**Lesson plan - The Boy in the Striped Pyjamas by John Boyne**

**Age of the students: 15-16**

**Duration of the lesson: 45 Min.**

**Goal: Make students curious to read the book**

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| **Phase** | **students-/teacher activity** | **material/media** | **method** | **time** |
| **Beginning** | * Greeting * Presentation of the Erasmus + Project (short) 🡪 Topic: Read with us | - | Teacher-centred teaching | 2  Min. |
| **Working phase**  **1** | * Students describe the picture in detail * Teacher asks: what is friendship? | Picture 1 (Power Point)  smartboard/projector | class | Max. 5 Min. |
| **Working phase**  **2** | * Students describe the second picture * Teacher asks, what barriers and challenges are there in friendship? (see material 1) * answers on the whiteboard | Picture 2 (Power Point)  smartboard/projector  **material 1** | class | Max. 5 Min. |
| **Working phase**  **3** | * Students describe differences between picture 2 and 3 * Teacher gives information about the characters and setting of “The Boy in the Striped Pyjamas” (see material 2) * Students read quote out loud (projected on the whiteboard) and should **explain** it: *What are they talking about? Are the armbands a problem for their friendship?* (see material 2 for the explanation) * Teacher asks: do you think that this barrier influences their friendship? * Individual answers on the whiteboard | Picture 3 with  the two signs (Power Point)  Quote 1  smartboard/projector  **material 2** | class  group work | Max.10  Min. |
| **Consolidation** | * Students read quote out loud * Students think about how Bruno should react and share their ideas in class (**5 minutes to work on the worksheet**) * Teacher reads out the real ending of that scene:   *“I’ve never spoken to him. I’ve never seen him before in my life. I don’t know him.”* (chapter 15, p. 178) | **Worksheet**  **“kitchen scene”** | class  think, share | Max.12  Min. |
| **Discussion** | * **Discuss** whether the scene of betrayal in the kitchen would end their friendship   🡪 students get two minutes to discuss this question with a partner and then share their opinion in class   * Why would ***you*** end a friendship? (discussion in class) | **material 3** | partner work  class | 10 Min. |
| **Ending** | * Teacher asks: how many of you would read the book? * Teacher answers students’ questions | - | class | 1 Min. |

**Material 1**

Possible solutions:

both:

* distance
* peer pressure
* shyness

barriers:

* gap between rich and poor
* social background
* religion
* tradition
* acceptance from family
* languages

challenges:

* selfishness
* busyness
* fear of rejection
* keeping secrets from each other
* different ideas of friendship
* (not enough) communication
* misunderstandings
* different values
* you feel ashamed of your friend
* jealousy (fear of being replaced)

**Material 2 – Characters, setting, their friendship**

Bruno:

* 9 years old
* Dad is a high ranked Nazi commandant
* moved next to a concentration camp Out-With (Auschwitz-Birkenau)
* has only one friend called Shmuel

Shmuel:

* 9 years old
* is a Jewish boy
* is in the concentration camp

Setting:

* WWII
* in Poland (Germany)

Friendship:

* fence between them
* can only talk
* see each other every day
* they just know each other

**Explanation of the quote**

* They’re naïve children
* They are friends and are not aware of the meaning of the signs, they don’t understand the situation

**Material 3 - Discussion**

Solutions: Why would you end friendships?

1. moving away
2. not being honest
3. fighting
4. keeping distance (not being proud/being ashamed of being your friend)
5. cheating/ betrayal
6. not doing his job as a friend (example: doesn´t keep secrets, not being there for you)
7. not caring about you
8. breaking confidence
9. people change
10. competition between you and your friend (maybe because of the jealousy)
11. not standing up to someone that bullies you/ not supporting you
12. using you = being exploited (exploit sb.) (“wrong” friend)