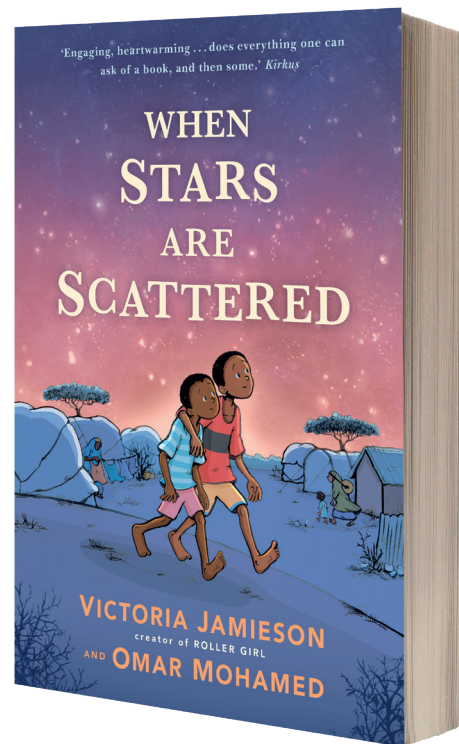


# WHEN STARS ARE SCATTERED

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AND OMAR MOHAMED

- Reading comprehension
- Writing
- Drama/Dance
- History
- Geography
- Science
- Maths
- Computing/Coding
- Art/DT
- Music
- RE
- P4C/Miscellaneous
- English
- Technology



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#WhenStarsAreScattered

faber

Chapter	Comprehension Questions	Writing Opportunities	Cross-Curricular Opportunities
<b>Front cover &amp; blurb</b>	<p>Ask children to look at the front cover:</p> <ul style="list-style-type: none"> <li>• What do you think the book will be about?</li> <li>• What things can you see on the front cover?</li> <li>• Why do you think the book has the title <i>When Stars Are Scattered</i>? What does the word 'scattered' mean?</li> <li>• What kind of story will it be? Which genre do you think it belongs to? Why?</li> <li>• Who might enjoy it? Based on the cover, who might you recommend it to? Why?</li> </ul> <p><u>Blurb</u></p> <ul style="list-style-type: none"> <li>• Now read the blurb – were any of your predictions correct?</li> <li>• Define the words, with the help of a dictionary, used to describe the book: <b>heartwrenching, hopeful, intimate, unforgettable.</b></li> <li>• Has reading this changed your prediction for the story?</li> <li>• Explain why the boys have been in</li> </ul>	<p>Write what children can observe (I can see...); what they can infer (I think... because ...); and what they want to question about the cover (I wonder if/what...? etc.).</p> <p>After reading what the boys say about a refugee camp on the back of the book, before reading the inside of the book and using what you already know, write a short definition to explain what a refugee camp is in your own words.</p>	<p><b>Computing:</b> Watch the official trailer of <i>When Stars Are Scattered</i>. When you have finished reading the book, create your own trailer of the book and your thoughts, using a device and an app.</p>

	the refugee camp for seven years; longer than they imagined.		
<b>Part 1 Introduction (pages 3-11)</b>	<ul style="list-style-type: none"> <li>• What do you think 'For me, the first years are lost' mean? WHY have these been included as the first words of the book? What is the significance of the illustration of a galaxy behind this speech balloon?</li> <li>• Predict who the boys are hoping to see through the fence. (page 5)</li> <li>• Who is narrating the story?</li> <li>• Why is it not a good idea to be caught in another block all alone? (page 6)</li> <li>• How do readers know that Hassan is a friendly boy? Give at least 3 examples of his kindness to others.</li> <li>• Why do the boys think of Fatuma as their 'foster mum'? What is a foster parent? (page 9)</li> <li>• What does it mean when Omar says "Judging by the sounds all around us, I'm not the only one with bad dreams"? Why might there be lots of people feeling like Omar? (page 11)</li> <li>• What is your first impression of Omar and Hassan?</li> </ul>	<p>Write a short paragraph about a time where you felt scared, found it hard to sleep or had a nightmare. How did you overcome this feeling and what helped you to feel better?</p> <p>Using the information you have gathered about the Dadaab refugee camp, write an information report about it.</p> <p>Write a list of adjectives to describe Omar and a list to describe Hassan. Are any of them the same?</p>	<p>Computing: On Page 7, we see the logo for the United Nations High Commissioner for Refugees and the UN Refugee Agency. Create a presentation to find out more about these organisations and how they help refugees across the world.</p> <p>Computing: Using the <a href="#">UNHCR website</a>, learn more information about the Dadaab refugee camp including its history, size and location.</p>
<b>Chapter 1 (pages 12-25)</b>	<ul style="list-style-type: none"> <li>• What is the one thing the boys have in common with the people</li> </ul>	Jeri believes that America is the best place to go to where	Geography: Locate Kenya on a world map together. Find out more about the country and

