What's happening in the news this week?

Picture News

Let's have a look at this week's poster!

27th March – 2nd April 2023

Picture News
How do communities support each other in difficult times?
Martin Divisek/ EPA-EFE/ Shutterstock

Let's look at this week's story

Schools in parts of Turkey and Syria have been reopening in the weeks since devastating earthquakes hit, many in the form of makeshift tents. Teachers in the affected areas are making certain children's education continues, despite the difficult circumstances. Many school buildings were affected in the earthquakes at the start of February, leading to all educational institutions nationwide being closed for over two weeks. Although many learning centres have since reopened, lessons have had to also continue in tent schools, set up by volunteers and authorities in the worst affected areas.

Learn more about this week's story here.
Watch this week's useful video here.
This week's Virtual Picture News here.

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How does it make me feel?

sad	angry	happy	confused	excited	worried	shocked	afraid
despondent	aggrieved	beaming	addled	animated	agitated	astonished	alarmed
disconsolate	annoyed	buoyant	baffled	elevated	anxious	astounded	apprehensive
dismal	discontented	cheery	bemused	enlivened	apprehensive	disconcerted	daunted
doleful	disgruntled	contented	bewildered	enthusiastic	concerned	distressed	fearful
downhearted	distressed	delighted	disorientated	exhilarated	disquieted	dumbfounded	frantic
forlorn	exasperated	enraptured	indistinct	exuberant	distraught	horrified	horrified
gloomy	frustrated	gleeful	muddled	thrilled	distressed	staggered	petrified
melancholic	indignant	glowing	mystified		disturbed	startled	terrified
miserable	offended	joyful	perplexed		fretful	stunned	
woeful	outraged		puzzled		perturbed	surprised	
wretched	resentful				troubled		
	vexed				uneasy		

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This week's story looks at events related to ...

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ASSEMBLY RESOURCE

Read through the information below about the tent schools in Syria and Turkey that have been in use.

How were the tent schools formed?

In parts of Turkey and Syria, where school buildings were destroyed, many volunteer teachers and other members of local communities turned tents they had set up into schools. To do this, they had limited resources and used desks and chairs salvaged from destroyed buildings.

One Deputy Director of National Education, Arif Kırkpınar, helped establish a tent school in one of the areas affected. He said, 'When we came here with our colleagues, the first thing we needed was training grounds. From tents to basic furniture, books to stationary we brought everything to facilitate the children.'

What is tent school like?

'Here, we do our best to interact with them one on one. We began with higher activity levels to help kids concentrate as much as possible and then we tried to concentrate on our lessons so they could go back to their regular lives at school with repeated lessons. They want to attend classes as well as the events taking place outdoors, they voluntarily arrive and leave.'

Turkish teacher Hatice Kubra Kurt, currently teaching in a tent school.

A volunteer teacher at a tent school in Turkey. **Source:** Daily Sabah

Talk about how going to school in a tent would be different. What things do you think would be difficult?

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Resource one

Look at the resource below, which shares some examples of different communities.

The clubs or groups people attend such as sports clubs, guiding or scouting, volunteer groups, interest groups e.g., reading, farming, cooking can all be described as communities.

A school community is all the people, who are involved in school. This may include children and their families, teachers, cleaners, caretakers, neighbours, volunteer helpers etc.

The people who live near you can be described as your local community. You may be part of a rural, town or city community.

People who share beliefs or a religion form a community. They may all attend a place of worship or have a meeting place to gather.

People who interact with one another through the internet such as playing games together or joining groups on social media could be described as an online community.

Do you belong to any of these communities?

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Resource two

Look at the resource below, where some people share their experience of a community they belong to.

I attend a swimming club. We meet twice a week for training and often have competition meets with other clubs. As well as training and competing, we also have many social meets such as meals out or walks. The people who are part of my swimming club are amazing. We support one another when we are struggling and celebrate in each other's success – both in the pool and out!

Cole

I love the town where I live. Most of the people are very friendly and welcoming and there is always something happening! We often come together in the town centre to celebrate events and special occasions are organised such as a pop-up, outdoor cinema. When part of our area was flooded, we all grouped together to help each other.

