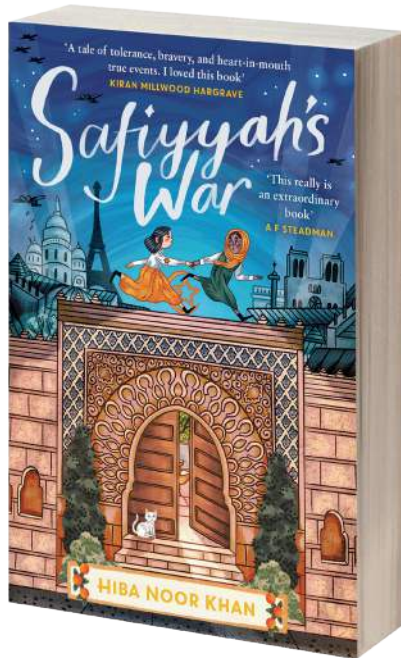


SAFIYYAH'S WAR

HIBA NOOR KHAN

CHAPTER-BY-CHAPTER TEACHING RESOURCES



An inspiring novel based on the incredible true story of the resistance run from the Grand Mosque of Paris in WW2.

War comes to the streets of Paris and Safiyyah's life changes forever.

Her best friend's family have fled, and the bombing makes her afraid to leave the mosque where she lives. But when her father is arrested by the Nazis for his secret Resistance work, it falls to Safiyyah to run the dangerous errands around the city.

It's not long before hundreds of persecuted Jews seek sanctuary at the mosque. Can Safiyyah find the courage to enter the treacherous catacombs under Paris and lead the Jews to safety?

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Chapter	Comprehension Questions	Creative Writing Opportunities	Cross-Curricular Activities
Front cover and blurb	<p>Explore the cover with the students and note down their initial impressions and imaginative interpretations about the story, based on its design.</p> <p>Some examples of questions to ask them when looking at it include:</p> <ul style="list-style-type: none"> Based on the cover, what do you think the book might be about? Can you make any predictions about the plot, characters or themes? Who do you think the main character is and why? What do you think the relationship between the characters on the cover might be? Are there any distinctive details on the cover that provide you with clues about where or when the story takes place? Why do you think the book is called <i>Safiyyah's War</i>? Imagine the cover as a snapshot of a specific moment in the story. What do you think is happening at that moment? <p>Show the blurb of the book with some words removed. Ask them to make further predictions about the story based on the omitted words. Encourage them to explain their reasoning. After that, reveal the full blurb and ask if it confirms their predictions or if it has changed their initial perceptions.</p>	<p>Complete an OWI grid:</p> <p>Observe – What can students see? Remind them to focus on the foreground and background of the front and back covers.</p> <p>Wonder – Next, have them generate open-ended questions based on their observations. Use prompts like 'I wonder what/who/where/when/why...' to prompt curiosity and critical thinking.</p> <p>Infer – Ask students to use the evidence they have gathered to make inferences. Start each sentence with "I think..." and support their inferences with reasoning and evidence.</p>	<p>LITERACY • Before reading the book, take a moment to conduct some research on the author, Hiba Noor Khan and the cover illustrator, Kaja Kajfež. Explore the author's background, previous works and sources of inspiration. Similarly, discover the illustrator's unique style and past projects by visiting their websites or other sources. Additionally, investigate any relevant information about the book's background, inspiration or themes. Reflect on how this newfound knowledge might influence your understanding of the book. Share and discuss your findings with your classmates to enhance your reading experience.</p>
1 (pages 1-5)	<ul style="list-style-type: none"> Which two places mentioned are considered sacred and require whispering? What does it mean if a place is 'sacred'? How did Safiyyah meet Madame Odette? What do we learn about their relationship? What similarities do they share with each other? Do you think Madame Odette sees herself in Safiyyah? Why did Madame Odette make an exception for Safiyyah to access the rooms that usually require permission and a pass? What has caused Safiyyah's mother to become stricter lately? Predict what you think might have happened to the man Safiyyah sees crying in the street at the end of this chapter. 	<p>In anticipation of her mother's scolding, write a heartfelt apology note as Safiyyah to her, explaining why you were late coming home, expressing regret for causing concern, apologising for making her worry, promising to be punctual next time and thanking her for her understanding and love.</p>	<p>GEOGRAPHY • Sharpen your map skills like Safiyyah! Locate Algeria and its cities on a world map, just as she did in the library. Create a visual map with annotations showing the settings mentioned so far, such as Safiyyah's home city of Paris, France and Manaus in Brazil. Keep adding new locations as they are introduced in the story.</p>