	<p>around them living in the refugee camp? (page 13)</p> <ul style="list-style-type: none"> <li>● How does the illustration on Page 14 begin to show the scale of the size of the refugee camp?</li> <li>● What does the name of the boys' camp, Ifo, translate to in English? (page 14) Why do you think the authors have chosen to include this detail?</li> <li>● Provide at least two reasons about the bad parts of living in a refugee camp according to Omar (page 15).</li> <li>● Define 'spigot' (page 15).</li> <li>● On Page 15, Omar says 'If there's anything to eat, we eat'. Explain how this sentence shows the boys' desperation to survive.</li> <li>● What do you think Hassan means when he says 'Hooyo!'? Is it a positive expression? How can you tell? (page 17)</li> <li>● What are 'seizures'? (page 18)</li> <li>● What nickname is Omar given by the other boys? Why? (page 20)</li> <li>● Explain how the illustrations, particularly on pages 22 and 23, show that Omar loves Hassan.</li> <li>● What are your initial impressions of Tall Ali?</li> </ul>	<p>people have big cars and big houses. Do you agree with him? Write a short account to describe how a refugee may feel upon arriving in America for the first time. Would it be all riches for them or would it be very different?</p>	<p>its continent. Do the same for the boys' country of origin, Somalia. Compare the two countries using <a href="#">Encyclopaedia Britannica Kids</a>. Using atlases and maps, Maths: calculate the distance the two boys have travelled from Somalia to the Dadaab camp in Kenya. Estimate the length of time it would have taken them. Geography: Research more about other places where people living in the refugee camp have come from including Ethiopia and Sudan. There are so many place names in Africa referenced in this book. As a class/group/in pairs, create your own geographical maps of Africa to add to as the book is read.</p>
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	<ul style="list-style-type: none"> <li>● Find and copy a sentence on page 24 which shows that even though Jeri is Omar’s best friend, he doesn’t tell him everything.</li> <li>● How did this chapter make you feel? Summarise it in one sentence.</li> <li>● Predict how much longer it might be for the boys to return home.</li> </ul>		
<p><b>Chapter 2 (pages 26-38)</b></p>	<ul style="list-style-type: none"> <li>● Why is Omar keen to keep Hassan away from new people?</li> <li>● Read to the end of page 27. Predict who Salan might be.</li> <li>● Salan says that he is a ‘<b>community leader</b>’ on page 28. What do you think he does in the refugee camp?</li> <li>● Why is Salan confused that Omar is not in school in the middle of the day?</li> <li>● Why does Omar immediately say ‘I didn’t do it!’ on page 29 after Fatuma has been speaking to Salan? What does this show about his character?</li> <li>● On page 30, what does it mean that Fatuma is Omar’s ‘<b>legal guardian</b>’?</li> <li>● List the reasons Omar gives for why he cannot go to school.</li> <li>● Why does Salan speak about grains of sand (page 32) and why does Omar talk about the stars (page</li> </ul>	<p>Omar has a dilemma - should he go to school or should he stay home with his family? Write a balanced argument listing the reasons for why he should go to school and why he should stay home. Write a conclusion summing up what you think he should do and what you think you would do in his position and why.</p> <p>Imagine you are Fatuma. Write the events of this chapter from her perspective and why you think Omar should go to school and why ‘everything will be OK’. Use the exact words that Fatuma says during this chapter to support your writing.</p>	<p>Geography: Using books and the internet, learn more about the role of community leaders within refugee camps and how they are the contact point within the community for both community members and aid agencies and help to mediate and negotiate to resolve problems and listen to refugees, and liaise with UNHCR and other aid agencies. Drama: In pairs, ask one child to take on the role of a community leader in the hot seat and one child to interview them about their job.</p>

	<p>37)? How are they similar? What do they show? Why do you think the authors have included these images as metaphors in this chapter?</p> <ul style="list-style-type: none"> <li>● Look back at the beginning of this chapter on page 26. It starts with, 'Every day in a refugee camp is the same...except when it's not.' How are the events in this chapter different from the events of the previous one?</li> </ul>		
<p><b>Chapter 3 (pages 39-51)</b></p>	<ul style="list-style-type: none"> <li>● Why do you think Omar was already awake so early enough to hear the call to morning prayers?</li> <li>● On page 39, how do readers know that Fatuma understands Omar's decision to go to school but Hassan does not yet? How does the illustration help with this?</li> <li>● How does Omar show he is sensitive to others' needs like when Fatuma offers him extra porridge at breakfast? (page 39)</li> <li>● What does 'gnawing' mean? Why have the authors chosen to describe the feeling of fear acting like this on Omar? Is it really gnawing at his insides? (page 40)</li> <li>● True or false – Omar is selfless.</li> </ul>	<p>Write a diary entry from the perspective of Omar detailing your thoughts, feelings and emotions about your day at school.</p> <p>Think back to the first time that you started at a new school. Write a flashback about it recalling what was difficult about it, what was fun and how you felt.</p> <p>Use a Venn diagram to compare and contrast the characters of Jeri and Tall Ali, using what you've learned so far. How are they similar?</p>	<p>Foreign Languages: Some of the subjects that Omar is studying are similar to those we have in schools in the UK. But others are different. Research the languages of Arabic and Kiswahili and learn some basic introductions so you can empathise with Omar about learning in a new language.</p>

	<p>Explain your answer.</p> <ul style="list-style-type: none"> <li>● Summarise in three words how Omar feels when leaving Hassan behind to start his new school.</li> <li>● On pages 39-41, Omar is seen with his notebook and pencil. What do they mean to him? Why does Tall Ali really dislike that Omar has them with him?</li> <li>● How old is Maryam? How old is Omar? Why is it hard to know exactly how old Omar is? (page 42)</li> <li>● Describe the character of Maryam in one sentence.</li> <li>● How has the school changed since Omar first arrived in Dadaab? (page 43)</li> <li>● Why do you think the girls sit on a separate side of the classroom to the boys? (page 45)</li> <li>● What is the one subject Omar hopes he will be able to understand? Why is this? (page 47)</li> <li>● Even though Hassan can't talk, summarise in fewer than thirty words what he might say when Omar returned from school. Use the illustrations from page 50 and 51 to support your thinking.</li> <li>● Do Omar and Hassan remind you of</li> </ul>	<p>How are they different? In the middle, write the common qualities. On the outside, you should write descriptions that are unique to each character.</p> <p>Write a diary entry from the perspective of Hassan, describing his feelings when Omar goes to school for the first time and leaves Hassan on his own. What would he say?</p>	
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	any other characters in any other books you may have read about brothers?		
<b>Chapter 4 (pages 52-59)</b>	<ul style="list-style-type: none"> <li>● Omar describes his school in one word: chaotic (page 52). Describe what his school and your school are like in one adjective each and explain why. Have you used the same, similar or different words?</li> <li>● Omar begins this chapter by describing his negative feelings about his school (page 52). Give at least two examples of how things in his school are different to school life in the UK.</li> <li>● He then goes on to say that he loves school and before he started it was like 'his brain was starving' but is now 'getting the food it needs' (page 52). What does this mean?</li> <li>● Explain why Fatuma never went to school in Somalia (page 53). Why does she share this with the boys even though she 'hardly ever talked about her life back in Somalia'?</li> <li>● What does it mean when it says on page 54 that Maryam's father has 'already found a husband for her'?</li> </ul>	<p>Look at page 58 where side-by-side it says 'What I thought was' and 'What I said was'. This is a great way to show contrasting thoughts and actions. Think back to a time where what you thought was different to what you said or what you did and write and draw your differing thoughts and actions alongside each other.</p> <p>Put yourself in Fatuma's shoes. Write an autobiography, re-telling Fatuma's life in Somalia, giving reasons explaining why she didn't go to school.</p>	<p>PSHE: Find out more about women's rights in the country of Kenya. Learn why women and men are treated differently, especially concerning their equality of and rights to education. You could link this research to other notable people and places around the world where women are not getting the right to education that they deserve, e.g. Malala Yousafzai in Afghanistan.</p> <p>PSHE: Conduct research into learning more about gender stereotypes. Tall Ali makes a comment to Omar when he sees him outside doing the chores about 'where his dress is'. Use this as an opportunity to raise with the children in your class and ask them why Tall Ali feels the need to make this comment and how and why comments like this need to be challenged in the world we live in today.</p>