Omar

I am part of RDA (Riding for the Disabled Association). Each week, I have a riding lesson on a pony called Pie. I love riding and it helps to make me feel calm and safe. There are other riders in my group and there are volunteers that lead the ponies and help us. We also have an annual RDA holiday, where a group of us stay in a village hall together and take part in many activities and events, with and without the ponies. The ponies and the people mean so much to me and I am proud to be part of this group.

Katrina

Discuss some of the similarities and differences of each of the communities.

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Picture News
How do communities support each other in difficult times?
Martin Divisek/ EPA-EFE/ Shutterstock

Reflection

A community is a group of people living in the same place or who all have similar interests or characteristics. When everyone in a community works together and supports each other, they can achieve their shared goals.

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Mutual Respect and Tolerance

Community groups can be formed by people with similar interests or characteristics. Not everyone shares the same interests or characteristics as each other but we can respect that.

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Protected Characteristics

Some communities can be formed based on people's characteristics. These nine characteristics are protected so nobody should be treated unfairly because of them.

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UN Rights of a Child

We can join or set up groups or organisations and form our own communities. We can meet with others as long as this does not harm other people.

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Useful vocabulary

Circumstances

Facts or events that make a situation the way it is.

Teachers in the affected areas are making certain children's education continues, despite the difficult **circumstances**.

Devastating

Causing a lot of damage or destruction.

Schools in parts of Turkey and Syria have been reopening in the weeks since **devastating** earthquakes hit, many in the form of makeshift tents.

Earthquake

A sudden violent shaking of the ground caused by movements within the Earth's crust or volcanic action.

Many school buildings were affected in the **earthquakes** at the start of February.

Establish

Set up on a firm or permanent basis.

One Deputy Director of National Education, Arif Kırkpınar, helped **establish** a tent school in one of the areas affected.

Makeshift

Temporary and of low quality but used because it is suddenly needed.

Schools in parts of Turkey and Syria have been reopening in the weeks since devastating earthquakes hit, many in the form of **makeshift** tents.

Salvaged

Items saved from damage or destruction.

To do this, they had limited resources and used desks and chairs **salvaged** from destroyed buildings.

Can you use them in your writing this week?

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Picture News

How do communities support each other in difficult times?

Schools in parts of Turkey and Syria have been reopening in the weeks since devastating earthquakes hit, many in the form of makeshift tents. Teachers in the affected areas are making certain children's education continues, despite the difficult circumstances. Many school buildings were affected in the earthquakes at the start of February, leading to all educational institutions nationwide being closed for over two weeks. Although many learning centres have since reopened, lessons have had to also continue in tent schools, set up by volunteers and authorities in the worst affected areas.

Listen **Think** **Share**

- Look at this week's poster. Talk about what you can see. Does anyone recognise the flag? What do you think the story could be about?
- Read through the assembly resource, which provides more information about the tent schools in Syria and Turkey that are being used.
- Talk about how going to school in a tent would be different. What things do you think would be difficult?
- Watch this week's useful video, which provides more information about the story. What do you imagine it would be like learning in a tent? What resources do you think are important to help you learn?
- What is your definition of community? What do you believe are the benefits and drawbacks of a community? Explore how working with others can have shared benefits.
- Can you come up with examples of different communities, e.g., school, local area, clubs? Share what communities you are part of and the difference they make in your life.

Reflection

A community is a group of people living in the same place or who all have similar interests or characteristics. When everyone in a community works together and supports each other, they can achieve their shared goals.

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KS1 focus

What is a community?

Listen **Think** **Share**

- Write the word 'community' on the board. Have you heard this word used before? When? Share anything you know about a community.
- Explain that a community is a group of people living in the same place or who all have similar interests or characteristics. Are you part of a community?
- Look at resource 1, which shares some examples of different communities. Do you belong to any of these communities? Can you think of any other examples of communities?
- Focus on the word 'belong'. How does it feel to belong? If you belong, you may feel like you are in the right place. Discuss how it might feel to be in the right place e.g., happy, confident, safe, welcomed.
- Think about some of your communities. Do you enjoy sharing interests with others? Does being with a group of people, who are similar to you help you feel like you belong?
- Discuss your school community. Do you think everyone feels like they belong? What do you do to help one another feel safe, happy and included? Look at your school values and class rules and discuss how they may help us all feel like we belong.