<p>2 (pages 6-15)</p>	<ul style="list-style-type: none"> • Why does she find her beautiful despite her age? What effect do Setti's ageing features such as her wrinkles and lines have on Safiyyah's perception of her grandmother's life experiences? • Discuss the symbolism of the oranges in the story. What do they represent for Setti? How do they connect her to her Algerian roots and her memories of home? Why do you think the family brought tree saplings with them when they moved to Andalusia? • Contrast the different attitudes of Baba and Ammo, highlighting their demeanours. Why could Baba be acting in this cold way? • Who was Ibn Battuta? What did he do that made him famous? Why is it important to learn about historical figures like him? • How did the German invasion impact Jewish people? How could it also affect Muslim communities like Safiyyah and her family? 	<p>As Safiyyah learned about the German invasion of France through the Ardennes border, her curious mind was filled with countless questions. Write a list of up to ten questions that she likely contemplated or wanted to ask to grasp the developing circumstances. To extend this task, provide a corresponding answer for each question, enriching the comprehension of the unfolding situation.</p>	<p>HISTORY • Investigate the historical context and relations between France and Algeria during the colonial era in North Africa. Research the events that unfolded in Algeria under French rule, which Setti alludes to when expressing, "look at the horrors of what the French have done to our people in Algeria..." (page 8). Gain a comprehensive understanding of the complexities surrounding this significant period in history.</p>
<p>3 (pages 16-25)</p>	<ul style="list-style-type: none"> • Where does Safiyyah's father, Baba, work? What other potential work options could have provided him with higher income? Why does he prioritise working at the mosque over any other place? • What various activities and functions take place at the mosque? How does it contribute to the well-being of its community? • Why does Baba attempt to reassure Safiyyah about the strength of the French army and their ability to hinder the German advance? What suggests that Baba shares her anxieties? • What traumatic experiences did Baba undergo from his involvement in World War One? Why has he stopped singing? • Who is Monsieur Cassin? How does Safiyyah intend to help him? 	<p>Based on the information you have gathered about Safiyyah, construct a character profile that explores her personality, traits and experiences so far. Reflect on how these elements contribute to her development as a captivating and relatable character. Remember to continually update the profile as the story unfolds.</p>	<p>RELIGIOUS EDUCATION (RE) • The mosque where Safiyyah's father works and where she often accompanies him is described in detail in this chapter. Investigate its significance as a place of Islamic worship, explore its interior and compare its features with those of other places of worship such as churches, temples, Gurdwaras or synagogues.</p>
<p>4 (pages 26-36)</p>	<ul style="list-style-type: none"> • What are the differences between Isabelle's home in the affluent 16th arrondissement and the neighbourhood where Safiyyah lives? How do we know that this is a wealthier part of Paris? • If the French army fails to gain control of the invasion situation, which country could Isabelle and her family potentially flee to? • What leads Safiyyah to decline Isabelle's invitation to join them? • What special item does Isabelle give to Safiyyah? What symbolic meaning does it hold for their friendship and shared experiences? • Besides targeting Jewish people, who else becomes a target of discrimination by the Nazi party? Why do people support them? 	<p>Write a diary entry from Safiyyah's perspective as she learns that her best friend Isabelle and her family are leaving Paris for their château in Provence. Then, write another diary entry from Isabelle's viewpoint, expressing her feelings about the move and leaving Safiyyah behind.</p>	<p>PSHE • Participate in a classroom conversation about prejudice and discrimination, using examples of the Nazi party's harmful actions from this chapter. Collaborate on approaches to foster inclusivity, empathy and acceptance in your school and community, while respecting the importance of human rights, equality and justice.</p>

<p>5 (pages 37-41)</p>	<ul style="list-style-type: none"> • How does Safiyyah keep memories of Isabelle close to her heart when they are not together? What does she do in her absence? • What job does Tarek want to have when he grows up? How do his skills of taking things apart and putting them back together, and making the ship for Safiyyah, make him good at this job? • What does Ibrahim share with the family about his friend Gabriel? How does it make Safiyyah feel about missing Isabelle? • How does the atmosphere in the room change when Tarek announces his decision to enlist in the war? Why does Safiyyah understand the anguish Setti must be experiencing? • Should Tarek have talked to his parents before making the decision, like his father said? Or can he make his own choices? 	<p>Think about and reflect on Tarek's declaration when he says, 'I'm a man and I'll fight like one,' on page 40. Write a short paragraph explaining how whilst this shows his wish to be strong and brave, it also makes us think about what society expects from men and boys and the complexity of those expectations, including the idea of toxic masculinity.</p>	<p>DRAMA • Work in small groups to reenact the significant scene where Tarek reveals his choice to sign up to fight in the war. Freeze frame and pause at pivotal moments of the action to engage in thoughtful discussions about the characters' inner thoughts and feelings, allowing for a deeper understanding of their motivations and the impact of Tarek's decision on the group dynamics.</p>
<p>6 (pages 42-49)</p>	<ul style="list-style-type: none"> • What made Safiyyah change her mind and agree to go to the library? What promise did she make to Monsieur Cassin? • Why is Madame Odette concerned about her bonbon supply? What does this reveal about the impact of the German invasion on the availability of food and goods? • What were they doing in the store room on the library's second floor? How would the packages of books boost the soldiers' morale? Why was it important to uplift their spirits during the war? • Where is Madame Odette sending the special editions for safekeeping? How does she handle books by Jewish authors? • What does Tarek's parents say to him before he goes? Why do they only show their true emotions when he is out of sight? 	<p>Uncover the untold stories of brave Muslim soldiers and women like Noor Inayat Khan, a World War Two spy, who, despite their bravery, lack equal recognition compared to their white counterparts. Write biographies to honour these unsung heroes, highlighting their courageous contributions to history and celebrating their remarkable legacy.</p>	<p>HISTORY/ENGLISH • Madame Odette talks about the Germans' book burning to suppress knowledge, control information and silence opinions. To appreciate the value of books and the freedom to read, let each child choose a favourite book and share why it's meaningful to them. Discuss how books inspire, educate, promote diverse perspectives and protect freedom of expression.</p>
<p>7 (pages 50-56)</p>	<ul style="list-style-type: none"> • Why does Safiyyah find this summertime to be entirely different and less enjoyable than the ones she has had before? • How does Safiyyah feel when her Baba asks her not to come to the morning meeting? And how about when she's turned away and told to go and play with her friend Fatima instead? • In this chapter, there are many meetings taking place! The men have some important things to discuss that they want to keep a secret and Madame Odette is in a mysterious meeting for another hour at least. What do you think they are all talking about? • Why does Safiyyah take the decision to skip school and go to the library to get the book to give to Monsieur Cassin? • What could be causing the wailing at the end of this chapter? 	<p>Challenge students to write a lively dialogue between Safiyyah and Monsieur Cassin as she presents him with the precious book from the library. Encourage them to use dialogue and descriptive language to breathe life into the characters and their emotions. Remember to include speech marks to indicate the spoken words.</p>	<p>DRAMA • Safiyyah says that the newsreaders had been claiming that the Allied armies were holding the Germans back in the north. Stage your own news broadcast reporting on the events of the invasion so far. Choose students to be the news anchor and reporters. The news anchor will introduce the broadcast, while reporters will deliver the reports on different aspects of the invasion.</p>