	<ul style="list-style-type: none"> <li>● Why is Omar shocked to hear that Maryam is getting married (page 54)?</li> <li>● How is life different for the girls of the refugee camp than the boys?</li> <li>● Answer the question that Omar is thinking at the end of the chapter: why do you think Maryam continues studying so hard at school if she's getting married soon (page 59)?</li> </ul>		
<b>Chapter 5 (pages 60-69)</b>	<ul style="list-style-type: none"> <li>● Why is everyone at school feeling grumpy at the beginning of this chapter?</li> <li>● Omar says that three kids have fainted at his school and that it happens every three weeks 'like clockwork'. What does this mean? (page 61)</li> <li>● What are the 'Empty Days'? (page 61) and the 'Distribution Days'? (page 62)</li> <li>● Hassan says a new word 'Blech' on page 62. Why do you think the author included this sound effect?</li> <li>● What types of food do the boys receive? Which one do they not?</li> <li>● Look at page 62 and page 69. How are the illustrations in the bottom panels similar? How are they</li> </ul>	<p>Write an alternative short story where the woman in the line turns round and it is Omar and Hassan's mother. What would they do? What would they say to each other?</p> <p>Using this chapter, write your own setting description of Dadaab and about waiting in line for food. Focus on the sights, the smells and the sounds around you.</p>	<p>History: In this chapter, you learn more about the action of rationing and why people in the refugee camp must conserve their food to make it last. Create a presentation about rationing and link your research to the history of rationing including when the UK had to do rationing during World War II and what it was like for people. This will help children to build empathy and to realise that rationing is not just a thing of the past but is still happening in our world today.</p> <p>Food Technology: Think about what the boys can cook with the ingredients they have received. Try to devise a recipe for a meal out of maize, cooking oil and salt. Remember the boys did not receive an important ingredient that they wanted: flour.</p>

	different? How are they effective in explaining the emotions of Omar?		
<b>Chapter 6 (pages 70-94)</b>	<ul style="list-style-type: none"> <li>● Why is Omar different to most kids in that he is not looking forward to having a month-long break from school?</li> <li>● What is 'the list' that Jeri talks about? Why is it so important to the children? (page 70)</li> <li>● Do you think it is fair that their teacher posts a list of the ranking of all of the students up on the wall for all of them to see? (page 70)</li> <li>● Why does Nimo's house look different to the other ones in the block? (page 82)</li> <li>● How and why does Omar begin treating Hassan differently? (page 88)</li> <li>● What does a 'welcome diversion' mean? (page 90)</li> <li>● What messages do Fatuma's friends bring about Somalia? How does Omar feel when he overhears them? Summarise his emotions in one adjective and explain your choice.</li> <li>● The chapter finishes with Omar saying the phrase that Fatuma often says in the book 'Everything</li> </ul>	<p>On page 85 and 86, Omar talks with Nimo and Maryam about their hopes and dreams for the future. Write a prediction for your future and what you aim to do in your life and how you might achieve it. Will it take hard work, dedication, sacrifice or moving to a new country like the girls want to?</p> <p>In the last illustration of this chapter, Omar is shouting at the stars. Pretend you are the star and write the conversation you would have if you could shout back.</p>	<p>PSHE: Research more about what it means to live with a disability and about people living with one who have not let it hold them back, but have overcome obstacles and owned their differences and succeeded in life because of their disability. You may want to look at events like the Paralympics, the Special Olympics and organisations and charities who help people with disabilities.</p> <p>Maths: Using the order of operations, work out the calculations that Nimo and Maryam are doing on the ground. (page 83)</p> <p>Design Technology: Maryam shows ingenuity by building a swing from plastic bags to play outside with. Can you design something from basic resources to play with?</p>

