoken mostly in the Tajik and Hazara dominated areas. Pashto is mainly spoken in the Pashtun tribal areas south of the Hindu Kush mountains.

| Ethnic Groups in Afghanistan | | |
|--|--|---|
| Ethnic Group | <u>World Factbook / Library of Congress Country Studies</u> (2004-present estimate) | <u>World Factbook / Library of Congress Country Studies</u> (pre-2004 estimates) |
| <u>Pashtun</u> | 42% | 38-50% |
| <u>Tajik</u> | 27% | 25-26.3% (of this 1% is <u>Qizilbash</u>) |
| <u>Hazara</u> | 9% | 12-19% |
| <u>Uzbek</u> | 9% | 6-8% |
| <u>Aimak</u> | 4% | 500,000 to 800,000 individuals |
| <u>Turkmen</u> | 3% | 2.5% |
| <u>Baloch</u> | 2% | 100,000 individuals |
| Others (<u>Pashai</u> , <u>Nuristani</u> , <u>Arab</u> , <u>Brahui</u> , <u>Pamiri</u> , <u>Gujjar</u> , etc.) | 4% | 6.9% |

Sources:

<http://www.unhcr.org>

<https://www.cia.gov/library/publications/the-world-factbook/geos/af.html>

http://en.wikipedia.org/wiki/Ethnic_groups_in_Afghanistan

<http://www.globaleducation.edu.au/2355.html>

http://en.wikipedia.org/wiki/Demography_of_Afghanistan

War in Afghanistan

At least 1304 Afghan children were killed during the armed conflict in one year, UNICEF confirmed last year in a report on the casualties of war.

(Annual report of the Secretary-General on Children and Armed Conflict, issued 15 May 2013 by the Special Representative of the Secretary-General for Children and Armed Conflict Leila Zerrougui)

Afghanistan is a country steeped in ancient conflict and many of the great warriors of history such as Genghis Khan and Alexander the Great have fought over its boundaries.

In 1836, the British invaded the country and began the first Anglo-Afghan War. In 1842, out of 16,500 soldiers and 12,000 attendants, only one soldier survived a ferocious battle, escaping on a pony. Afghanistan defeated the British and once again became independent. The second Anglo-Afghan War began in 1878 and the following year Afghanistan lost several of their territories permanently.

Russia began to take over areas of Afghanistan but in 1907, Russia and Great Britain signed the convention of St Petersburg in which Afghanistan was declared outside the sphere of Russia's influence.

The third Anglo-Afghan war began in 1921 and the British were once again defeated and Afghanistan took full control of their foreign affairs. In 1929 Nadir Khan took the throne and his tribal army began to loot government buildings and the houses of wealthy citizens. Many of the reforms set to modernise the country were now abolished. Nadir Khan was assassinated by a college student and Nadir's son, Zahir took over the throne. He ruled for forty years.

The United States of America formally recognised Afghanistan in 1934. In 1954 Afghanistan asked the US for military equipment in order to modernise their army. This request was denied. Afghanistan turned to Russia for help and developed close ties with the Soviet Union during the Cold War.

When Zahir Shah was on holiday in Europe in 1973, his government was overthrown by a military coup by the Afghan Communist Party. The Republic of Afghanistan was established.

During the mid 1970s, there was tension within the government and there was a communist coup. The President was killed and there were mass arrests and torture within the country.

The late 1970s brought much turmoil to Afghanistan. There were mass killings, the US Ambassador was murdered and Russia invaded the country. By 1989 Russia was defeated by Afghanistan and there was a total withdrawal of Soviet troops.

Following this withdrawal, a destructive civil war broke out as Afghan Mujahideen warlords competed for control of Afghanistan. Hundreds of thousands of Afghan children were left orphaned and homeless because of the fighting. These children sought safety in the refugee camps in Pakistan just across the border and were educated in Pakistan's religious schools called 'madrassas'.

The Taliban was formed primarily from students from these schools. The name Taliban comes from the word "talib" for student. They chose this name to distance themselves from the Mujahideen whose name stems from the word "mullah" for knowledge-giver.

The Taliban's power escalated and in 1996 the Taliban forced the government out of Kabul.

More devastation occurred as an earthquake hit northeastern Afghanistan in 1998. Over 4,000 people were killed and thousands were left homeless. The United States launched its cruise missiles at the country hoping to destroy any terrorist bases used by terrorist leader Osama bin Laden. Iran mobilised 70,000 troops near the Afghan border but no fighting occurred. Over the next few years the United Nations adopted sanctions against the Taliban for their continuing support of terrorism and their cultivation of narcotics. The world was outraged when the Taliban destroyed ancient historical statues in the Kabul Museum as well as the historical sites in Ghazni and the giant Bamiyan Buddhas from the fifth century. The Taliban forced members of religious minorities to wear tags identifying them as non-Muslims. The US and the UK launched air strikes against the Taliban as they believed they were protecting the World Trade Centre attack mastermind, Osama bin Laden. Afghan political groups came together in Bonn, Germany, to form an interim government in which political leader Hamid Karzai was selected to serve a six-month term as Chairman of the Interim Administration. He has since been elected President.

In 2004 Afghanistan adopted a new constitution. It is now a republic with three branches of government: executive, legislative and judiciary. The Taliban has not been fully defeated. In 2009, a Taliban-led shadow government began to form in many parts of the country. Peace talks with the Taliban have only led to more bombings and assassinations.

It was decided at the NATO Summit in 2012 that most of the US and NATO troops would be withdrawn from Afghanistan by the end of 2014, but a residual force would remain in the country for counterterrorism missions and to help train the fledgling Afghan military. It is difficult to obtain figures on the number of deaths and injuries to Afghanistan military, police and civilians during the war in Afghanistan since 2001. One source is the US Congressional Research Service: <http://www.fas.org/sgp/crs/natsec/R41084.pdf>

US and Coalition casualties are reported at:

http://en.wikipedia.org/wiki/Coalition_casualties_in_Afghanistan

Afghanistan remains one of the poorest countries in the world due to a long history of war, natural disasters, lack of foreign investment, government corruption and Taliban insurgency.

KEY FACTS

Islamic Republic of Afghanistan

Land: 652 230 sq km. The terrain is landlocked, mountainous and desert. Climate is dry with cold winters and hot summers.

Capital: Kabul

People: Population 31 108 077 (2013)

Age Structure: 0-14 years 42%
15-24 years 21.9%
25-54 years 29.1%
55-64 years 3.8%
65+ 2.5%

Median Age: 18 years

Life Expectancy at Birth: 50

Literacy Rate: 28% of population aged 15 + can read and write
Female 12%
Male 43%

School Life Expectancy: Female 6 years
Male 10 years

Religion: 80 per cent Sunni Muslim, 19 per cent Shi'a Muslim

Main Languages: Dari (Afghan Persian) and Pashto

Government: Islamic Republic where President is the chief of state

Currency: Afghani

Source: www.cia.gov: The World Fact Book - Afghanistan

The timeline and author's note included in the text of *Naveed* provide good summaries of the conflict, however additional sources of information include:

World Fact Book: www.cia.gov

For current projects being run in Afghanistan as well as useful statistics: www.worldbank.org

Overview of recent news reports: <http://www.abc.net.au/news/specials/afghanistan/>

Breaking news from Afghanistan: <http://www.theguardian.com/world/afghanistan>

For an overview of the country and its culture:

- <http://www.everyculture.com/A-Bo/Afghanistan.html>, <http://www.bbc.co.uk/news/world-south-asia-12024253>
- Barker, Kim *The Taliban Shuffle: Strange Days in Afghanistan and Pakistan*, Random House, New York, 2010
- Ellis, Deborah, *Kids of Kabul: Living Bravely Through a Never-Ending War*, Greenwood Books, Canada, 2012

- <http://www.globaleducation.edu.au/2355.html> A comprehensive look at Afghanistan and its people:
- <http://www.youtube.com/watch?v=AXFORTgfse0> An excellent Youtube video on Afghani children explaining how they want their lives to be lived in their own country.
- Naveed and his family are Tajik and speak Dari. For a lesson on basic Dari visit: <http://www.hopeforafghanchildren.org/learn-more/dari-for-sponsors/>

For a breakdown on the early history of Afghanistan, visit <http://www.afghan-web.com/history/>



<http://geography.about.com/od/findmaps/ig/Country-Maps/Afghanistan-Map.htm>

7.2 Bagram, Afghanistan

The text is set in **Bagram**, which was originally known as *Alexandria on the Caucasus*, a colony of Alexander the Great. Alexander founded the colony as an important junction of communications in the southern foothills of Hindu Kush. Its location made it a key transport junction from Ancient India along the Silk Road.