<p>8 (pages 57-61)</p>	<ul style="list-style-type: none"> • Why do you think Safiyyah is unable to move or make decisions when she hears the sirens? How might fear affect a person's ability to think clearly during times of danger? • If you were Safiyyah, what would you do in that situation? Discuss the factors that would influence your decision-making. • Where do the people go to seek shelter from the bombing? • Safiyyah sees a building in ruins and feels a strong emotional response to it, comparing it to a dolls' house. Discuss the effects of witnessing such devastation on her and the reader. • Predict what might happen next in the story. How do you think Monsieur Cassin will come to Safiyyah's aid? 	<p>Safiyyah says that she had absolutely no idea where the nearest bomb shelter was and was too frozen in fear to make a decision about what to do. Create a poster with safety tips for children during wartime. Include important information like where to find shelter, how to stay calm and what to do if separated from family.</p>	<p>HISTORY/DESIGN AND TECHNOLOGY • Create a map of the cities targeted in World War Two air raids and learn more about how public places such as underground stations were used for shelter. Design and construct a prototype of an air raid shelter using recycled materials. Test its durability and efficiency, then present the design to the class.</p>
<p>9 (pages 62-72)</p>	<ul style="list-style-type: none"> • The characters keep drinking something called 'chocolat chaud'. Based on how they enjoy it, can you guess what it might be? • On page 64, how do the descriptive words (adjectives) like deafening, whirring, pounding and whistling impact the sentence that mentions the sirens, planes, guns and bombs? • In his new book, how did Monsieur Cassin express his appreciation to Safiyyah for helping him find the previous book? • Why did Safiyyah give the vase of flowers, which she received from Monsieur Cassin, to Khala Najma? • From which countries did the refugees come to Paris? What did Setti mean when she said, 'I fear we haven't seen the full extent of the Nazi evil yet'? Could there be more terrible things to come? 	<p>Read and analyse Hiba Noor Khan's example on pages 62 and 63 to learn how weather personification conveys emotions. Write your scene, giving the weather human-like characteristics or actions to create a vivid visual image, as a metaphorical representation for characters' emotions. Use descriptive language for enhanced engagement.</p>	<p>GEOGRAPHY • As Safiyyah witnesses the crowded Parisian streets in the aftermath of bombings, learn how people are forcibly displaced and become refugees due to war. Understand the rights of refugees and how conflicts, violence, human rights infringements, persecution or other circumstances drive people to seek international protection, rendering them refugees in the present day.</p>
<p>10 (pages 73-77)</p>	<ul style="list-style-type: none"> • Why did Maria's maman say it's unsafe to be around refugees? • How might the refugees feel knowing that some people are afraid of them? Can you imagine leaving your home and seeking safety in a new country? • How did Safiyyah and Amelie challenge the idea of unequal access to basic needs such as food and shelter based on nationality, location or religion? Why is equality important? • Why were Safiyyah and Hana upset about the boys mimicking guns and bombs? • Describe Hana's response to Henri's hurtful comment about her religion. Why do you think Hana stayed defiant despite the bullying? How can we support and defend our friends in the face of bullying and discrimination? 	<p>Create a warm welcome sheet to foster a friendly atmosphere for refugees in your school or community. Share valuable information about the local area to aid refugees in settling and feeling a sense of belonging. Encourage children to add personal messages of support and friendship to the welcome sheet, helping refugees feel embraced and valued by the community.</p>	<p>RELIGIOUS EDUCATION (RE) • In this chapter, Hana faces distressing instances of bullying and discrimination from Henri and Phillippe due to her Jewish identity. This prejudice, known as antisemitism, occurred during the war by the Nazis. To promote empathy and understanding, engage in exploring diverse cultures and religions, including Judaism and discuss strategies to foster inclusivity and respect for all.</p>