	will be OK.’ (page 94) Why do you think the authors chose to end the chapter with Omar saying this?		
<b>Chapter 7 (pages 95-113)</b>	<ul style="list-style-type: none"> <li>• Why is Omar’s happiness about school restarting short lived?</li> <li>• Look at the illustrations of Omar on page 95 and 97. Explain how he would be feeling in three words for each of the illustrations.</li> <li>• Can you act out the conversation between Omar and Maryam on pages 106 and 107? Think about the character’s tone of voice, body language and facial expressions.</li> <li>• Find and copy the word on page 107 that means the same as ‘to cause to feel extreme fear.’</li> <li>• Maryam tells Omar that he is ‘throwing [his] chance away’. What does she mean by this? (page 107)</li> <li>• Omar says ‘I never thought that being friendly was a gift.’ Do you agree with this statement? Do you think friendliness is a gift?</li> <li>• Give two examples from page 112 that show that Omar’s classmates are nervous about doing their exams.</li> <li>• Within this chapter, there is a theme of discontent. Omar</li> </ul>	<p>Omar comes around to realise that he is lucky and that ‘so many people love and support [him] and Hassan’. Write a short account about what you feel lucky to have in this world and what you are grateful for. Are love and support the things that mean the most in this world?</p> <p>Describe life in the refugee camp up to this point. Summarise it in a paragraph of fewer than fifty words.</p>	<p>PSHE: Learn more about the concept of marriage in the UK and other countries, and about what arranged marriages are and how and why they happen. Debate the issue of arranged marriages within the classroom and whether or not you think they are fair. Think about what it means to make informed decisions and choices; taking different perspectives into account; understanding the range of values and principles by which people live and developing a responsible attitude towards personal relationships.</p>

	<p>becomes frustrated with himself and has disagreements with Hassan, Fatuma and Maryam. What do these individual conflicts reveal about Omar, each character and their relationships?</p> <ul style="list-style-type: none"> <li>● Predict how Omar will do in his exams. Do you think he will pass or fail? Why? Use evidence from the text in the previous chapters to support your thinking.</li> <li>● Explain why the authors have chosen to finish this chapter at this point. How do they make this ending exciting? Does it make you want to read more?</li> <li>● Summarise your understanding of the themes of Part 1 in three words: e.g. heartbreak, hope and friendship. Explain why for each word that you choose to use.</li> </ul>		
<p><b>Part 2 Introduction (pages 114-130)</b></p>	<ul style="list-style-type: none"> <li>● Part 2 happens a little later on in Omar's life. How much time has elapsed since we first saw him in the refugee camp?</li> <li>● Omar summarises life in a refugee camp by saying that 'everything can change... and nothing can change.' Why is this use of language effective?</li> </ul>	<p>In this section, the refugee camp is compared to a prison and a waiting room. Write a paragraph about whether you agree or disagree with each of these comparisons.</p>	<p>Art: Omar talks a lot about what it means to be safe and at home in this chapter. Draw your ideal home and what safety means to you. Think carefully about wants vs. needs. Remember that before everything else, humans need basic things: air, water, food, shelter, sleep and clothing being some of them.</p> <p>PSHE: Jeri's aspiration is that he wants to</p>

	<ul style="list-style-type: none"> <li>● Why do the authors show the illustration for the first page of Part 2 taking over two pages?</li> <li>● List at least three key details that have stayed the same since Part 1.</li> <li>● List at least three things that are different and have changed since Part 1.</li> <li>● What does the phrase 'being resettled' mean?</li> <li>● Where did Omar get his new goat and his new clothes from? Why is this important?</li> <li>● Based on the description of Maryam's husband, predict what he might look like and how he might act. Why might Omar focus on his age in his description of him?</li> <li>● On page 118, contrast the thoughts and emotions of the three children who are going to school in the illustration with the three children who are not. Can you act out how each group would be feeling?</li> <li>● Why does Omar feel different towards Michael as their teacher compared to the other teachers he has?</li> <li>● Michael compares the discrimination suffered in his</li> </ul>		<p>become a teacher. Find about the world of work and what it takes to become a teacher here in the UK and in Kenya, including studying at university, having certain skills and qualities and obtaining qualifications. Are they similar routes or do they differ?</p>
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	<p>speech to the stars. Why is this a powerful way of looking at it?</p> <ul style="list-style-type: none"> <li>● How are Michael’s speech and the children’s speeches connected?</li> <li>● What does Omar want to be when he grows up? What about Nimo? And Jeri?</li> <li>● Why is Jeri’s father so resentful towards the world and to his son?</li> </ul>		
<p><b>Chapter 8</b> <b>(pages 131-139)</b></p>	<ul style="list-style-type: none"> <li>● What does it mean when Omar says ‘isn’t that... illegal?’ (page 131)</li> <li>● What is an ‘interpreter’? (page 131)</li> <li>● What are the similarities and differences between ‘the list’ put on the wall at school and ‘the list’ in the refugee camp? (page 134)</li> <li>● How does Hassan help Omar when he is feeling helpless about his situation? (page 139)</li> <li>● Answer Omar’s question at the end of the chapter: Why do some kids have everything and I have nothing? Try to justify your explanation with your understanding and experiences of the world on a national and global level.</li> <li>● Throughout the story so far, Omar looks after Hassan. Is it possible that during the book and especially</li> </ul>	<p>Learn more about the etymology and the meaning of the word: ‘buufis’. Write a short definition about the word explaining what it means in terms of resettlement. Link it and think back to a time where you may have wanted something so badly that you would give up anything else to get it.</p>	<p>PSHE: In this chapter, we learn more about what Omar thinks about refugees and their working rights. Research about refugees around the world and their jobs. This could be famous refugees like Rita Ora who sings, Judith Kerr who was a writer or refugees who have helped us during the coronavirus crisis with their work for the NHS as doctors or medical professionals.</p> <p>History: Through this chapter and many others, we hear Omar repeatedly talking about moving to America and the people in the camp saying about big houses, big cars and talking positively about America. During the 1930s, this idealistic way of life was termed the ‘American dream’. Learn more about it and how the perception of the dream did not always translate into reality.</p>