Parts of Chapter 4 describe life within the **Bagram Airfield** from which most of the Afghan air activity from the United States Airforce is conducted. The airport at Bagram was originally built in the 1950s during the Cold War and the present runway was built in 1976. The Soviet Union had control of the airport from 1979 to 1989.

The Bagram Airfield has iconic American facilities and features. There are a variety of dining options including Burger King, Pizza Hut and Subway as well as quite a few coffee shops. During 2002, the airfield was home to more than 7,000 US and other armed services personnel. Initially, numerous tent cities were

created to house the personnel, with reports the area came under daily rocket attack. By late 2003 B-huts made from plywood, described in Chapter 4, replaced the tents. By 2007 Bagram Airfield grew to the size of a small town with traffic jams, commercial shops and over 10,000 troops.

Bagram is also home to the Parwan Detention Facility, the last prison in Afghanistan under US management. In Chapter 4 a scene of desolation is described just outside the airfield:

'Scattered across this scene like scabs are the wrecks of Russian tanks, MiGs and APCs, rusting reminders of another war fought on Afghan soil' (p.19)

The following website displays quite a few good photos of such a scene:

<http://www.urbanghostmedia.com/2009/10/the-road-to-bagram/>

The following links may also be useful as background information on the airfield itself:

The official website of the Bagram Airfield: <http://www.bagram.afcent.af.mil/index.asp>

Photos of the airfield in winter: <http://abcnews.go.com/International/slideshow/snow-bagram-21371058>

A great tour of Bagram Airfield on Youtube: <http://www.youtube.com/watch?v=Ejwk0yt5B7M>

7.3 The Taliban

The characters in *Naveed* are all affected in some way by the Islamic fundamentalist political movement called the Taliban. The movement spread from Pakistan into Afghanistan. The Taliban seized control of Kandahar and Kabul and began to rule as the Islamic Emirate of Afghanistan from September 1996 until December 2001. Kandahar was its capital.

Good overview of the Taliban: <http://www.cfr.org/afghanistan/taliban-afghanistan/p10551>

In the beginning, the Taliban brought some semblance of order to the country through its very strict interpretation of 'Sharia' or Islamic law. Many Afghans were relieved to see the end of the brutal warlords and the corruption that had for so long affected their lives.

Life under the Taliban: <http://www.globalpost.com/dispatch/taliban/life-under-the-taliban>

Women suffered the most under the Taliban regime. Girls were forbidden to attend school and women were not allowed to work outside the home.

In response to the attacks on September 11 2001, the US put significant pressure on the Taliban to surrender known terrorists. The Taliban refused and the US began bombing military sites in Afghanistan. Many of the Taliban leaders and supporters were killed, imprisoned or placed in exile. By 2006 the Taliban had regrouped and they once again became a deadly force within the country.

Naveed is set in 2014 as the international combat forces are preparing to leave the country. The security situation is volatile with many believing the Taliban are preparing to launch a major takeover yet again.

For up to date news items on the Taliban:

<http://topics.nytimes.com/top/reference/timestopics/organizations/t/taliban/>

For an overview of the Taliban movement:

http://www.bbc.co.uk/news/special_reports/taliban_conflict/

<http://www.britannica.com/EBchecked/topic/734615/Taliban>

7.4 Islam

Islam is the predominant religion in Afghanistan. In Chapter One *Naveed* is shown performing ‘wud’u’ for his prayer ritual.

KEY FACTS

- The term ‘Islam’ means ‘submission’ and the Islamic faith involves the unconditional submission to the will of God
- Those who follow the Islamic faith are called Muslims
- There are Five Pillars or Foundations of Islam: faith, prayer, almsgiving, fasting and pilgrimage
- ‘Allah’ is the term given to God by the Muslims. It is an Arabic word meaning ‘the God’
- Islam was revealed to the Prophet Muhammad who lived from 570CE to 632CE in Mecca in what is now known as Saudi Arabia
- These revelations were later collected into the Islamic holy book known as the Qur’an

For more information on Islam: <http://www.bbc.co.uk/religion/religions/islam/>

7.4.1 The Salat or Ritual Prayer

A Muslim must pray five times every day facing Mecca. Muslims are called to pray by the *muezzin* – the person appointed to call Muslims to prayer – at sunset, by night, at dawn, noon and in the afternoon. The translation of the call to prayer:

God is most great
I bear witness there is no god but God
I bear witness Muhammad is the prophet of God
Come to prayer
Come to wellbeing
Prayer is better than sleep
God is most great
There is no God but God

The Salat must always be preceded by ‘wud’u’, a ritual washing of the face, hands and feet. When water is unavailable, sand can be used. <http://www.bbc.co.uk/religion/galleries/wudhu/>

Muslims are to ‘perform’ their prayers so how they pray is just as important as what they pray. The prayer is to be said in Arabic regardless of the native language. Prayers involve a series of movements from standing through bowing to prostration. The toes, knees, hands and forehead must all touch the ground.

<http://www.bbc.co.uk/religion/religions/islam/practices/salat.shtml>

7.5 Explosive Detection Dogs

Trained explosive detection dogs can detect minute amounts of a wide range of explosives. These dogs are capable of achieving over a 98% success rate in bomb detection.

<http://www.army.gov.au/Who-we-are/Divisions-and-Brigades/Special-Operations-Command/Military-Working-Dogs>

Research suggests that 35% of a dog’s brain is assigned to the sense of smell. A human brain assigns only 5%. A dog can be taught to sense the ‘ingredients’ of an explosive through reward and repetition.

For the education of a bomb dog: <http://www.smithsonianmag.com/innovation/the-education-of-a-bomb-dog-4945104/>

For background reading teachers may be interested in:

It’s All About Treo: Life and War with the World’s Bravest Dog by Dave Heyhoe. (Explicit combat scenes)

8. Student Activities

8.1 Examining the Cover and Extra Text Features

- Describe Naveed’s physical appearance and facial expression: How do you think he is feeling? Why?
- Look at the image below the title. Why was this image chosen?
- Brainstorm ideas about possible countries, settings, significance of helicopter and themes.
- How does the cover make you feel?
- Read the blurb on the back cover and highlight key words and phrases e.g. Taliban, explosion, Afghanistan, warlords, street dog.

Invite students to locate the words on the cover that highlight the narrative nature of the text: fiction, story, a novel.

Naveed is an example of the contemporary realistic fiction genre.

Discuss:

- What is realistic fiction?
- What other books of this genre have you read?
- What is their specific appeal?

Note: Although editorial style includes explanation in the text of the Afghan words used, students' attention should be drawn to the glossary at the back of the novel.

8.2 Finding Out About Bagram and Afghanistan

Using Google maps (or Google Earth on a tablet device):

- Locate Afghanistan then Kabul, Bagram, Charikar, Herat, Jalalabad and Kandahar
- View Afghanistan in relation to Pakistan, Iran, Russia, India, Australia and the United States
- Locate the Hindu Kush mountain range
- Locate the Bagram Airfield

Look at the terrain and satellite views to gain a sense of the ruggedness of the country. Is there snow on the mountains?

8.2.1 Classroom/Library Display

- Mount a large map of Afghanistan marking the main centres mentioned in the text. Collect a selection of photographs to display on the map from the sites below:
 - Use Google images or
 - <http://depts.washington.edu/silkroad/cities/afghanistan/afghanistan.html>
- Alternatively create a class Pinterest board that can be added to as students engage with the text.

Information about Pinterest is available at:

<http://www.bbcactive.com/BBCActiveIdeasandResources/UsingPinterestforEducation.aspx>

Note: Teachers need to use discretion when students use Google Images to search for information on Afghanistan. However, there are useful images for Bagram Airfield that depict the type of living conditions and daily life.