<p>11 (pages 78-84)</p>	<ul style="list-style-type: none"> • In Isabelle's letter, what does she reveal about the experiences her and her family have faced since she last saw Safiyyah? • Both Isabelle and Safiyyah's fathers are acting secretly. Can you speculate on the possible reasons behind their fathers' behaviour? What do you think is causing them to act like this? • Even though Isabelle and Safiyyah are separated by the sea and living in different countries, how does Isabelle express her longing for Safiyyah and show that she misses her so much? • Using your imagination, what do you think Safiyyah might have written in her reply to Isabelle? • The door to Baba's office was locked, leaving Safiyyah curious. Why do you think Baba locked the door? What could he possibly be hiding behind it? 	<p>Read Isabelle's letter again, and then write a response. Let your emotions flow onto the paper as you share your thoughts and feelings. Don't forget to ask questions that show your curiosity and interest in Isabelle's story. Write with empathy and sincerity, making your letter engaging and thoughtful, strengthening the bond you're forming with Isabelle.</p>	<p>HISTORY • In her letter, Isabelle mentions food rationing in England. Take this opportunity to learn more about the concept of rationing during that time. Discover its purpose in supporting the war effort and the impact it had on people's everyday lives. Explore the types of rationed items, such as food, clothing and fuel, and consider the challenges and adaptations made by individuals and communities during this period of scarcity.</p>
<p>12 (pages 85-92)</p>	<ul style="list-style-type: none"> • Why does it seem like the wealthy people of Paris were among the first to flee the city? • Safiyyah is worried that her family is risking their safety by staying in Paris. Should they listen to her and leave? • Considering the situation, why do you think the cat's original owners made the heart-wrenching decision to abandon it? • What causes Safiyyah to make the compassionate and caring choice of bringing the cat home with her? • Do you believe she has formed an emotional bond with it? 	<p>Construct a chronological timeline highlighting the significant events of the book so far. Organise the events in the order they happened, making it easier for you to follow and remember the key moments. Keep updating the timeline as the story unfolds.</p>	<p>HISTORY • Discover what happened to pets during wartime and the tough decisions that were made. Learn about the challenges faced and how some pets were sadly put down when there were no other options. Understand the sacrifices made by both people and animals during times of war.</p>
<p>13 (pages 93-97)</p>	<ul style="list-style-type: none"> • Why did Safiyyah's previous fear subside completely when she saw that the boy had kind eyes? • What does the boy show Safiyyah is in the box? • How does the white cat that Safiyyah has seemingly adopted react to the kittens? • How do you think Safiyyah felt when she discovered that Timothée had been secretly watching her build a shelter for the white cat? Was she surprised or maybe even a little shy? • Where did Timothée come from? Who had he travelled to Paris with? What had happened to his farm and what job did he have? 	<p>Rewrite this chapter from the perspective of Timothée as he witnesses Safiyyah's compassionate act of building a shelter for a white cat. Experience the story through Timothée's eyes as he observes Safiyyah's kindness and eventually reaches out for her help with the box of kittens.</p>	<p>MATHEMATICS/GEOGRAPHY • Calculate the distance between Picardy and Paris in miles or kilometres. Estimate the time it would take to complete this journey by walking, taking into account the average walking speed of a human, as well as factors like rest breaks and the varied terrain encountered along the way.</p>

<p>14 (pages 98-108)</p>	<ul style="list-style-type: none"> Do you think Safiyyah and Timothée made the right decision to enter the deserted house and save the bird? Why or why not? At first, Timothée doesn't seem happy when Safiyyah hands him the bag. Why do you think he reacts that way? When Timothée talks about animals being more noble and courageous than the Nazis could ever dream of being, what does this reveal about his character and his perspective on life? Who kindly agrees to take care of the animals while Safiyyah figures out the next steps? Safiyyah affectionately chooses to name the cat 'Bonbon'. Why does she select this particular name? What is its significance? 	<p>Discover the wonderful world of the French language found in the book! We've encountered words and phrases like 'chocolat chaud' (hot chocolate), 'd'accord' (okay), and even the parrot's special word 'charmant' (charming). Uncover their meanings and write a glossary with simple translations.</p>	<p>ART • Create a vivid visual representation of the parrot, capturing its mesmerising vibrant feathers, meticulously shaped beak and claws, glossy plumage reflecting an iridescent sheen and its curious gaze. Remember to include the thin black and white stripes on either side of its face, reminiscent of a zebra, as noticed by Safiyyah.</p>
<p>15 (pages 109-115)</p>	<ul style="list-style-type: none"> What made Bonbon have a restless first night with Safiyyah, keeping them both awake? When Safiyyah wakes up, what sound outside on the street catches her attention, making her feel like she's in a nightmare? What does the word 'curfew' mean? Why did the Germans impose this restriction upon the unsuspecting citizens of Paris? When Setti thinks about her family in Spain or Algeria, what happy memories and thoughts come to her mind? How does Safiyyah feel when she reads the Quran and gets lost in its beautiful words? 	<p>Write a news article reporting on the situation in Paris and the introduction of the curfew. Cover the impact on daily life, the feelings and reactions of the Parisian population and any resistance or acts of resilience that have emerged in response to the German occupation.</p>	<p>HISTORY/PSHE • Discuss the importance of human rights during times of conflict. Explore the concept of curfews and their implications for personal freedoms. Create a class agreement or charter that outlines the rights and responsibilities students have in the classroom and display it as a reminder of their shared values.</p>
<p>16 (pages 116-133)</p>	<ul style="list-style-type: none"> What possible reasons could explain Baba's decision to leave their flat in the middle of the night? How would you describe Safiyyah's feelings about returning to school? What factors contribute to her eagerness to get back here? How does her attitude change once she is at school? In light of her dissatisfaction with copying paragraphs from a textbook, where does Safiyyah intend to go next? What motivates her to choose Monsieur Cassin's place over the library? Upon reaching Monsieur Cassin's house, what does Safiyyah discover there? Why has he become a target for the Nazis? How does Safiyyah attempt to alleviate Monsieur Cassin's pain? 	<p>Write a short story imagining different scenarios for Baba's clandestine decision to leave the flat in the middle of the night. Where could he be going? What adventures await him? Unravel the mysteries behind Baba's secretive actions and contemplate whether they are linked to the ominous presence of war.</p>	<p>HISTORY • Discover what a concentration camp is and why Monsieur Cassin feels grateful that he wasn't taken to one by the Nazis. Learn about the harsh conditions, separation from families and the importance of valuing freedom and human rights. Explore the historical context and understand the significance of standing against injustice.</p>