	at the end of this chapter, their roles are actually reversed with Hassan also taking care of Omar? Predict how Hassan's role in the story may develop from here.		
<b>Chapter 9 (pages 140-151)</b>	<ul style="list-style-type: none"> <li>• What does it mean to 'fast'? How is this different from the meaning of 'fast' that we know so well? What do we call words that sound the same but mean different things? (page 142)</li> <li>• Which word on page 143 means 'to continuously fill the mind of someone or talk about something' (obsessed)</li> <li>• Look at page 143. What might Omar be thinking, when he learns about Jeri's business idea? Explain his changes of thinking.</li> <li>• Recall what Omar does on the first day of Eid in the order that it happens. (page 148)</li> <li>• Why is the illustration effective on page 149? Estimate how many people are included within it.</li> <li>• Why does it feel 'nice to be able to give someone else something for a change' for Omar on page 150?</li> </ul>	Write an information report about a favourite holiday or celebration that you celebrate, why you celebrate it and its customs and traditions. You could do this using presentation software on a computer if you wish.	<p>RE: Using the terms mentioned during this chapter, learn more about Omar's religion of Islam and what it means to be part of the Muslim faith. Think about the customs including prayer and fasting, traditions and celebrations such as Eid-al-Fitr and how this is or could be celebrated within your school.</p> <p>Music: Think about what music is played during these celebrations and recreate your own musical accompaniment.</p> <p>Maths: Be entrepreneurial like Jeri and devise a way in school to make money. It could be baking and selling cakes, making arts and crafts or creating a new product. Come up with your own business plan and pitch it to your teacher. Will they invest in your idea?</p>
<b>Chapter 10 (pages 152-158)</b>	<ul style="list-style-type: none"> <li>• Do you think that a news reporter and the crew showing up in the</li> </ul>	Imagine you are a news reporter. Write a two-minute	Drama: Look at the illustration of the news reporter, and Omar and the boys behind her on

	<p>refugee camp is a normal thing or slightly strange? Explain why.</p> <ul style="list-style-type: none"> <li>● List two ways how Omar knows when a TV crew are going to visit his school.</li> <li>● Which new character is introduced in this chapter?</li> <li>● How are Michael's and Susana's speeches similar?</li> <li>● What does it mean to live in a 'compound'? (page 157)</li> <li>● What first impression do you get of Susana Martinez in this chapter? Pick one word and explain your reasons for choosing it.</li> <li>● What team does Omar join and why?</li> <li>● This chapter ends with Omar thinking "I've learned that the biggest surprises in life can come which you least expect them..." Predict what you think will happen next for Omar.</li> </ul>	<p>news report ready to broadcast about the refugee camp and the situation in Somalia worsening.</p> <p>Write a discussion on the topics of debate that Omar speaks about on the debate team: 'The Human Rights of the Refugee' and 'Why Education is Important for Boys and Girls'.</p>	<p>page 153. Pretend you are Omar and the group of boys. What might you say in the background but what might you be thinking? Would it be the same as Omar, i.e. Why wasn't anyone helping us?</p> <p>English: Stage a debate in the classroom about the topics of discussion that you have written about: 'The Human Rights of the Refugee' and 'Why Education is Important for Boys and Girls'. Think about the arguments you will put forward.</p>
<p><b>Chapter 11</b> <b>(pages 159-173)</b></p>	<ul style="list-style-type: none"> <li>● Provide three examples to how Omar's day is going wrong for him.</li> <li>● Why does Omar immediately think something bad has happened to Hassan on page 160? What does this show about his character?</li> <li>● Omar says, "I never understood the</li> </ul>	<p>Write a diary entry from the perspective of Omar, retelling the events from this chapter in his words.</p> <p>Write a diary entry from the perspective of Jeri, retelling</p>	<p>Art: Using the double-page spread illustration of Mogadishu, create a piece of artwork based on the scene. Use a range of materials such as watercolours, pastels, pencils and paint. Make it as creative, as beautiful and as picturesque as you can to show off the capital in its best light before the fighting consumed it.</p>

	<p>phrase ‘time stood still’ until this very moment.” (page 160) What does it mean? Summarise your thoughts in a sentence.</p> <ul style="list-style-type: none"> <li>• What life-changing news is delivered to Omar and Nimo during their Pre-Algebra class? Who delivers it?</li> <li>• On page 161, Omar suggests his teacher could be jealous of the fact that Omar’s name is on the list. Do you think the teacher is jealous? Explain why.</li> <li>• Describe Jeri’s reaction in three words to hearing Omar’s news. How does the relationship change between Jeri and Omar in this chapter as Omar prepares for his interview?</li> <li>• Omar says that ‘out of everyone, Nimon knows just how I am feeling right now’. What do we call this emotion when someone puts themselves into another person’s shoes and understands how they are feeling? (Empathy)</li> <li>• Why might Omar think this is all a joke on page 162?</li> <li>• Who is the man that gives Omar and Nimo advice about their</li> </ul>	<p>the events from this chapter in his words. How would they differ? Would they show any hint of jealousy from Jeri in the beginning after Omar’s news?</p>	
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	<p>interview? Why does he feel he needs to do this?</p> <ul style="list-style-type: none"> <li>● Why doesn't Nimo look happy after hearing she is on the list? (page 164)</li> <li>● Why might Omar be trying to forget his past and focus on his future?</li> <li>● Do you think it is helpful for him in any way to remember his past for the interview? Why might it be important?</li> <li>● Omar is surrounded by people at various points in this chapter at Salan's tent and outside the UN office but still feels alone? Can you feel alone and surrounded by people at the same time?</li> <li>● Agree or disagree? Omar and Nimo are both confident about their interviews. Discuss why, using page 170 to refer to.</li> <li>● After listening to Fatuma describe Mogadishu, summarise what it might be like there in three adjectives.</li> </ul>		
<p><b>Chapter 12</b> <b>(pages 174-196)</b></p>	<p><b>NB: This is a very real, raw and hard-hitting chapter.</b></p> <ul style="list-style-type: none"> <li>● At the beginning of this chapter, Fatuma mentions that 'everything</li> </ul>	<p>Write three thoughts that Omar would have had while waiting in line for his interview.</p>	<p>Drama: Use freeze-frame, drama and mime to re-enact the beginning, middle, and end of Omar and Hassan's journey leaving Somalia, stopping at times to ask the rest of the class</p>