8.3 Inquiry Learning

- 'The students are both problem posers and problem solvers within inquiry learning. Inquiry Learning encourages learners to examine the complexity of the world and form

concepts and generalizations instead of being told simple answers to complex problems.' (Jeni Wilson and Kath Murdoch: resource PDF based on Jeni Wilson and Lesley Wing Jan: *Focus on Inquiry (2nd ed): A practical approach to curriculum planning*. Education Services Australia, 2009

- *Bright Ideas* (<http://slav.global2.vic.edu.au>) provides an excellent guide to developing effective research strategies in the classroom. Teachers and students create age appropriate inquiry questions and trails for group research. Areas of focus and possible questions could include:

Conflict in Afghanistan:

'They'll squabble with the warlords over this carcass of a country, as they've always done. It's just an endless game of buzkashi.' (p. 36)

- Using the following timeline generators create a timeline of conflict in Afghanistan. <http://slav.global2.vic.edu.au/2011/11/08/timeline-generators/#.UuNipmR9IcY>

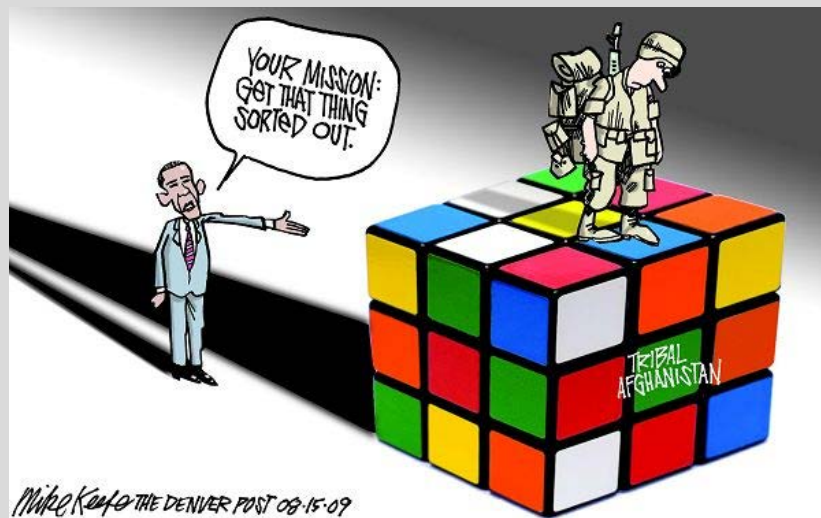
Using Political Cartoons



Source: Carlsoontoons, September 2009

- Political cartoons make students think about the issues in the news. They provide students with additional viewpoints as well as help develop students' analytical thinking skills. Afghanistan is constantly in the news so its not difficult to find suitable cartoons for discussion.
- Provide a series of cartoons and use the following steps for analysis:
- Identify the characters, symbols and objects
- Look for clues and details that would give further meaning

- Identify the main idea of the cartoon
- Is there any bias?
- Select a theme from the text and draw a political cartoon.



Source: Mike Keefe Political Cartoons

Tribal structure

...we are a lot of tribes. And because of that, the Taliban will certainly return, strangling any joy we might ever have hoped for in life. (p.36)

Naveed's mother is certain that much of the conflict in Afghanistan is due to its tribal nature. Tribes are the fundamental units of Afghan society.

- Research the tribal culture in Afghanistan.
- What are the main tribal groups?
- Find out about the Pashtun tribes, the largest ethnic group in Afghanistan.

OLDER STUDENTS:

- How can the strength and importance of the tribes help create peace?
- Explore the relationship between tribal conflict and the scarcity of natural resources in Afghanistan.

Students could refer to:

<http://www.economist.com/node/9558303>

<http://www.nytimes.com/2010/01/31/weekinreview/13rohde.html>

The Taliban

- Who are the Taliban? Research the rise and fall and current resurrection of the Islamic extremist group.
- In what ways did life change for Afghans under Taliban rule?

- List any positive contributions they made to Afghan society.

Students could refer to:

<http://www.infoplease.com/spot/taliban.html>

http://www.bbc.co.uk/news/special_reports/taliban_conflict/

<http://www.britannica.com/EBchecked/topic/734615/Taliban>

OLDER STUDENTS:

- Will the Taliban return to power in Afghanistan after the 2014 withdrawal of NATO troops?

Students could refer to: <http://www.bbc.co.uk/news/world-asia-25765603>

Girls and education

- Anoosheh and Pari attend school but under the Taliban regime girls were forbidden to have an education. Why?

'If you educate a girl, you educate a nation', Dr Helen Gayle, CARE CEO'

- How does this quote relate to the futures of Anoosheh and Pari?
- How are organisations like UNICEF ensuring girls are educated in Afghanistan?

Students could refer to:

http://www.unicef.org/infobycountry/afghanistan_70611.html

http://www.unicef.org/education/afghanistan_69744.html

For an extensive list of UNICEF's podcasts view:

http://www.unicef.org/videoaudio/video_podcast.html

Keeping the pace of progress in girls in education in Afghanistan:

http://www.youtube.com/watch?v=XvD7XvIVGyw&feature=youtube_gdata_player

Three Cups of Tea: One Man's Journey to Change the World... One Child at a Time by Greg Mortenson and David Oliver Relin (Young Readers Edition) provides a good background to education in Afghanistan. Or see:

<http://threecupsoftea.com.previewdns.com/about-the-book/three-cups-of-tea-youth-editions/>

Family Structure

'She is his sister, his responsibility. He has a duty to be there for her.' (p.34)

- Naveed is the only son in his family. He has a duty to look after his mother and his sister. Why does such a responsibility fall on a young boy?
- Research the family structure in Afghanistan. The following website will be useful:

<http://uwf.edu/atcdev/afghanistan/society/Lesson1Family.html>

Explosive Detection Dogs

- Nasera has what it takes to be a great explosive detection dog. Research how these dogs are trained.

http://www.worldwidecanine.com/expldetdogs_wwc.htm

<http://science.howstuffworks.com/war-dog.htm>

A look at a bomb-sniffing dog at work in Afghanistan:

http://www.youtube.com/watch?v=urVwOO_bTf0

Bomb-sniffing dogs at Bagram Airfield: <http://www.youtube.com/watch?v=ipVKsqmF7I8>

- Different breeds of dogs have different temperaments and abilities. Research a variety of breeds to discover the differences. Which breeds would make the best explosive detection dog? Give reasons.

For true stories of animals in wartime read:

Animal Heroes: Thrilling true stories of animals who have worked and played alongside Australia's fighting forces by Anthony Hill

For the true story of a war dog in Afghanistan, read:

Caesar the War Dog by Stephen Dando-Collins

Malalai Joya

Naveed is inspired by the words of Malalai Farzana, a fictional character based on Malalai Joya.

- Research the life of this politician. <http://www.malalaijoya.com/dcmj/>
- Why has this young woman taken on the might of the Taliban?
- Why is she called a 'dead woman walking'?
- How is she helping the women of Afghanistan?

OLDER STUDENTS:

View <https://www.facebook.com/joya.malalai> (teachers' discretion necessary due to Facebook content)

- Kite flying is known as *Gudiparan bazi* in Afghanistan. Each Friday men and boys take their kites and do battle trying to 'kill' an opponent's kite. Women and girls rarely take part. What does it say about the character of Anousheh that she dreams of entering a kite competition? <http://www.nytimes.com/2007/12/14/world/asia/14iht-kites.4.8751433.html?pagewanted=all>
- Research the history and symbolism of Gudiparan bazi
<http://www.afghanrelief.org/about-afghanistan/afghan-kite-flying-101>

- Create an Afghan tissue kite:
http://www.ehow.com/how_6946844_do-make-afghan-tissue-kite_.html
- Students could read: *The Kites are Flying!* By Michael Morpurgo. This is a simple story of kite flying and the dream of freedom in the West Bank.

Bagram Airfield

The aircraft mentioned in *Naveed* include: The Strike Eagle Jet Fighter, C-17 Globemaster III, HH-60 helicopter, CH-47 Chinook and Drones

Photo gallery of military aircraft at Bagram Airfield

<http://www.bagram.afcent.af.mil/photos/mediagallery.asp?galleryID=1434&page=1>

http://en.wikipedia.org/wiki/List_of_military_aircraft_of_the_United_States

<http://www.militaryfactory.com/aircraft/>

<http://www.fas.org/man/dod-101/sys/ac/>

- Research types of aircraft and display information using either Padlet or Scoop It! or write a descriptive text using your research details.
- Create a cartoon strip using one or more of the military aircraft researched. Give the aircraft personality just like in the movie 'Cars'.

Suggestions for free and low-cost comic strip apps:

<http://www.educatorstechnology.com/2013/11/7-great-ipad-apps-for-creating-comic.html>

<http://chogger.com/> (Ed: *Feel free to point out the misspelt 'You're'!*)

Use a range of software, including word processing programs to confidently create, edit and publish written and multimodal texts. (ACELY1728)

- *PowerPoint*, *Keynote* or *Prezi* (<http://prezi.com>) can be used to create visual texts to share research with a group or class.
- *Educlipper* can help students and teachers to bring together their own uploaded resources and material from the web onto subject boards.
<http://slav.global2.vic.edu.au/2013/07/16/educlippe/#.UuOaMWR9Jjc>
- *Padlet* lets students create walls collating links, text and pictures. <http://padlet.com/>
- *Scoop.it!* is a fun content curation platform that helps students both collect information on their research topic and create an online magazine. <http://www.scoop.it/t/what-is-scoop-it>

9. Literature

Strategies to enhance reading of the text include:

- Creating written or digital journals, reader's notebooks, video diaries or a class blog that record student reflections and comments. Entries could also be uploaded to a class or school website
- Creating cumulative story maps: younger students can combine text and visual features

'Stop and Think Aloud' and 'Responding to Questions':

http://www.acara.edu.au/curriculum/worksamples/Year_5_English_Portfolio_Satisfactory.pdf.