<p>17 (pages 134-141)</p>	<ul style="list-style-type: none"> • How does Safiyyah identify the German soldiers who enter the pharmacy as the culprits responsible for stealing from Monsieur Cassin? What clues or evidence does she rely on? • What steps does Safiyyah take to recover Monsieur Cassin's precious manuscript from the German soldiers? • From an ethical standpoint, can Safiyyah's decision to steal back what was stolen from Monsieur Cassin be justified? • What could be the reason for Madame Odette and Monsieur Claude's presence near the mosque? • Why do you think they chose to ignore Safiyyah when she called out to them? Could they be engaged in a covert mission as well? 	<p>Was Safiyyah right to take matters into her own hands and reclaim Monsieur Cassin's manuscript? Write a persuasive argument, presenting both sides of the debate, carefully considering factors such as its value, the intentions of the German soldiers and the potential consequences of her actions.</p>	<p>HISTORY • Discuss Safiyyah's actions in relation to those of real-life resistance fighters. Research resistance movements during World War Two, especially in France, and explore the strategies employed by various groups and individuals against occupying forces. Make links to present-day activists who continue to fight for justice and freedom.</p>
<p>18 (pages 142-153)</p>	<ul style="list-style-type: none"> • How do Safiyyah and Baba aid Monsieur Cassin upon their arrival at his house? What has he done with the paper butterflies? • What cautionary words does Monsieur Cassin give to Safiyyah about the Nazis? What does he say is the utmost priority? • Does Baba know Madame Odette better than it seems? Look for clues that show he has a deeper understanding of her. • When Baba explains to Safiyyah that Madame Odette and Monsieur Claude were at the mosque to expand their library collection, do you find his explanation plausible? • In his letter, where does Tarek say he is? What other topics does he touch upon in his correspondence? 	<p>Explore historical racism, including black soldiers' experiences with Nazis as Tarek describes. Generate ideas to combat present-day racism in daily life, including acts of kindness, cultural learning and supporting equality organisations. Apply these in your classroom/school to make a positive impact.</p>	<p>ART • Learn how to create paper butterflies similar to the ones in the story. Decorate them with colourful patterns and designs. Then, express your creativity by writing either a set of instructions to describe how to make them to a friend or a short paragraph explaining the significance of the butterflies to Monsieur Cassin and how he has used them.</p>
<p>19 (pages 154-166)</p>	<ul style="list-style-type: none"> • How did Safiyyah feel after discovering that Madame Odette wasn't helping with the library and that Baba had lied to her? • How did Baba respond when Safiyyah shared the story of the jeweller and their shop being attacked by the Nazis? Why do you think he asked for the address and the colour of their front door? • Do you believe Safiyyah made the right choice by taking the key from the wardrobe to enter Baba's office? How could she have handled the situation differently? • What surprised Safiyyah when she opened the door to Baba's office and saw inside? • Using only one word, summarise the emotions of Safiyyah and Baba when they locked eyes at the end of the chapter. 	<p>Safiyyah is unhappy about the way that Baba has lied to her. Write about a time when you found out someone you believed in had told you a lie. How did it make you feel? How did you handle the situation? Explore the emotions of surprise, confusion and curiosity that arise when trust is broken. Share how you coped with this unexpected twist.</p>	<p>HISTORY • During World War Two, the Nazis targeted businesses, homes and synagogues owned by Jewish individuals, much like the shop of the Jewish jeweller in the story. Many innocent people suffered and their properties were destroyed, leaving a lasting mark on their lives. Write a report or create a presentation detailing the events that occurred on the 9th and 10th of November in 1938.</p>