	<p>will be OK'. (page 174) She uses this frequently in the book to give the boys comfort. Compare this with the same phrase mentioned by the boys' mother on page 181. Do you think Fatuma knew that the boys' mother used it to help them?</p> <ul style="list-style-type: none"> <li>• Does this phrase remind you of something a mother would do? Do your parents have similar stock phrases that they use to comfort you in times of difficulty?</li> <li>• How does Omar feel when he thinks at first that his interview will be conducted in English? (page 176)</li> <li>• Do you like David? (page 176) Explain why.</li> <li>• Why do you think the authors show the process of translation during the interview? (page 176)</li> <li>• How does the author create tension on page 179?</li> <li>• Why do you think Omar can remember the colour green so vividly? (page 178)</li> <li>• Find a word on Page 182 that means 'an uncertain or doubtful truth'. (Rumour)</li> <li>• Predict what might have happened</li> </ul>	<p>Write three thoughts that Omar would have had after having had his interview.</p> <p>Omar and Hassan survive thanks to the kindness of strangers on their journey out of war-torn Somalia to the camp in Kenya. Write about a time where the kindness of strangers has helped you in some way.</p>	<p>what the children who are acting are thinking and feeling in the role of the brothers.</p>
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	<p>to Omar and Hassan's mother.</p> <ul style="list-style-type: none"> <li>• Why does it seem weird that this is Omar's first ever cold drink? (page 185)</li> <li>• Describe what happens when Omar and Hassan arrive at the camp in Kenya.</li> <li>• Why didn't Omar like Fatuma at first? (page 190) Why does he change his mind and attitude towards her?</li> </ul>		
<p><b>Chapter 13</b> <b>(pages 197-201)</b></p>	<ul style="list-style-type: none"> <li>• Why do you think the authors repeat the word 'wait' in the pages of this chapter? What effect does it have?</li> <li>• What does it mean when someone 'hides someone in their suitcase'? Would this happen literally?</li> <li>• Why does Jeri think that Hassan will get resettled? (page 197)</li> <li>• Do you think that all the thinking that Omar is doing about America is helpful or a distraction for him? Explain why.</li> <li>• Why do you think Hassan might have had another seizure? (page 200) Do you think they may be linked to something?</li> <li>• Answer Omar's question at the end of this chapter: How long can you</li> </ul>	<p>Previously, the refugee camp was compared to prison and a waiting room. At this point in the book, how would you describe the camp? Why? Write a description about how the refugee camp seems from Omar's point of view, as he waits to hear how his interview went.</p>	<p>PSHE: 'Good things come to those who wait.' To what extent do you agree with this saying? Use examples from your own life where you have shown patience and it has been rewarded. Conversely, use examples from your life where you gave up waiting and either good or bad things happened.</p>

	<p>wait before you lose all hope? Relate it to any personal experience if you can.</p> <ul style="list-style-type: none"> <li>● Can you summarise this chapter in one sentence?</li> </ul>		
<p><b>Chapter 14</b> <b>(pages 202-219)</b></p>	<ul style="list-style-type: none"> <li>● How do we know that the story is moving on? Which year group is Omar now in?</li> <li>● How does Omar feel when he's awoken by Fatuma only to be told that their goat is pregnant? Is it really good news according to Omar?</li> <li>● Omar soon descends and slides 'deeper and deeper into a dark hole' and he has a 'darkness growing inside of him'. What feeling does this 'dark hole' and 'darkness' represent? (Depression)</li> <li>● Who does he take his negative feelings out on?</li> <li>● Where is Nimo being resettled to?</li> <li>● What does Omar's response to Nimo of turning his back on her reveal to readers about him? (page 207)</li> <li>● What does it mean when Omar says that he was 'spreading the darkness around me, infecting everyone in my path'? (page 209)</li> </ul>	<p>Omar says that it's now where we are born or how we are but 'the challenge of life is to make the most of what you've been given' (page 212). Write a paragraph about how you will make the most of your life and what you've been given, including love from your family.</p> <p>Write an apology note from Omar to Jeri, sensitively explaining why you have found it so hard to say sorry.</p>	<p>PSHE/English: Omar alludes to the feeling of depression when talking about sliding deeper and deeper into a dark hole and a darkness growing inside of him. Talk about emotions with your class. Read and share books like <i>When Sadness Comes to Call</i> by Eva Eland, <i>Black Dog</i> by Levi Pinfold and <i>Night Shift</i> by Debi Gliori to explore the topic further.</p>

	<ul style="list-style-type: none"> <li>• How does Maryam feel about being pregnant? (page 211)</li> <li>• On page 212, Maryam says that 'life isn't fair'. Do you agree or disagree with this? Explain why.</li> <li>• Why is everyone in Nimo's family crying on their last night in the refugee camp?</li> <li>• Is the refugee camp a home in any way for Omar? Justify your answer using evidence from the text so far.</li> <li>• Why has the image of Omar, Hassan and Jeri holding hands been included to end this chapter? What is the effect of this together with the line 'we were brothers'?</li> <li>• Can brothers communicate without words?</li> <li>• The last image of this chapter looking up at the stars suggests a sense of freedom. Do the people living in the camp have any kind of freedom? Why or why not? Use evidence from Part 1 and Part 2 to support your answer.</li> </ul>		
<p><b>Part 3 Introduction (pages 220-240)</b></p>	<ul style="list-style-type: none"> <li>• How many years has passed since we last saw Omar in Part 2?</li> <li>• Why has the same image been used on the pages that separate Part 2 and Part 3?</li> </ul>	<p>Omar has to write about what it means to be a refugee (page 228). Complete the sentence 'Being a refugee means...' with examples and your</p>	<p>Science (Animals): Learn more about goats, what it takes to look after and rear them and why they have become part of Fatuma's family. Some refugee camps worldwide, such as the <a href="#">South Sudanese Christians with the help of the</a></p>