- Students read a text extract, write down personal thoughts and questions to answer, and then respond to their questions using text evidence.
- Making connections: Give students frequent opportunities to make connections between *Naveed* and their own lives (text-to-self), a comparison text (text-to-text) and current world events and issues (text-to-world).
- Model and encourage the making of inferences from the text by attending to narrative clues and implied meanings.
- Recognise and explore the potential of this text to change students' thinking and perception.

Reading Aloud

- Students develop a rich language base and come to understand the power of words by listening to stories, reading stories, and responding to stories through a variety of engagement activities.

For tips on reading aloud to older students and for its benefits:

<http://www.learner.org/workshops/tml/workshop7/teaching2.html>

Naveed is an ideal book to read out loud to your class. There are certain sections of the text, however, that are perfect to engage the less reluctant readers and to use as springboards for discussion.

- Have a RALFF Performance (Read ALoud For Fun) using the recommended sections. Students choose their favourite text and practice reading aloud.
- Coordinate a concert of readers for other classes, for a school Open Day or as a Children's Book Week event.

➤ Suitable Read Aloud sections in Naveed:

- 'Another Strike Eagle fighter jet howls down the runway and hurtles into the sky.....The end game is on.' (p.17/18)
- 'Naveed crouches on a mountain of garbage clutching his hessian bag...The truck accelerates away and the boy sprawls face first onto the gravel road.' (p.51-55)
- Naveed packs his wares into the hessian bag.....yelling and falling over each other to get away.' (p.68-73)
- Chapter 33 is a wonderful chapter to read aloud for older students. The tension is high and the scene would capture the students' attention. Read from the beginning of the chapter (p.173) to 'Akmed stares down at the device in his hand,' midway down p.180. Stopping here will guarantee the students wanting to know more.

9.1 Literature and Context

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts. (ACELT1608)

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts. (ACELT1619)

Read Chapter One. Readers are immediately introduced into Naveed's world – early insight is given into the key literary pillars of the story: conflict, culture and identity.

- Discuss how the author has created the image of Naveed's home on the first page.
- What textual clues are there to the setting and culture?
- What is your initial reaction to the story?
- Create a Y-chart graphic organizer: Looks like, feels like, sounds like. A BLM template is available at <http://www.globaleducation.edu.au/reources-gallery/resource-gallery-templates.html>
- Invite students to list words and phrases in this chapter (and subsequent chapters) that indicate setting, evidence of conflict, and clues to character identities.
- Create a table or a Wordcloud

For information on how to create a Wordcloud visit:

<http://www.edudemic.com/9-word-cloud-generators-that-arent-wordle>

<http://slav.global2.vic.edu.au/2013/07/17/create-word-clouds-and-analyse-text-with-textal/#.UuO7P2R9LCQ>

<http://slav.global2.vic.edu.au/2010/08/30/whitefriars/#.UuO7XWR9LCQ>

- How will it end? Have students write down their plot predictions after reading the first chapter. Each student is to enclose their predictions in a sealed envelope and reveal them after finishing the text.

9.2 Responding to the text

Responding to literature:

Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument. (Content Structure, The Australian Curriculum: English, ACARA)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. (ACELY1709)

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view. (ACELT1620)

9.2.1 Chapter Discussions

The following chapter breakdown and suggested discussion points may be useful in guiding students' initial responses to *Naveed*.

Chapters One and Two

The first two chapters introduce the issue of the 'darkness' that follows Naveed throughout the story. '*It is part of the darkness he carries, the darkness that fell upon him that day... (p.8)*'

Discussion Point

- What does 'part of the darkness that he carries' mean? Why does Naveed feel guilty?

Chapters Three to Five

'The long war has created a vast army of the desperate and starving – widows with children they can't possibly feed; legions of street kids, abandoned or orphaned.' (p.11)

Discussion Point

How does war create a population of street kids?

'In the other direction, it comes from one of the best parts of town, where warlords and drug barons and anyone else able to skim off some of the foreign wealth pouring into Afghanistan live in brash palace-like mansions.' (p.12)

Discussion Point

- How can there be such a divide in one city – the mega-wealthy and the destitute?

Chapters Six to Eight

'The store is the first place Naveed visits each morning on his search for work. The friendly shopkeeper always has at least a few chores for him and always pays; mostly in cash, sometimes in kind.' (p.26)

Discussion Point

- Discuss what the phrase 'in kind' means.

'That's the problem my son: we are a lot of tribes. And because of that, the Taliban will certainly return, strangling any joy we might ever have hoped for in life. They're waiting to pounce. They'll squabble with the warlords over this carcass of a country, as they've always done. It's just an endless game of buzkashi.' (p.36)

Research Point

- What is 'buzkashi'? Why did Naveed's mother refer to it in this way?

Chapters Nine to Eleven

Naveed's father 'used to talk with great sadness about the decade of war this plunged Afghanistan into. And he talked with even greater sorrow about the years of civil war that followed – of the warlords and the Taliban, Afghan killing Afghan – until the Americans came with their promise of hope.' (p.43)

Discussion Points

- What hope was there in the Americans coming? Why was 'Afghan killing Afghan'?

'I understand.' Naveed stares straight at Jake. *'But always you have food,'* he says slowly. *'Always you have house. But not Afghan people,'* he adds, pausing to let his words sink in. *'Do you understand, Mr Jake?'* (p.43)

Discussion Point

- How did Naveed make Jake rethink his view on the situation in Afghanistan?

Chapters Twelve to Sixteen

'But he'll be old, don't you worry. Her father has promised her to someone rich and important in payment of a debt he owes.' (p.60)

Discussion Point

- Why is a daughter being married off as payment of a debt?

Chapters Seventeen to Twenty

'The woman nods to Jake and then lowers her gaze.....Pari dips her head respectfully at Jake, smiles briefly and turns her eyes to the ground.' (p.88)

Discussion Points

- Why do these women not give eye contact to Jake? Why doesn't Anooosheh do the same?

'...notices at once that Nasera now has the ball. Not only that, but she is constantly picking it up and dropping it at Naveed's feet. The boy is ignoring her, but she keeps it up.....Well I think she might be able to save other lives as well.' (p.90)

Discussion Point

- What gives Jake the impression that Nasera could make a good explosive detection dog?

'We could save people, save lives, limbs.' With that thought alone, life has suddenly taken on an extra meaning for Naveed. *It doesn't have to be only about getting up and finding work in order to eat. It can be about much more.'* (p.104)

Discussion Point

- How can living 'hand-to-mouth' make people depressed and how can doing good add meaning to life?

Chapters Twenty-One to Twenty-Three

'A black Humvee is parked on the other side of the street. The back window is down a little, and Naveed can just make out a large shadowy figure in the vehicle's dark interior.' (p114)

Discussion Point

- Why was the black Humvee there and why was Naveed a little afraid of it?

'A long time indeed,' Mr Kalin says. 'More than two years, I believe. Your cousin has been in Pakistan, at one of the very best madrasas. He's been improving himself. Spiritually. Isn't that so, Akmed?'

Yes,' the youth says again, although he doesn't sound all that sure. He seems to flinch when Mr Kalin speaks to him.' (p.124/125)

Discussion Points

- How do you think Mr Kalin knows Akmed? What do you think Akmed has been doing in Pakistan?

Chapters Twenty-Four to Chapter Twenty-Seven

'Naveed is stunned, sickened by what he's heard. He wanders off, staring at the ground, body shaking, insides churning, mind a whirlpool. His tears make everything a blur – the base, the protestors, his whole world.' (p.141)

Discussion Point

- Why is he stunned? What is causing his confusion?

'...they know that burning the Quran is an outright insult of their God. It's about the worst thing you can do. That's why they're so upset mate. If a big part of this war is winning hearts and minds, we've just shot ourselves in the foot real bad.' (p.143)

Discussion Points

- Why is this an insult? The term 'hearts and minds' also refers to a public relations campaign for the war in the Middle East. Discuss what this means.

Chapter Twenty-Eight to Thirty-Two

'The riots of the last few days, especially the suicide bombers, were wrong, the work of radicals who only want to fan the flames of hate within us... They are exploiting our religious feelings for their own evil ends... These acts of violence harm the people of Afghanistan much more than they help us.' (p.155)

Discussion Points

- How does this differ to the mood of the protesters?
- How does 'fanning the flames of hate' help the radicals?