<p>20 (pages 167-180)</p>	<ul style="list-style-type: none"> • Why does Baba insist on Safiyyah taking an oath of secrecy on the Quran? • What shocking revelations does Baba disclose about his activities in his office and the mosque, which Safiyyah was previously unaware of? • In what ways have Ammo Kader, Madame Odette and Monsieur Claude contributed to the formation of the resistance movement? • How does Safiyyah's perception of her father undergo a significant transformation throughout this chapter? What factors contribute to her immense sense of pride in him? • What does Setti say is the reason behind the Nazis not currently targeting Muslims? 	<p>As Safiyyah learns about the resistance from her father, design a powerful poster promoting unity and resilience in the face of adversity. Use striking images and empowering slogans to inspire hope and encourage the spirit of resistance among her community during the challenging times of Nazi occupation.</p>	<p>PSHE • Consider the theme of bravery in the book. Create your own definition of bravery through writing or drawing, considering non-physical acts as well. Identify brave characters in the book and explain how their actions inspire you. Choose a real-life example of bravery from history or your community. Research and present a short report on their courageous acts and their impact.</p>
<p>21 (pages 181-189)</p>	<ul style="list-style-type: none"> • Why did Safiyyah initially think that Timothée was talking about his father being in trouble when in fact he was talking about hers? • What was Safiyyah's father doing when he was arrested? • What do you think the soldiers were hoping to find by pushing and prodding Baba? How did Ammo Kader's arrival and firm intervention make a difference in Baba's situation? • Why do you think the soldiers were not satisfied with Baba's response? What do you think they wanted him to say? • Why does Baba realise the importance of involving Safiyyah in the resistance after returning home from being arrested? How do you think she might contribute to their plans and actions? 	<p>Create an engaging and persuasive proposal speech for Safiyyah, who from the story shows she is a determined young girl and now wants to convince her father to support her involvement in the resistance movement and make a difference in the world. What would you say to him if you were in her position?</p>	<p>DRAMA • Role-play an intense interrogation scene as you step into the shoes of Baba, who finds himself captured by the Nazis. Portray the harrowing circumstances and the resilience of Baba as he confronts the relentless questioning of his captors, refusing to surrender his beliefs and maintaining his strength in the face of adversity.</p>
<p>22 (pages 190-196)</p>	<ul style="list-style-type: none"> • Why does Safiyyah choose to keep some distance from Hana, who tends to share a lot of information now that they are both part of the Resistance? • Why do you think Yemma is not talking to Baba after he'd agreed to involve Safiyyah in his dangerous work? • Can you find a word on page 191 that means someone is feeling or looking relaxed and calm? (<i>nonchalant</i>) • Where does Safiyyah plan to place the book she's been carrying? • Based on the clues, do you think the person observing Safiyyah from the lace net curtain is more likely to be a good person or a bad person? 	<p>Imagine you are Baba and you and Yemma haven't been talking lately. Write a letter from him to her, where you express your feelings and thoughts about involving Safiyyah in the risky mission. Then, pretend to be Yemma and write a response sharing your own concerns and worries about the resistance movement.</p>	<p>SPEAKING AND LISTENING • Talk with a partner about whether you think you would be a good member of a brave resistance group. Share your strengths, such as skills or qualities that make you special. Discuss together any areas where you might need some help or things you find challenging. Encourage each other to think about ways to grow and improve.</p>

<p>23 (pages 197-203)</p>	<ul style="list-style-type: none"> • What was also enclosed inside the envelopes of Isabelle's letters? • Why does Isabelle have to pack up and move again? • What is the name of the river that Safiyyah released the bottle containing her responses into? • Describe Safiyyah's emotions as she indulges in the long-awaited taste of the bonbon after a significant period of time. • How did Safiyyah identify the man as Mr Bingham, the intended recipient of the cigarette box she was supposed to deliver? 	<p>In this chapter, we see Safiyyah become a secret agent, delivering coded notes to people as part of her missions. Create a secret message for a friend, using your own made-up code. Then, swap messages and see if you can crack each other's codes!</p>	<p>GEOGRAPHY • After Safiyyah casts her bottle into the waters of the River Seine, learn more about this renowned river that flows through Paris. Discover its historical significance and cultural importance by taking a virtual tour to see the famous landmarks and bridges that sit along its banks.</p>
<p>24 (pages 204-213)</p>	<ul style="list-style-type: none"> • Despite regularly meeting new people, why did Safiyyah experience an overwhelming sense of isolation that seemed to intensify each week? • What sinister new restrictions have the Nazis imposed now? Why do you think these rules kept getting stricter? • Why is it becoming harder to find enough food for everyone? • Safiyyah noticed a group of people with Ammo Kader. Who were they? Why was it so risky to bring Jews into the mosque? • How are Baba and Ammo Kader being resourceful in using the souterrain and secret tunnels to help Jews escape? 	<p>Create an emotions graph to track Safiyyah's evolving feelings as events unfold in the story, like discovering the Resistance, participating in missions, seeing increasing restrictions being placed on the Jewish people in Paris, and longing for Isabelle. Add annotations for context.</p>	<p>HISTORY • Safiyyah says that she thinks Timothée probably got the pink bubblegum and white chocolate from the black market. Research what the black market was, why it existed during the war and write a short paragraph explaining what you learned about the black market and why Safiyyah thinks Timothée had to turn to it.</p>
<p>25 (pages 214-218)</p>	<ul style="list-style-type: none"> • What do you think the conversation in the room was about? Why was it frantic and hushed? • Why do you think the boys were wearing blue pyjamas with yellow moons printed on them? What could be the significance of their clothing? • How do you think the neighbours helped to keep them hidden? Can you think of any ways you could help someone in need? • What is Ammo Kader's wife's name? • How did Safiyyah manage to calm the boy down? 	<p>Write a short story about how you would help someone in need, just like the neighbours did in keeping the children hidden. Create fictional characters or write about a real-life scenario, emphasising kindness, empathy and problem-solving skills.</p>	<p>PSHE • Safiyyah exemplifies kindness in this chapter by providing comfort to the boy through the company of cats. Embrace the power of random acts of kindness and make a positive impact each day within your classroom or throughout the school, bringing joy to others.</p>