	<ul style="list-style-type: none"> <li>● Why did Omar almost not go to high school? How and who was his problem solved by? (page 223)</li> <li>● What does it mean when it says that ‘Maryam is bigger. Again.’? (page 224)</li> <li>● Why has Maryam chosen to name her daughter the name she has? (page 224)</li> <li>● How is Nimo getting on in Canada? Is it the same or different to what she expected? List examples.</li> <li>● What does Nimo miss about living in a refugee camp? Why?</li> <li>● Why is this a shock to Omar? (page 226)]</li> <li>● Jeri shares his lamp with Omar (page 227) but this is more than just a lamp being shared. List some of the things that the boys have shared together throughout the book.</li> <li>● How does Omar feel about seeing old classmates like Tall Ali on the street? (page 230) Does he show empathy here towards him? Explain why.</li> <li>● Why is Fatuma crying? (page 233) Why is this unusual for Omar to see her crying?</li> </ul>	<p>understanding from what it means to be a refugee from the book.</p> <p>The phrase ‘Life is always the same in a refugee camp... except when it’s not.’ (page 240) keeps coming up in the book. Write about a time when your life unexpectedly changed. How did you feel? What were you excited about? What were you scared of?</p>	<p><a href="#">Barnabus Fund</a>, now have specialist goat distribution projects paid for by organisations and charities to help refugees become self-sufficient.</p> <p>Geography: As Nimo resettles into life in Canada, research what life is like there. Find out about the geography, history and culture of the country. What languages do they speak? What would be easier or harder about living in this country compared to the refugee camp?</p> <p>English: Unpick the etymology and meaning of the word ‘refugee’ and compare it to other words that are used in the media to describe people like Omar and Hassan such as migrant and asylum seeker. Learn when it is most appropriate to use each word in context.</p>
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	<ul style="list-style-type: none"> <li>● Omar goes to a new camp, Dagahaley, to find Hassan after he runs away. Here he describes there being an 'endless sea of refugees'. Why does he choose these words? Why are they effective?</li> <li>● How is Dagahaley similar to Ifo?</li> <li>● What news does Omar receive after Hassan is found? Is it good or bad?</li> </ul>		
<p><b>Chapter 15</b> <b>(pages 241-246)</b></p>	<ul style="list-style-type: none"> <li>● Omar says he has 'wasted months, years of his life waiting and hoping to be resettled to another country' (page 241). Do you agree or disagree with his statement? Explain why.</li> <li>● As Omar is preparing for his interview, what does he learn about Fatuma? (page 242)</li> <li>● Why does she refuse to take the long walk with Omar again to the UN centre?</li> <li>● Fatuma says to Omar that 'If you love me... you will leave me.' (page 244) What does she mean by this? Discuss the following statement with a partner: 'If you truly love someone, you must let them go.'</li> <li>● Think back in the book. Why is it significant that Fatuma tells Omar</li> </ul>	<p>Write a diary entry for the events of his graduation from the perspective of Omar.</p>	<p>Geography: Find out about countries across the world where people have been displaced and which countries are accommodating refugees. Learn how many refugees have been resettled in these countries and why some countries accommodate more refugees than others. This could be linked to the recent Syrian refugee crisis as many refugees travelled to Europe to find a place that they could call home or this could be another place in the world where people have had to leave their homes. Learn more about refugees' reasons for having to flee their homes. Sometimes this is due to war whilst others have to leave because of famine or climate change.</p>

	<p>again that ‘Everything will be OK’? (page 244)</p> <ul style="list-style-type: none"> <li>• How and why do the authors use humour when introducing the new interpreter and comparing him to David? (page 245)</li> <li>• Who helped Omar with his paperwork? (page 246)</li> <li>• Find a word on page 246 that means the same as ‘extremely tiring or demanding’. (Grueiling)</li> <li>• Why did Omar feel lucky at his graduation from secondary school? (page 246)</li> </ul>		
<p><b>Chapter 16</b> <b>(pages 247-250)</b></p>	<ul style="list-style-type: none"> <li>• Susana is waiting outside the UN office to greet the brothers. What does this reveal about her character? (page 247)</li> <li>• Read up to the end of page 247. Predict what the word ‘Hooyo’ may mean.</li> <li>• Why does Omar want to receive a thick envelope rather than a thin one? (page 249)</li> <li>• How would you read the words on the letter? Maybe an optimistic, hopeful voice? Or rejoicing with happy tears? Practise with a partner.</li> <li>• Thinking about what Omar and</li> </ul>	<p>Write the continuation of the letter that the boys receive. What would it say after ‘You have been selected for resettlement to the United States of America’? What would it tell them to do?</p> <p>Write a front-page newspaper article about the boys achieving resettling status. Imagine you are a reporter and take quotes from Omar, Hassan and supporting characters to include in your report.</p>	<p>History: Find out more about the organisation of the United Nations: including its history and why it was created after the world wars, how it helps refugees and helps people internationally now in our modern-day world.</p>

	Hassan would have to leave behind in Africa if they do resettle in America and about their friend Nimo's difficulty in adapting to life in Canada, do you predict they will go? Justify your thinking using the text.		
<b>Chapter 17 (pages 251-257)</b>	<ul style="list-style-type: none"> <li>• What three things do the brothers have to go through in the months leading up to their resettlement? (page 251)</li> <li>• What gift does Tall Salan give to Omar? (page 251) Why is it important and what does it represent? Find the page number and the phrase in the book on a previous page that links to the gift.</li> <li>• 'No one chooses to become a refugee' (page 252), explain why this is such a powerful statement.</li> <li>• What does it mean when Omar says 'I didn't choose to leave Somalia as a little boy'?</li> <li>• List at least three nouns that Omar is saying goodbye to when leaving Dadaab.</li> <li>• Why is the illustration of Omar saying to Hassan 'Everything will be OK' so significant? (page 253)</li> <li>• Find two words on page 254 that</li> </ul>	<p>Put yourself in the shoes of Omar and write an autobiography, retelling his life in his words.</p> <p>Now that you have read the book, try creating your own comic strip or story map with captions, labels, speech bubbles and thought bubbles. Can you retell the main events of the story to a partner?</p> <p>After reading 'A Poem of Stars', write your own poem about the stars and what they represent to you.</p> <p>To turn the poem on its head, write a poem from the perspective of a star looking down on Omar and Hassan. The star could represent their</p>	<p>Science: Throughout the book we see Omar's affinity for the stars. Discover more about the constellations and the night sky and why they represent so much in this story.</p> <p>English/PSHE: After reading <i>When Stars Are Scattered</i>, organise the children into groups or partners. Encourage the children to talk to each other and share which of these themes they feel are most important in the story and why. Ask the children to use evidence from the text.</p> <p><b>Refugees</b></p> <p><b>Women's rights</b></p> <p><b>Equality of education</b></p> <p><b>Living with a disability</b></p> <p><b>Love</b></p> <p><b>Family</b></p> <p><b>Hope</b></p> <p><b>Home</b></p> <p><b>Depression</b></p> <p><b>Friendship</b></p> <p><b>Heartbreak</b></p>