'The power of education frightens the Taliban.' (p.160)

Discussion Points

- What does the last sentence mean? Why would the Taliban bomb schools and murder teachers?

Chapter Thirty-Three to Thirty-Five

'... You need to relax now. It's all over.'

'No, Mr Jake. Is not all over. It just start.' (p.181)

Discussion Points

- What does Naveed mean by this? What are the clues that make him think there is still danger?

'I believe that unarmed truth and unconditional love will have the final word in reality. That is why right, temporarily defeated, is stronger than evil triumphant.' (p 195)

Discussion Points

- Discuss the meaning behind Martin Luther King Jr's words. Why do you think the author placed this quote at the conclusion of the text?

9.2.2 Creative Responses to Naveed

Graphic Novel

- Write and draw a summary of the book as a graphic novel or comic book.
 - List the important characters, setting(s), and events from the book that you want to include in the story.
 - Write out the story that you want to tell. Be sure to use plenty of dialogue.
 - Draw the pictures to illustrate your story.

Rap Song

- Write a rap song to describe an important event in *Naveed*. A good rap song uses some poetic conventions and a lot of rhythm, but the heart of the rap is a story.
- List the important characters, setting(s), and events from the book that you want to include in the song, write your story and then choose a tune or rhythm.
- As an example read the rap song *Kenji* by Fort Minor about a Japanese-American family's experiences during World War II.

9.2.3 News Noticeboard

- Students create a Daily News Noticeboard with written accounts of any news found about Afghanistan.
- Have students track how often stories appear about Afghanistan on the evening news or in daily newspapers and track what the topics are.
- Track coverage of the war online using Flipboard. Students can collect articles and information on websites such as CNN, for example, which has a special area in its drop down areas, covering news out of Afghanistan every day, and turn them into shareable

magazines. For information on Flipboard visit:

<http://inside.flipboard.com/2013/08/29/flipboard-for-educators/>

9.3 Analyzing and Responding – Themes

Students learn how ideas and viewpoints about events, issues and characters represented in texts are drawn from and shaped by different historical, social and cultural contexts. (Literature and Context, Content Structure, Australian Curriculum: English)

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices and including digital elements as appropriate. (ACELT1736)

9.3.1 Children and War

UNICEF sources suggest that in the past decade an estimated 20 million children have been forced to flee their homes because of conflict, two million have died and at least six million have been seriously injured in armed conflict. More than one million children have been orphaned or separated from their own families.

UNICEF Australia's Children, Conflict, War and Education Kit and

<http://teachunicef.org/explore/topic/armed-conflict> are excellent resources for examining this theme in the school setting.

- Anoosheh has lost her legs. Naveed no longer goes to school. Anoosheh and Naveed have lost their father. The following websites have excellent information on the effects of the Afghan war on children. Research how war can impact the daily lives of children in Afghanistan.

<http://www.amnesty.org/en/library/info/ASA11/013/1999>

<http://www.humanium.org/en/afghanistan/> (teacher discretion required)

<http://www.unicef.org.au/downloads/Advocacy/Talking-with-children-about-conflict-and-war.aspx>

Excellent YouTube video to accompany the reading of *Naveed*:

<http://www.youtube.com/watch?v=voHm-Cdoo-8>

OLDER STUDENTS

- How will the war affect these children as they grow into adulthood?
- Students read the transcripts of interviews with teenagers in conflict zones on <http://archive.itvs.org/beyondthefire/transcripts.html>. In pairs students discuss the interviews and share their reactions with the rest of the class.

9.3.2 The Effects of the War in Afghanistan on the child characters

Jigsaw strategy

The MyRead site describes this strategy at <http://www.myread.org/organisation.htm#jigsaw>

After reading chapters 1-7 divide class into four groups to find instances in the text that detail the effects of the conflict on the child characters and their individual responses:

Naveed, Anoosheh, Akmed, Pari, Fariad. A grid similar to the following can be used to record findings:

| Characters | Areas effected | Details | Chapter references | Response |
|------------|---|---|--------------------|----------|
| Naveed | Family roles & responsibilities Education Shelter Food | Father Killed and the only son must find work and food so unable to attend school | Ch 1-5 | |
| Anoosheh | Amputation of both legs Future Marriage | Landmine caused amputation of both legs – possibility of 'good' marriage reduced | Ch 1-8 | |
| Pari | Marriage Education | Father to pay debts so will marry Pari off to older man Marriage will reduce opportunity for education | Ch 21-35 | |
| Akmed | Life Education | Murder of family | Ch 21-35 | |
| Fariad | Education | Murder of family | Ch 5 | |

Presentation of group findings

- Use PowerPoint, Keynote, Prezi or Padlet
- Use Diamond Ranking <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>
- Write an I AM poem
http://www.readwritethink.org/files/resources/lesson_images/lesson391/i-am-poem.pdf
- As the students read the book, they keep a diary written from the perspective of a chosen character. Students could also read the following novels: *Thura's Diary* by Thura Al-Windawi (A diary kept by a young teenager during the war in Iraq), *Zlata's Diary: A Child's Life in Sarajevo* by Zlata Filipovic

- Students create a commercial explaining the effect of war on children. For steps on creating a storyboard for the commercial visit:
<http://school.discoveryeducation.com/lessonplans/activities/childrenofwar/studentsection3.html>
 - Students may wish to read the books *Shahana: Through My Eyes* by Rosanne Hawke and *Amina: Through My Eyes* by JL Powers as examples of children struggling with conflict in other countries.
- The following website may also be useful for background information:
<http://www.amnesty.org/en/library/info/ASA11/013/1999>

9.3.3 Rights of Children

Children’s rights are severely affected by war and conflict. The specific themes in *Naveed* that highlight the rights of children are education, early marriage and health. Exploring and examining the rights of children will enable students to better appreciate the characters’ lives in *Naveed*.

The Convention on the Rights of the Child (CRC), adopted in 1989 by the United Nations General Assembly is the most widely accepted human rights treaty in history. In simple terms it states that every child has:

- the right to a childhood, which includes protection from harm and exploitation
- the right to be educated, including all girls and boys completing primary school
- the right to be healthy through access to clean water, nutritious food and medical care
- the right to be treated fairly, including having laws and practices changed that are unfair on children
- the right to be heard on issues that affect them, and have these views considered by those with the power to make decisions.

UNICEF estimates there are 158 million children between the ages of five and fourteen who are involved in child labour, one in six of the world’s children. Over 64 million women aged 20–24 years are married or in union before the age of 18 as a result of arranged or forced marriages and approximately 300,000 children are involved in conflicts, many as child soldiers.

<http://www.childinfo.org/>

<Http://www.unicef.org/emerg/files/childsoldiers.pdf>

UNICEF Australia has produced an excellent middle school unit on the Rights of Children and their photo essays are a wonderful way to introduce the topic of children’s rights. Child friendly versions of the Convention of the Rights of the Child (CRC) can be used as a starting point for exploration of this theme.

<http://www.unicef.org.au/Discover/Issues-facing-children/Convention-on-the-Rights-of-the-Child/Child-Rights.aspx>

<http://www.unicef.org.au/downloads/Education/Photo-stories/What-are-rights.aspx>

<http://www.unicef.org.au/getattachment/discover/Teaching-and-Learning-Resources/Parents,-Teachers---Educators/Parents/Talk-to-your-children-about-rights-and-responsibil/What-are-rights.pdf.aspx>

Other UNICEF resources can be found at

<http://www.unicef.org.au/educational-Resources>

Everyone - We Are All Born Free: The Universal Declaration of Human Rights in Pictures published in association with Amnesty International is another excellent resource for this topic.

Watch YouTube clip: http://www.youtube.com/watch?v=x9_lvXFEyJo

- What are rights? What are the rights of children in the 21st century?
- Students use sticky notes to jot down responses to these questions using just one or two words and add to class chart. Alternatively, this may be done with IWB tools. Compare the resulting list with UNICEF's child-friendly version of the rights of children.
- Students visually rank the rights of children using a visual ranking tool found at <http://www.intel.com/content/www/us/en/education/k12/thinking-tools/visual-ranking.html>
- Read UNICEF publication: *A life like mine: How children live around the world* and discuss similarities and differences between how children's rights are being met around the world.
- Students create persuasive posters for one of the rights from their list using forceful language and symbolism. See examples on UNICEF site: <http://pinterest.com/unicefaustralia/posters-and-infographics/>
- Students write a reflective text on how they could make the world a fairer, safer place for children.