<p>26 (pages 219-228)</p>	<ul style="list-style-type: none"> • What do you think the absence of carol singers and pretty lights at Christmastime symbolises in the story? • How can Safiyyah tell that something is wrong by what Baba is wearing and how Yemma reacts when he arrives at the door? • What emotions rush through Safiyyah when she realises the girl is Hana? Why is she annoyed that she appears to ignore her? • Where had Baba found Hana? Why was she there? • Do you believe they will succeed in reuniting Hana with her long-lost parents? 	<p>Imagine you are Hana. When you see Safiyyah and your eyes meet, what thoughts might be going through your mind? Write a short paragraph exploring Hana's emotions. Does she feel embarrassed, ashamed and vulnerable about her current state?</p>	<p>HISTORY/COMPUTING • Create presentations comparing Christmas celebrations before/after and during World War Two. Discuss how they had to change due to restrictions and shortages. Use pictures, drawings and short descriptions to show the differences between them.</p>
<p>27 (pages 229-232)</p>	<ul style="list-style-type: none"> • Why does Safiyyah try to use Bonbon to help Hana? Why does it turn out to be more challenging than she expected? • In addition to using Bonbon, what other creative approaches does Safiyyah employ to motivate Hana to participate? • When describing Hana to Setti, how does Safiyyah portray her? What specific characteristics does she mention? • What valuable guidance does Setti provide to Safiyyah concerning her interactions with Hana? • How does Setti's advice rejuvenate Safiyyah's outlook, filling her with a renewed sense of optimism and hope? 	<p>Setti advises Safiyyah to practise patience with Hana, drawing from the metaphor of planting and nurturing a seed, where growth remains unseen. Write an acrostic poem about PATIENCE, starting each sentence with a letter from the word, expressing its personal significance to you.</p>	<p>SCIENCE • Inspired by Setti's analogy, conduct a plant growth experiment with students, planting seeds and observing their development over time to highlight patience in the waiting process.</p> <p>ENGLISH • Read and discuss a range of stories or fables that teach the value of patience.</p>
<p>28 (pages 233-242)</p>	<ul style="list-style-type: none"> • How does Safiyyah show her empathy is growing for Hana? Why is she becoming more comfortable with her silence? • What does Safiyyah discover when on the trail of the missing cat? Should she have ventured into the souterrain alone? • Despite Safiyyah's involvement in the Resistance, why do you think Baba hasn't informed her about the underground maze? • What does Safiyyah immediately notice about the souterrain? • How does the author build tension in the tunnels by having Safiyyah's torch go out? What does she feel when she reaches out? What makes the sight of skulls and skeletons terrifying? Why does Safiyyah vow never to return to the souterrain? 	<p>Prompt students to imagine themselves stepping into the souterrain alongside Safiyyah. Ask them to write a descriptive paragraph capturing the immediate sights, sounds and smells she notices in the underground space. Encourage the use of vivid language to engage the reader's senses.</p>	<p>HISTORY • Discover how the Catacombs of Paris came to be when the city faced a cemetery shortage, leading to the use of underground tunnels for storing countless bones. Now, picture yourself as a tour guide there. Write a brief paragraph describing the sights visitors encounter and the significance of showing respect in such a unique environment.</p>
<p>29 (pages 243-249)</p>	<ul style="list-style-type: none"> • What does Safiyyah see on Hana that makes her realise that things are changing and her guard is coming down? • Where does Setti take Safiyyah and Hana? Why is this place unfamiliar to Safiyyah? What does the new viewpoint uncover? • What spectacular sight fills their eyes when they gaze up at the sky? • Why do you think boys and men have been the ones traditionally allowed to fight in wars? Are there any reasons for this rule? • What words does Hana say as she breaks her silence? 	<p>Setti, Safiyyah's grandma, offers her valuable guidance on the topic of gender equality. Write an argument showcasing the equal power and capabilities of women or create a biography highlighting the remarkable achievements of an influential woman.</p>	<p>SCIENCE • Dive deeper into the world of astronomy by studying different famous constellations. Identify and locate well-known constellations such as Orion, Ursa Major and Pegasus. Discover interesting facts about each constellation, such as their mythological origins and stories.</p>

30 (pages 250-264)	<ul style="list-style-type: none"> How do you think the illness of tuberculosis impacts people's lives? Why does it seem to be a common problem for people? What does the letter reveal that has sadly happened to Tarek? Do you think the distressing news about Tarek is what causes Setti to collapse or could there be another reason behind her sudden weakness? How does Safiyyah know exactly what to buy to lift Setti's spirits? Where does she go to acquire it and does it prove effective? With the end of her life drawing near, what heartfelt advice does Setti offer Safiyyah to cherish and remember it always? 	Setti seems to possess extraordinary wisdom and insight in the advice she gives to Safiyyah. Imagine that you have inherited Setti's gift of foresight and wisdom. Write a letter to a younger sibling or friend, offering them guidance and advice on an important decision they are facing.	RELIGIOUS EDUCATION (RE) • Setti beautifully describes the end of her life as a profound journey of reunion with loved ones. Explore diverse perspectives, rites and rituals of different religions and cultures about the afterlife, including reincarnation, the cycle of birth, death and rebirth, and other beliefs beyond this world.
31 (pages 265-267)	<ul style="list-style-type: none"> How do you think Safiyyah felt when Setti passed away? Why? Why do you think Safiyyah screamed out in devastation when her grandmother died? Have you ever experienced a loss or felt intense sadness? How did you express your emotions? How do you think Safiyyah's life might change now that her grandmother is gone? What advice does Baba give Safiyyah to connect with Setti? 	Create a memory box or a scrapbook dedicated to Setti's life. Include drawings, photographs and written memories of special moments Safiyyah has shared with Setti. Reflect on the emotions that arise during the process.	PSHE • What is grief? How is it explored in these chapters? Make a note of the different emotions Safiyyah feels, her memories and how she finds ways to feel closer to Setti, as well as any insights she gains about herself through the process of grieving.
32 (pages 268-272)	<ul style="list-style-type: none"> What ingenious strategy did Ammo devise to safeguard the Jewish people in the mosque from the Nazis' clutches? How long had Hana been living with them in the mosque? Why do you think Hana asked Baba if she could stay a little longer? What do you think she enjoyed about living in the mosque? During the Passover celebration, what kinds of items are typically included in a special meal called the Seder? When Hana had the chance to wear one of Safiyyah's dresses and join in the celebration, how do you think it made her feel? 	Research the Passover celebration and create a colourful, vibrant collage or drawing that showcases the diverse elements of a Seder meal. Label each item and provide a thoughtful explanation of its significance and symbolism, adding depth and meaning to your artwork.	RELIGIOUS EDUCATION (RE) / MATHEMATICS • Use a Venn diagram to compare the Passover and Eid celebrations, highlighting the similarities and differences between the two. Consider aspects such as their traditions, food and customs, and discover the shared threads and unique flavours that make these celebrations special.
33 (pages 273-278)	<ul style="list-style-type: none"> What are some clues in the passage that show the soldiers are drunk? Would their behaviour be different if they were sober? How did the young woman react when one of the men jeered at her? Do you think this type of behaviour was sexist towards her? Why does Safiyyah feel both anger and terror when they start looking at her? How does she describe their eyes? How do you think Safiyyah's experience in this chapter might affect her actions or feelings in the future? At the end of this chapter, what brings comfort to Safiyyah? 	Imagine you are Safiyyah's best friend. Write a letter to her offering support and advice based on the experiences she went through in this chapter. Give her suggestions on how to handle similar situations in the future and offer words of encouragement.	HISTORY • Research and create a timeline of women's rights and the progress made in your country. Connect the young woman's reaction to drunk soldiers' jeering with the historical struggles women have faced due to intimidating, threatening and humiliating behaviour from men.