Reflection

The people who live nearby or the groups we are part of are all communities that can help us feel like we belong.

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KS2 focus

Are all communities the same?

Listen **Think** **Share**

- Make a list of the communities you are part of e.g., a club or group, local community, school community. Which communities are we all part of? Are there any communities you are part of that nobody else is?
- Look at resource 2, where some people share their experience of a community they belong to. Discuss some of the similarities and differences of each of the communities. Consider the people, where they live, their interests, their beliefs, their values, their characteristics etc.
- How does being part of a community make you feel? Each of the people from resource 2 mention positive things about the people who belong to each of their communities. Do you think people feeling safe, supported, welcomed is something all communities have in common?
- Are there any groups or clubs that could not be described as a community? Do you think everyone in a community feels like they belong and are accepted? Is it still a community, if people do not feel this way?
- Think about your school community and all of the people in it. Discuss the roles people play. Can you think of a high moment and a low moment? Who was there? What role do you play? Should everyone in a community contribute something?

Reflection

People have different interests, characteristics, beliefs and live in different places so the communities they join may be different. However, most communities provide a sense of belonging and help people feel safe and supported.

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KS2 follow-up ideas

Option 1

Discuss what a community event or project might be e.g., a social event, a fundraiser, an improvement. Plan an event or project you could organise in your school community. Think about:

- What will the event/project be?
- What is its main aim/goal?
- Who will be involved?
- What resources will you need?
- Will you need any funds?
- How will you promote the event/project?

Share your plan with others as they may inspire your school community to take action!

Option 2

Many of the communities we are part of such our school communities or clubs/groups have a sense of identity.

- What is a sense of identity?
- How might a community display their sense of identity? A uniform, logo, motto?

Focus on logos. A logo is used by an organisation to help others identify it.

- Do any of your communities have a logo e.g., your school?
- Can you describe the logo and what it represents?

Choose one of your communities (if possible, a community that may not already have a logo) and design your own logo for them! Think about:

- What values does the logo need to represent?
- What interests will it show?
- What colours, tones, shapes and lines will you use?

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KS1 follow-up ideas

Option 1

Think about some of the communities you belong to.

- Are you part of a club or group?
- Who is in your local community?
- Who is in your school community?
- Do you feel like you belong in your communities?

Record some vocabulary linked to feeling like you belong e.g., happy, safe, friendship, love, kindness. Draw a picture that represents you feeling like you belong. Think about:

- Who will be on your picture?
- Where will your picture be?
- What colours, shapes and lines will you use?
- What objects might you include?
- What could represent love/kindness/friendship?

Once you have finished your picture, share it with someone.

Option 2

Successful communities often rely on everyone playing a part, contributing, and working together. Take part in some team challenges such as:

- Organise your team as quickly as possible into height order without speaking.
- Place a large hoop on one person's arm, hold hands in a circle and pass the hoop all the way around without letting go.
- Find an object that begins with the same letter as each member of your team's name.

Once you have completed you challenges think about:

- What did you find easy/hard about the team challenges?
- How important was it for everyone to contribute/ take part?

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This week's useful websites

This week's news story

www.dailysabah.com/turkiye/education/turkish-teachers-heal-wounds-via-tent-schools-in-quake-zone

This week's useful video

Turkey's tent schools
www.youtube.com/watch?v=LMx4Gqh3FT0

This week's Virtual Picture News

www.picture-news.co.uk/discuss

This week's vocabulary

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IN THE SPOTLIGHT
27 March – 2 April
YOUR WEEKLY NEWSPAPER

Lionesses 'legacy'

Pictured: The Lionesses celebrating at Euro 2022 **Source:** UEFA Women's EURO Twitter page.