Register your school for the UNICEF DAY FOR CHILDREN

Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis. (ACELY1710)

- Using digital media software such as Comic Life and iMovie create a cartoon or short film about child rights. UNICEF's photoessays could be used as a model www.unicef.org/photoessays/30048.html Consider audience: young children, teaching staff, school council.
- Using GarageBand or Audacity, students create a podcast using audio files, images and movies that summarise their learning about child rights and upload to a suitable podcast site. Look at podcast in education resources on FUSE <http://www.poducateme.com>
- Prepare an oral speech: What does it mean to be a global citizen?

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices including digital elements as appropriate (ACELY1736)

- Choose one of the child characters in *Naveed* and suggest the CRC rights they do not have.
- Search the text for factors that have caused this situation and the effect it is having on the character. Use Microsoft Word or Pages to create a digital poster using symbols and text that visually represent the character's lack of rights.
- With a partner discuss ways in which the selected character's rights situation could be improved within the context of the text.
- Use a Venn Diagram to show the disparity in rights between yourself and one of the characters in the text. A BLM template is available at:
<http://www.fuelthebrain.com/Printable/detail.php?ID=41>
- Design a questionnaire to survey your class on what rights they consider to be the most important for *Naveed* as a representative of children living in conflict zones.
- Interviews: Have students interview each other about child rights: Which rights are the most important to the interviewee?

9.3.4 Children living and working in a rubbish dump

Garbage dumps in developing countries are fast becoming the place where entire families are living, working and bringing up children. Children begin to scavenge the dumps at a very young age, losing the opportunity to access education, health and recreation. (International Labour Organization: International Programme on the Elimination of Child Labour, 2002)

'A convoy of trucks arrives. Naveed watches them dump their loads, beeping at the horde of children swarming around like rats in a feeding frenzy. One truck almost runs over a tiny girl who only just hobbles out of the way in time. None of the other children even notice this, though. They're too busy scurrying about, scavenging through the rubbish in a mad scramble, grabbing anything that might be of any value whatsoever, often fighting over items.

...children keep flitting around it in a deadly dance, swooping perilously close to snatch things from the path of its heavy blade or bonecrushing tracks.

Naveed sees the mayhem, but knows that there is order behind it.' (p.52)

Naveed risks danger and even death in the rubbish dump in order to find souvenirs to sell at the market.

Watch the following film clips for more information on children and dump sites around the world:

<https://andymulligantrash.wordpress.com/around-the-world-in-80-dumps/>

<http://www.foodforthe poor.org/about/topics/spotlight-on/life-in-a-garbage-dump.html>

<http://www.abc.net.au/news/2011-11-11/life-at-a-cambodian-rubbish-dump/3659920>

- Research the variety of programs that are being run to help these 'dump children' go back to school.

For information on how UNICEF helps children whose lives revolve around garbage dumps: http://www.unicef.org/infobycountry/brazil_1920.html

OLDER STUDENTS

- may like to read *The Glass Collector* by Anna Perara

9.3.5 Landmines

UNICEF believes that children in at least 68 countries are threatened by the contamination by mines of the land they live on. Over 110 million land mines of various types — plus millions more unexploded bombs, shells and grenades — remain hidden around the world, waiting to be triggered by the innocent and unsuspecting. Afghanistan, Angola and Cambodia have suffered 85 per cent of the world's land-mine casualties.

'Five years have passed since she lost her legs. Amputated just above the knees. An improvised explosive device. Naveed won't ever forget, not any of it. He can still hear the explosion; still see her crumple like a ragdoll.' (p.7-8)

'Naturally curious, children are likely to pick up strange objects, such as the infamous toy-like 'butterfly' mines that Soviet forces spread by the millions in Afghanistan.' **UNICEF Information: Impact of Armed Conflict on Children**

UNICEF indicates that children are particularly vulnerable to landmines in a number of ways:

- Children too young to read or who are illiterate cannot read the signs posted to warn them of the presence of mines.
- Children are far more likely to die from their mine injuries than are adults.
- Of those children who survive, few will receive prostheses that keep up with the continued growth of their stunted limbs.

- Create posters that would help young children or illiterate children be aware of the existence of landmines.
- Play a large version of *Battleship* to create awareness of the problem of landmines and children. A small grid needs to be measured and marked out on a large open space. Display boards are then placed in the centre. Each square is to be identified. The

objective would be for one or two people to make their way from Start to Finish without stepping on a landmine.

For a good overview on landmines and the cost on children's lives go to:

http://www.warchild.org/Interactive_Galleries/Landmines/landmines.html

<http://www.unicef.org/graca/mines.htm>

UNICEF promotion of awareness of landmines:

http://www.youtube.com/watch?v=ntwPrbSq_Vs

http://www.unicef.org/emerg/index_landmines.html

Compare Your Life with that of Naveed

- Students use Powerpoint/Keynote to create an overview of their own childhood and compare it with what they know of Naveed. This can also be done in a table format or using a Compare and Contrast Map. A BLM template is available at:

<http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html>

| | |
|--|---|
| Describe or draw the good memories you have of your childhood | Describe a time when you had to adjust to a new environment. A new school? A new house? A new country? |
| Describe or draw the scariest experience you have ever had | What do you hope for in your future? In the world's future? |

Naveed's Childhood

| | |
|--|---|
| Describe or draw the good memories of Naveed's childhood | Why did Naveed and his family have to move? How did they adjust? |
| Describe or draw Naveed's scariest experience | What does Naveed hope for in his future? In his country's future? |

- Discuss the similarities and the differences in these childhoods.
- Make comparisons with other texts on this theme such as *Shahana* by Rosanne Hawke, *Amina* by JL Powers and the *Parvana* books by Deborah Ellis.
- Using art materials create a visual image of each of the main characters from these texts and brainstorm key descriptive words that capture the effect of conflict on them.

9.3.6 Suffering

Anoosheh's suffering and Akmed's suffering

'You know the saddest thing about our country?' Her question hangs in the dark for a while. 'There is nothing special about Akmed's story. It is everywhere.' (p.133)

- Each character has endured suffering due to the conflict. With a partner consider the causes and effects of a selected character's suffering and complete a Cause and Effect Chart. A BLM is available at http://www.educationoasis.com/curriculum/GO/cause_effect.htm
- The following table has some suggestions:

| Character | How they have suffered |
|-----------------|--|
| Naveed | Father was killed and Naveed believes he was somewhat the cause of it. |
| Anoosheh | Loss of legs due to landmine |
| Fariad | Loss of family due to a suicide bomber |
| Akmed | Loss of family due to 'an unfortunate accident' and he was the only survivor The internal struggle of his religion, his guilt and revenge |
| Naveed's Mother | Loss of husband Decision to wed again |
| Mr Hadi | Loss of business and income as his chai tea house was burnt down |

Consider the following quote: *'But to many locals the soldiers are like aliens, in their strange outfits; not wanted at best, fiercely hated at worst. (p.62)*

- Debate: What is the legacy of the coalition troops in Afghanistan?

9.3.7 The Power of Education

'The power of education frightens the Taliban.' (p.160)

- Discuss this quote. How can education be powerful? How can it frighten the Taliban?
- Discuss the following cartoon. What does it mean? Who is Malala?



Source: Bare Naked Islam

For excellent teacher resources on the power of education for girls visit:

<http://teachunicef.org/explore/topic/education>

<http://www.globaleducation.edu.au/case-studies/educating-girls-in-pakistan.html>

Malala Yousafzai: Even though Malala is from Pakistan, her bravery and activism for the children of the world is worth studying in tandem with *Naveed*.

Teacher reference: *I am Malala: The Story of the Girl Who Stood Up for Education and was Shot by the Taliban* (co written by Christina Lamb), *Every Day is Malala day* by Rosemary McCarney (available in Australia & NZ in April 2014)

Useful websites:

<http://www.policymic.com/articles/77971/12-reasons-why-malala-yousafzai-rocked-2013>

(Watch the interview in 'Reason number five: She left Jon Stewart speechless')

<http://live.worldbank.org/conversation-with-malala>

- Research the life and activism of Malala Yousafzai
- Create a form of Family Tree in which you follow the women activists that have inspired Malala such as Benazir Bhutto and Ang San Suu Kyi. Family tree templates can be found on <http://www.familytreetemplates.net/>
- Celebrate *Malala Day* on July 12 by creating a classroom or library display advocating the need for education. Play on a loop in the library Malala's speech at the UN found on <http://www.globaleducationfirst.org/2525.htm>. Read *Every Day is Malala day* by Rosemary McCarney (available in Australia & NZ in April 2014)
- Use a Venn diagram (found at http://www.globaleducation.edu.au/verve/_resources/venn_diagram.pdf) to compare and contrast your classroom with those in Afghanistan during the Taliban regime using this publication : <http://www.unicef.org/publications/files/e0973unicef.pdf> (The photo on page 14/15 will be good starting point.)