	<p>summarise the thoughts of a refugee camp in the mind of Omar. Why are 'valiant' and 'agonising' good words to use here? Can you find synonyms for them?</p> <ul style="list-style-type: none"> <li>• The boys begin to realise that maybe they are not losing their mum and that she is around them in the things that they see. Give at least two examples of where they might find her.</li> <li>• Where does Omar say his mother may be? How does this show that his character, attitude and maturity have all developed within the story?</li> <li>• Why have the authors chosen 'Hooyo' as the last word of the story from the boys?</li> <li>• Why have the authors ended the story with 'A Poem of Stars'?</li> <li>• In "A Poem of Stars," list as many important details about stars as are mentioned. What do the stars symbolise in this poem? Think back to Omar's conversations when he talks to the stars during the book.</li> <li>• Take a closer look at the closing image of Omar looking out of the window of the aeroplane at the</li> </ul>	<p>mother?</p> <p>Revisit the blurb. Do you think the four adjectives that were chosen to describe the book - heart wrenching, hopeful, intimate and unforgettable - are the most suitable? Or would you select different ones. If so, which ones and why?</p>	
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	<p>stars. Even though he is on his way to a new life in a new country, how might he be feeling? What would he be thinking about?</p> <ul style="list-style-type: none"> <li>• The first sentence of the book 'For me the first years are lost' is repeated on the last page. What is the significance of this? Do you think the next years of their life will be lost or remembered? Why?</li> </ul>		
<p><b>Afterword &amp; Authors' Notes</b></p>	<ul style="list-style-type: none"> <li>• When and in which state did Omar and Hassan arrive in the United States of America?</li> <li>• What type of house did they live in?</li> <li>• Why did they find it unsettling to begin with?</li> <li>• What was Omar's first job?</li> <li>• How did the doctors in America help Hassan with his seizures?</li> <li>• How did meeting Sarura help Omar in his personal life?</li> <li>• What job did Omar get that he had always wanted to have?</li> <li>• What is the name of Omar and Hassan's mother?</li> <li>• Who helped her to see her boys for the first time in twenty-three years?</li> <li>• Why can't their mother join them</li> </ul>	<p>Summarise the life of Omar by writing a short biography in no more than a page.</p>	<p>History: Using the events of the book and the events described in the afterword, create a timeline of Omar's life from Somalia and Kenya to the United States of America, making sure to include momentous occasions such as when he arrived at Dadaab, went to school, left the refugee camp, arrived in America and got his first job.</p> <p>Computing: Visit <a href="http://www.unhcr.org">www.unhcr.org</a> to learn more about the worldwide refugee crisis and <a href="http://www.refugeestrong.org">www.refugeestrong.org</a> to learn more about the part that Omar's organisation plays in helping people.</p> <p>English: Read books like <i>Child I</i> by Steve Tasane, <i>The Boy at the Back of the Class</i> by Onjali Q. Rauf and <i>No Ballet Shoes in Syria</i> to understand more about the plight that refugees face in what it means to live in a refugee camp,</p>

	<p>in the United States of America right now?</p> <ul style="list-style-type: none"> <li>● What does 'forcibly displaced' mean?</li> <li>● How many people are estimated to have been forcibly displaced from their homes worldwide?</li> </ul> <p><u>Author's Note: Omar Mohammed</u></p> <ul style="list-style-type: none"> <li>● Why do the people in Dadaab refer to it as an 'open prison'?</li> <li>● Who is the one person in the camp who had the most influence on Omar's life? How did she help Omar?</li> <li>● Where did she get transferred to?</li> <li>● Where does Omar live? Where does Hassan live?</li> <li>● What had Omar always wanted to do?</li> <li>● What does the organisation, Refugee Strong, that Omar works for do to help people?</li> <li>● What does Omar want the reader to take away from reading this book?</li> </ul> <p><u>Author's Note: Victoria Jamieson</u></p> <ul style="list-style-type: none"> <li>● When did Victoria first start thinking about the idea of this book? Why? What made her think of writing this book?</li> </ul>		<p>seeking safety for their family and making a home for themselves in a new country.</p> <p>PSHE: Donate clothing, school supplies and home goods to refugees in your community by finding a non-profit organisation that can help.</p> <p>Computing: Using her website: <a href="http://www.victoriajamieson.com">http://www.victoriajamieson.com</a>, the internet and her books such as <i>Roller Girl</i>, read and research more about Victoria Jamieson as an author and especially as a graphic novelist. Create a presentation about her and her involvement within this book.</p>
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	<ul style="list-style-type: none"><li>● Why does Victoria like graphic novels? Do you like graphic novels? Explain why.</li><li>● How often would Omar and Victoria meet to plan and discuss the book?</li><li>● Why did Victoria have to invent characters like Nimo and Maryam?</li><li>● How did she create these characters whilst still staying true to Omar's life?</li><li>● What does Victoria hope that readers will be inspired to do after reading this book?</li></ul>		
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