The Lionesses (England women's national football team) have achieved their legacy goal of creating fairer and more equal access to sport in schools! It has been announced that the government will be investing £600 million over two academic years to ensure every girl in England is given equal access to all school sports, including football. Everyone will also receive at least 2 hours of physical education per week. 23 members of the England squad, which created history by winning their first major women's tournament at Wembley last July, wrote an open letter to the government. Prime Minister, Rishi Sunak said, 'Last year the Lionesses' victory changed the game. Young girls know when they take to the pitch that football is for them and, thanks to the Lionesses, they too could be a part of the next generation to bring it home for their country. We want schools to build on this legacy.' Football Association figures show that, currently, only 67% of all schools and 41% of secondary schools offer football equally to girls and boys in PE lessons. The figures also highlight that only 46% of schools provide the same extracurricular opportunities for boys and girls. England captain, Leah Williamson spoke about the announcement saying, 'The success of the summer has inspired so many young girls to pursue their passion for football. We see it as our responsibility to open the doors for them to do so and this announcement makes that possible. This is the legacy that we want to live much longer than us as a team.'

Cat and rabbit co-parents

A cat and a rabbit at Roberson Creek Farm, an animal sanctuary in Tobaccoville, North Carolina, are raising their newborns together! Wildlife rescuer and owner of the farm, Destiny Hampton, was surprised to discover that Chrissy the cat had moved into the hutch that she had set up for Amy the rabbit and her bunny babies, and had her own litter of kittens in there. Staff initially tried to separate the new mums, fearing that they would not get on with each other's babies, but the opposite happened, and they became quite upset until they were all housed back together. The two families all cuddle up together and Chrissy even feeds the baby rabbits. 'They get along great,' stated Destiny on social media, 'They all want to be together, the babies and the mothers. It's so weird, because cats move their babies a lot [but] Chrissy... doesn't. I think maybe she knew that the rabbit mom wasn't making enough milk and wanted to help her.'

Did you know that a baby rabbit is also called a kitten?

Pictured: Chrissy the cat, with the kittens and baby rabbits. **Source:** Roberson Creek Farm Facebook page.

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NASA's new spacesuits

NASA and Axiom Space have unveiled the new spacesuit design that will be used during its Artemis moon landing missions. The new prototype suits, designed by US company Axiom Space based in Houston, are the most advanced moon suits to date. The new suits, which are the result of the first major space suit redesign in 40 years, will provide more mobility and protection for the lunar explorers. The spacesuits are designed to be comfortable for both men and women and are more flexible, allowing for greater movement. The bubble helmet provides better visibility, lighting, and a mount for a high-definition camera. 'We're developing a spacesuit for a new generation,' said Robert D. Cabana, NASA's associate administrator. Astronauts will wear the Axiom suits during the Artemis III mission, the program's first moon landing. This isn't how the suits will actually look though, as they will be white instead of dark, so that they reflect the heat from the sun instead of absorbing it. The suits that travel to the Moon in 2025 will also have an outer insulation layer to protect the astronauts from extreme temperatures, radiation and dust that occurs on the surface of the Moon. NASA describes the Artemis mission on its website, saying that, 'With Artemis missions, NASA will land the first woman and first person of colour on the Moon, using innovative technologies to explore more of the lunar surface than ever before.'

Pictured: The Artemis 3 spacesuit prototype, made by Axiom Space. **Source:** NASA Twitter page

Are you excited to see what they discover?

Last week's topic:
Should Roald Dahl's books be changed for modern times?

I think that it should because kids these days are more interested in social media and would probably like to read stuff that links with social media.
Ari

No, I don't think Roald Dahl's books should be changed because some people are really happy about these changes but others are not so it would be fair and also for future generations they should remain.
Darcey

Don't change them! I like the way they are and we should let future generations enjoy them in their original state.
Lily

Let us know what you think about this week's news?

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TAKEHOME

27 March – 2 April

In the news this week

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Things to talk about at home ...

- Share your knowledge and understanding of last month's earthquakes in Turkey and Syria.
- Talk about how difficult it may have been for the affected communities there.
- Thinking about your own community, how do you work together – especially when things are hard?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others www.picture-news.co.uk/discuss

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