9.3.8 Hope

The world lives on hope

'For me it's the sprig of spring emerging from the winter of war.' John Heffernan discussing his motivation for writing *Naveed*.

- Discuss how John Heffernan has given the reader clues of hope in Naveed's life
- Watch the film clip 'What Hope Looks Like in Afghanistan' on <http://www.hopeforafghanchildren.com/> and discuss the issues that will improve the lives of the children.

John Heffernan has used the character Malalai Farzana as the voice of hope in *Naveed*.

Naveed immediately recognizes the woman's voice on the radio. It is the politician for peace, the great Malalai Farzana. For over a year now she has been talking to ordinary Afghans, many of whom long for peace. She broadcasts speeches on radio and television, and travels to remote areas at great personal risk, talking to anyone who will listen. Loved by the ordinary people, hated by extremists and the powerful, she is called the Voice of the Voiceless. (p.33)

Discussion Points

- Why is she loved by the ordinary and hated by extremists? Why is she called the Voice of the Voiceless? Who are the Voiceless?

The author has also used the voice of Naveed's father as the voice of hope:

'In every darkness there is light, Naveed. Never forget that. Always look for the light.' (p2)

'Qatra qatra darya mesha: drop by drop a river is made.' (p3)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas. (ACELY1725)

- Create motivational posters using inspirational images from nature or Afghan culture. Place a suitable quote from Naveed's father on the photo and use them as classroom posters.
- Using the quotes from Naveed's father and Malalai Farzana students create a mindmap using Popplet. For instructions on how to use this device visit <http://popplet.com/>
- Students write a script for a television news item detailing Malalai Farzana's call for peace in Afghanistan. One or more of her quotes must be used. Tips for writing radio and television news scripts can be found on http://news.bbc.co.uk/2/hi/school_report/6180944.stm
- Use the quotes as a base for shape poetry. <http://www.poetrysoup.com/poems/best/shape>
- Create a list of quotes that you remember from your parents. Write a short descriptive text about how they have helped you.

9.3.9 Culture and Family

When his father dies, Naveed must take on the role of the head of the family. It is part of the culture of Afghanistan. Despite some differences, the majority of people in Afghanistan live by the same traditions. Use of direct speech and Naveed's point of view are two of the tools the author uses to open Afghan culture to readers from other countries.

'After all he is the man of the house now, the head of the family. It is all up to him.' (p.2)

'When it comes to family, we should all be proud.' (p.124)

- Read sections from the UNICEF publications: *A life like mine: How children live around the world* and *A school like mine: A unique celebration of schools around the world* to introduce discussion about culture and cultural diversity. Students can view <http://www.kidcyber.com.au/topics/Afghanistan.htm> to read about specific aspects of Afghanistan's culture.

- Most Afghans live by the same Islamic traditions. Research the main customs of Islam and create a classroom Stormboard, (<http://stormboard.com/>), brainstorming the number of customs discovered in the text of Naveed. Link the customs with the characters. <http://www.bbc.co.uk/religion/religions/islam/>
- Using an interactive map create a world map detailing the areas where Shahana and Amina from the books *Shahana* and *Amina* live. Add *Naveed* as well. Place as much detail on the maps as possible, using the interactive legends. (http://education.nationalgeographic.com.au/education/mapping/interactive-map/?ar_a=1)

Prayer Rugs

Prayer rugs or prayer mats are mats that keep the worshipper clean and in comfort during their time of prayer. A Muslim must perform *wud'u* before prayer and pray in a clean place.

Prayer rugs come in many designs but a traditional mat basically reflects the village it came from or its weaver. The prayer mat is traditionally quilted in a rectangle design; within the rectangle there are usually Islamic symbols and architecture. Decorations are not only important but also have a deep sense of value in the design of the prayer rug.

Respecting and using the Prayer Rug

- Worshippers ensure that the top of the prayer rug is pointing towards Mecca.
 - The prayer rug has a very strong symbolic meaning and traditionally is taken care of in a holy manner. It is disrespectful for one to place a prayer mat in a dirty location or throw it around in a disrespectful manner.
 - The prayer rug is not to be placed on the ground where people can tread on it.
- Look up <http://www.islamicfinder.org/cityPrayerNew.php?country=Australia> to find out the prayer times for that day. At the designated times you may want to remind the students that it is prayer time for our Muslim friends.

There are many videos on YouTube showing the performance of *wud'u* and the *salat*. Teachers need to use discretion when showing these. One such video for children is found on <http://www.youtube.com/watch?v=7DMotAOXtIE>. Photos of prayer mats can be found on: <http://www.britannica.com/EBchecked/topic/474169/prayer-rug> or on Google Images.

- Discuss the common features:
 - No depiction of human or animal forms
 - Repetitive designs
 - Depiction of the ka'bah or mosque
 - Circular form of some sort where the person places their head

- Students can design their own prayer mat using the features discussed. A useful website containing more information on Prayer Mats and templates for colouring can be found on: http://www.the-treasure-box.co.uk/Documents/TTB_Prayer_Mat.pdf
- Look at an example of UNICEF's photo essays (<http://www.unicef.org/photoessays/index-pe.html>) and create a photo essay for each of the characters of Naveed, Akmed and Fariad outlining how the loss of family has affected their lives.

Women and Islam

John Heffernan gives readers a sensitive insight into the place of women and girls in this Islamic society.

Naveed's mother wears a headscarf, she must sit away from men and may become just one of many wives to one husband.

- Make comparisons with other countries such as Indonesia and Iraq where Islam is also observed.

Naveed's mother has chosen not to wear the burqa. She wears a simple head-covering such as a scarf when in public but this means that she doesn't go out as much as she'd like.

YOUNGER STUDENTS:

Discussion of this issue should try to make students aware of the nuances of gender issues, rather than, for example, simply debating whether or not Muslim girls in Australia should cover their heads. Within Islamic culture, there is a strong sense of solidarity among women of all ages, as opposed to the more individualistic West. Head coverings, once they have achieved the aim of modesty, can also become fashion items. Especially for Muslims living in mixed cultures like Australia, the decision to cover yourself in public is also an important expression of religious faith.

OLDER STUDENTS:

For stories and information from young Muslim women in Australia, including the decision of whether or not to cover the head and/or dress modestly, see:

Jamil, Nadia and Tagred Chandab *The Glory Garage: Growing up Lebanese Muslim in Australia*, Allen & Unwin 2005

Pajalic, Amra and Demet Divaroren *Coming of Age: Growing up Muslim in Australia*, Allen & Unwin 2013

9.3.10 Courage and resilience

'Weakness, fear and hopelessness died. Strength, power and courage were born.' (p.190)

Naveed had no alternative but to be resilient in the face of adversity. He shows great courage in his responsibility to his family and in his belief that he can make a difference to his country.

- Use iDraw or KidsPix to create a scene in which Naveed shows great courage and write about how it made you feel
- Drama: Divide class into groups of four. Invite students to develop a sequence of still images, frozen moments, which illustrate a scene from the text that shows a character's courage. Information about this activity is available at:
<http://dramaresource.com/strategies/still-images-a-freeze-frames>

9.3.11 Food of Afghanistan

Naveed's family ate a variety of food according to their income. When money was scarce, boiled potatoes were the only meal. When money was plentiful food included mantu (p.27), ashak (p.129) and chapli kebab (p.129).

Research these foods and others found in *Naveed* and create recipe cards for them.

<http://www.sbs.com.au/food/article/2013/02/14/about-afghan-food>

<http://www.afghan-web.com/culture/cooking/>

9.4 Examining Literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension. (ACELT 1605)

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses. (ACELT161)

9.4.1 Voice

Analyse strategies authors use to influence readers (ACELY1801)

The author John Heffernan has chosen to write *Naveed* in the close third person. This allows the reader to become intimately involved in the character's world.

John Heffernan has presented a number of important issues yet has cleverly provided the reader with both points of view on a number of them giving space to the reader for analysis.

- Choose a short section of the text and rewrite in first person from Naveed's perspective.
- Choose a short section of the text and rewrite it from Nasera's point of view.
- Discuss with the class how Nasera would view the conflict and how different this would be from a human.

9.4.2 Plot Development

The author skillfully builds tension in *Naveed* through layering events and creating anti-climaxes, tricking the reader into a false sense of conclusion.