34 (pages 279-283)	<ul style="list-style-type: none"> What idea does Sumayyah give Safiyyah to help her feel safer around the soldiers? What is a hijab? Can you describe what it looks like and how it is worn? Do you know anyone who wears one? What does it mean to them? How can clothing be a way to show your feelings or stand up for something you believe in? How can hats and other types of headwear help us express ourselves and our unique personalities? Who and what does Safiyyah see in her dream? 	As the chapter begins, the girls express their thoughts and prayers for Tarek, hoping for his safety while he remains a prisoner of the Nazis. Take a moment to write a prayer for Tarek, sending your heartfelt wishes for his well-being and protection during this difficult time.	ART/DESIGN & TECHNOLOGY • During this chapter, the girls proudly wear various hijabs in vibrant colours. Design your own unique hijab, hat, or headwear that represents your identity and reflects what you stand for. Create a special piece that showcases your individuality and allows you to express yourself and your beliefs.
35 (pages 284-290)	<ul style="list-style-type: none"> What are the Nazis planning to do to the Jewish people in order to escalate their efforts to eliminate them from the city? On page 286, what does it mean to 'take detours en route'? What one positive outcome has the war brought to Safiyyah? What reasons does Monsieur Cassin give to Baba for staying in the city? Has his attachment to his plants influenced his decision to prioritise their safety over his own? What has caused him to change his mind and decide to leave? Why had Safiyyah not seen him recently as part of their plan? 	In the role of Safiyyah, write a poignant farewell note to Monsieur Cassin. Describe her emotions and the longing she feels for the past, including Monsieur Cassin's warm smile, his passion for plants and the aroma of freshly baked mille-feuille that filled his flat.	HISTORY • Safiyyah unveils the Nazis' escalated campaign to eradicate Jews from the city in this chapter. Learn about the Vel' d'Hiv Roundup, a significant event where French police, under German orders, conducted a mass arrest of foreign Jewish families in Paris on 16 and 17 July 1942.
36 (pages 291-302)	<ul style="list-style-type: none"> What does Yemma give to Hana as a leaving gift and what does she say to do with them? If you were Baba, how would you have reacted when the soldier pointed his rifle at you? How does Safiyyah manage to leave the room? What idea does she come up with to do so? When she sees Baba's voice return through singing, how do you think this makes Safiyyah feel? Based on what you know about Safiyyah's character and the events in the story so far, what do you predict she will do next? 	Create a comic strip illustrating Safiyyah's escape from the room amidst the chaos. Use speech and thought bubbles to portray the steps she takes to free herself. Don't forget to include important events like the soldier menacingly pointing his rifle at Baba's head and Yemma's escalating panic.	MUSIC • Safiyyah discovers that singing and music have a powerful impact on bringing back Baba's voice. Create a group song or musical performance that reflects the themes and emotions in this chapter. You can work together as a class to brainstorm lyrics and melodies that capture the essence of the story so far.
37 (pages 303-315) and Ten years later (page 317)	<ul style="list-style-type: none"> Why does Safiyyah feel extremely nervous when she sees the large crowd of people waiting to leave? Is it too much responsibility to bear on her shoulders for someone her age? Where does Safiyyah realise the 'most important map' is, thanks to the voice of Setti? Why do some people doubt Safiyyah's ability to lead them through the tunnel? Who stands up to support her? What is the importance of Émeraude finally flying out of his cage? Where do you think Safiyyah will be going on the boat ten years later? Why is the sea, appearing like a thousand white butterflies, such a powerful ending image? 	Interview a character from the book, such as Safiyyah. Prepare a list of questions about their experiences, motivations and feelings. Write a reflection on the story in your own words. What lessons have you learned about family, friendship and the impact of war?	LITERACY/HISTORY • Use the Historical Note on page 319 to discuss the historical context and themes. Explore people and places like the real-life heroes who inspired the fictional characters and the Grand Mosque of Paris, as well as the Kabyle language. Consider how these events and elements shape the story and their representation in the book.