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

- Plot Profile: In groups students decide on six of the most important events in the text and discuss how exciting each of these events was, on a scale of 1 to 10. Create a graph of the levels of excitement, to show how excitement rises and falls in the story.
- Create a book trailer for *Naveed* showing the main plot events. The Inside a Dog website provides information about booktrailers at <http://www.insideadog.com.au/teachers/book-trailers>
- Use Sculpting strategy to heighten student's awareness of plot tension: Students work in pairs and student A sculpts student B (who is like a piece of clay) to represent the plot moment showing appropriate body language, gesture, facial expression and body position. Naveed's experience on the rubbish tip in Chapter 11 would suit this strategy. Photograph sculptures using iPads and use Keynote to add text and create presentations. An explanation of Sculpting is available in: *Teaching Language Learners in Mainstream Classes*, Margery Hertzberg, an excellent reference for dramatic responses to literature.

9.4.3 Characterisation

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. (ACELT1621)

The author has created engaging characters of depth and credibility, drawing much empathy from the reader, as the protagonist, Naveed reveals his vulnerability and great sense of responsibility at the same time. With everything that Naveed goes through there is always a sense of hope – a recurring theme throughout the text.

'I knew there was a reason we called you Naveed: The name meant 'good news, happy, tidings' It was Allah's way of telling us not to give up hope.' (p.4)

- Research the clothes that Naveed dreams of wearing on page 30. *'He can just see himself in his own perahan toombon, trousers and matching long shirt, with a chapan coat...'* Use art materials to paint or draw a portrait of Naveed wearing these colourful clothes.
- Create an Islamic fashion catalogue using Prezi or Keynote
- Draw or paint another image of Naveed wearing the clothes in the text from page 30. *'His clothes come from a charity pool, discarded garments from overseas.'*
- Using <http://www.wordle.net/> create a wordle or Wordcloud for Naveed that reflects his character as revealed in the text.
- Create Acrostic poems for a selection of characters describing their characteristics.
- Have students create a Character Panel where students take on the role of major characters and the remaining class members ask them questions.
- Have students create a Fakebook page for one of their favourite characters. For information on Fakebook visit <http://www.classtools.net/FB/home-page>
- Compare and contrast the characters of Naveed, Fariad and Akmed using a Venn diagram that includes a list of descriptive adjectives. Do the same for yourself and your best friend. A BLM template is available at http://www.globaleducation.edu.au/verve/_resources/venn_diagram.pdf
- Create a Venn diagram of the issues Naveed is facing in Chapter One: war, Islam, family responsibilities and his father's memory. Do any of them overlap? A BLM template is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>

9.4.4 Literary Style

Analyse how text structures and language features work together to meet the purpose of the text (ACELY 1711)

Description

The author uses clever descriptive analogies in *Naveed* that provide the reader with a deeper understanding of the setting and tone of the text.

'The room gives nothing back. Its mud walls hunch over him. The two windows, holes patched with plastic bags, look down like a dead man's eyes. The blanket covering the low doorway to the outside shifts in the morning breeze; a mouth that might speak but only sighs.' (p.1)

'...choppers armed with twin cannons and carrying a medevac team thud-thud away on a rescue mission, and a wise old CH-47 Chinook adds its voice to the great concert of war.' (p17)

- Locate other such descriptions in the text and have students create an artwork in response. The students may wish to use paints or other media for collage.
- Select a scene from the text and using a Y-chart list words and phrases, particularly noun phrases, that build description, e.g. the scene at Bagram Airfield in Chapter 4. Use these ideas to write a descriptive passage about these scenes or draw them. A Y-chart template is available at <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>

Ethnic Language

The author includes several Dari words in the narrative. Ethnic words are explained both in the text and in the glossary.

- Discuss the author's use of ethnic words and consider the effect it has on the reading of the novel.
- Students complete a PNQ on the use of ethnic language in the text. A PNQ chart BLM is available at: <http://www.globaleducation.edu.au/verve/resources/pnq.pdf>
- Invite pairs of students to rewrite short sections of a chapter omitting the ethnic words.
- Make comparisons between the original text and the edited sections. What are the main differences in terms of reading fluency, comprehension, reader engagement and appreciation?
- Students could create their own pictorial dictionary for the ethnic words they find in the text. (Examples of student dictionaries could be emailed to the Through My Eyes website to assist other students. www.throughmyeyesbooks.com.au)
- Alternatively students from other cultures can create dictionaries to share with their class.

Colourful language

The author makes use of humorous **curses** such as the one from Anoosheh:

'A thousand curses' she shouts after the Humvee... 'may your eyes fall out and your teeth go black!' Anoosheh continues. 'May your skin be covered in scabs!' (p.13)

- Have the students list the curses they find as they read the book. Have them create their own.

Figurative language: imagery, personification, similes and metaphors

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives...shape poetry, songs, anthems and odes. (ACELT1611)

One of the recurring symbols in the text is the coming and going of aircraft in Bagram Airfield.

'...a jet plane that has just taken off from the base screams overhead. He blocks his ears, knowing that two or three more will be close behind' (p.16)

'Naveed watches the big metal bird for a moment, then turns and plunges into the crowd.' (p.25)

Other recurrent images include darkness, *'In every darkness there is light,'* (p.2) and kite flying, *'A picnic on a beautiful day, delicious smells from food stalls filling the air, the sky alive with a clutter of kites, people out and about enjoying themselves.'* (p.83)

- Find further examples in the text and draw the images they create for the reader.
- Naveed's father gives him advice in difficult situations. Describe what is meant by his sayings:
 - 'A tilted cart never reaches its destination.' (p.66)
 - 'Stealing is still stealing whether it be from a wise man or a fool. You must give it back.' (p.66)
 - 'Empty vessels can make the greatest noise.' (p.150)
- Create a Figurative Language Chart. A BLM template is available at:
<http://www.docstoc.com/docs/4882041/Figurative-Language-Chart>

9.5 Taking action

After reading *Naveed* and researching the issues faced by children like Naveed and Anoosheh, the students may want to know how they can help. Pebble Power! gives them a springboard.

Pebble Power!

Drop a small stone into a pond or even into a bucket of water and watch the movement of ripples. That tiny pebble has the power to affect all of its surroundings. Students may think that they haven't got the power to affect global issues but they have. (*Global Focus: Making a Difference in the World*, Ready-Ed Publications, Australia, 2010)

'Weakness, fear and hopelessness died. Strength, power and courage were born. Naveed saw that he – a boy – could make a difference, that he really did have a part to play in the future of his country.' (p.190)

- Discuss how Naveed can help Afghanistan – how can he make a difference?
- How can students help those children like Naveed in Afghanistan?
- Being Aware: have students research global issues such as poverty, children and war, and education. By being more aware of the issues students can make a difference.
- Making Other People Aware: have students write to the local newspaper about global issues, have them create posters, classroom or library displays or performances for a school assembly.
- Fundraise: there are many ways that students can raise funds for an aid organisation or project. It doesn't have to be money – books, toothbrushes, pencils, soap are easily collected and passed onto organisations that can help.
- Young Ambassador: students can apply to become a UNICEF Young Ambassador. Visit <http://www.unicef.org.au/Act/Be-a-UNICEF-Advocate/Become-a-UNICEF-Young-Ambassador.aspx>
- UNICEF club: students could form one at their school. <https://www.unicef.org.au/Educational-Resources/What-can-you-do-to-help/Start-a-UNICEF-Club.aspx>
- In pairs have students use the WebMap to brainstorm ideas on how they can help the people in Afghanistan. The WebMap can be found on: <http://www.globaleducation.edu.au/resources-gallery/resource-gallery-templates.html>

Books for further reading:

- *Shadow* by Michael Morpurgo
- *Before We Say Goodbye* by Gabriella Ambrosio - Although set in Jerusalem, this story tells of the tragedy of suicide bombing
- *Off to War: Soldiers' children speak* by Deborah Ellis- An exceptional book about how going to war affects those children at home
- *In the Sea there are Crocodiles* by Fabio Geda - The story of one 10 year old Afghan boy left by his mother on the border of Pakistan and Afghanistan and his journey to Italy.
- *Trash* by Andy Mulligan - The story of one boy who lives and works on a dumpsite.

10. About the Author of this Guide

Heather Zubek has been a primary school teacher, library teacher, freelance writer and storyteller for many years.

Heather believes in the transformative power of story. She believes that one book has the power to help change the world by confronting and enraging its reader without them ever having to leave the safety of their

comfort zone. At present Heather is a part time teacher in the Discovery Centre at Hillcrest Christian College in Melbourne and enjoys playing matchmaker with students and books. She is also a freelance writer specialising in children's literature, travel and community development and is a regular contributor to several local and national magazines and newspapers.

As a committee member for the One World Centre in Perth, Western Australia, Heather spent time creating teacher resources on the topic of Islam.

She has published two teacher resource books through Ready-Ed Publications: *Global Focus: Making a Difference in the World* and *Cultures, Places and Resources in Developing Countries*.

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