

Settling In

by Abbas Nazari

Junior Journal 63

Level 2

Purple 2



The Learning Progression Frameworks (LPFs) describe significant signposts in reading and writing as ākonga develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10. This teacher support material describes the opportunities in “Settling In” for ākonga to develop this expertise.

Overview

This personal recount by Abbas Nazari describes his family’s experience of building a new life in New Zealand after arriving as refugees from Afghanistan. It’s a dramatic and thought-provoking story that is likely to generate deep discussion. It provides opportunities to explore the themes of whanaungatanga – the concept of Aotearoa being one whānau, welcoming all and providing a sense of belonging; manaakitanga – showing respect and care for

others; and turangawaewae – a place to belong and feel connected to.

You can read more about Abbas Nazari’s experiences in his book *After the Tampa*. The ANZH resources online collection has other relevant resources for exploring the themes of whanaungatanga and turangawaewae, including *Tūhura: Where we came from (Years 1–3)* and *Our stories: Refugee histories*.

LPFs

- Making sense of text: vocabulary knowledge
- Making sense of text: reading critically
- Acquiring and using information and ideas in informational texts
- Reading for literary experience

Curriculum links

- English
- Social Sciences
- Health and PE



The New Zealand Curriculum

Key text features

“Settling In” includes the following characteristics that help ākonga develop the reading behaviours expected at Purple and build their awareness of the features of different text forms.

The structure of the text as a personal recount (preceded by an introduction that provides background information), a description of a series of events, and a conclusion

Shifts forwards and backwards in time, requiring ākonga to notice indicators of time and use of the present or past tense

Powerful, dramatic descriptive language, including the metaphor “new rivers to swim in and new mountains to climb”

Some possibly unfamiliar words and phrases, including noun phrases (for example, “Settling In”, “refugees”, “forced”, “village”, “journey”, “deserts”, “stormy oceans”, “rescued”, “government”, “offered”, “terribly”, “worried”, “future”, “foreign”, “Refugee Resettlement Centre”, “English alphabet”, “simple sentences”, “headscarves”, “local”, “first language”, “field”, “neighbourhood”, “mother tongue”, “cultural celebrations”, “nightmares”, “terrifying”, “scary”) and proper nouns, requiring ākonga to use their processing systems



Abbas Nazari was only seven years old in 2001 when he and his family became refugees.* There was a war in Afghanistan, and the fighting was coming closer and closer to the family's village. They had to leave their home and find a new place to live. They had to leave their friends, and everything they owned, and set off on a long and very dangerous journey over deserts, mountains, and stormy oceans. Finally, they and many other refugees from Afghanistan were rescued from a sinking boat near Australia. The New Zealand government offered some of the refugees a home in Aotearoa New Zealand.

Now, twenty-one years later, Abbas tells his story.

* refugees - people who are forced to leave their homes because of danger

After our long journey, I was very tired. I missed all my friends from my village terribly, and I was worried about the future. I wondered if our family would fit in or if we would feel like outsiders in this foreign land.

Features typical of non-fiction:

- paragraphs with clear lead sentences, followed by supporting information, including the indicator phrases “for example” and “such as”
- indicators of time and place
- extra information provided in footnotes

Related Texts

Texts with ideas about settling in or belonging: “Mālō e Lelei” (RTR poem card); *Monster’s Lunch*; *Dragons! Dragons! Dragons!* (RTR shared); *Joe’s News* (RTR Green); *My Name Is Laloifi* (RTR Orange); *Kara’s Music* (RTR Turquoise)

Texts about culture and identity: “Mālō e Lelei”, “Nanny” (RTR poem cards); *Chinese New Year, Dawn Parade, Diwali, Matariki Breakfast* (RTR shared); *A Special Visit to Koro and Nanny* (RTR Orange); *Matariki* (RTR Gold); “Pepeha”, “Tōku Pepeha” (JJ 53); “Take Note” (JJ 55); “Kākahu Pekepeke” (JJ 61); “A School Comes Home” (JJ 62)

Possible reading purposes

What can ākonga expect to find out or think about as a result of reading this text?

- To find out what it was like for Abbas Nazari and his family coming to New Zealand
- To think about what helped Abbas and his family “settle in”
- To think about what it is like to start in a new place and how best to help someone “settle in”
- To think about how it feels to be part of a community

Possible learning goals

What opportunities does this text provide for ākonga to learn more about how to “read, respond to, and think critically” about texts?

This text provides opportunities for ākonga, over several readings, to:

- use information in the text and visual language features to track ideas and events (**summarise**)
- **make connections** between their prior knowledge and information in the recount to **make predictions and visualise** the family’s experiences
- **make connections** between their prior knowledge and information in the article to **ask questions** and look for or think about possible answers
- **identify and discuss main ideas**
- **monitor** their reading and, when something is unclear, take action to solve the problem.



Sounds and Words



The Literacy Learning Progressions

Introducing the article

Use your knowledge of your ākonga to ensure that your introduction to the article builds or activates their prior knowledge and provides appropriate support for a successful first reading. Several options are provided below for you to **select from and adapt**. A short video on the importance of introducing the text is available at <https://vimeo.com/142446572>

For English language learners, before the whole-group session, you could use the title and the illustrations to discuss the setting and context and introduce some of the vocabulary related to immigration, for example, “refugee”, “journey”, “deserts”, “oceans”, “outsiders”, “foreign”, “community”, “cultural celebrations”. You can find further information about features of texts that may need support at [ELLP](#).

Be sensitive to the experiences of any refugees or other ākonga new to New Zealand. Some ākonga and their families may have had traumatic experiences of migration. Before you use this or similar texts, consider the impact they may have on some ākonga and any difficult conversations that may arise. Further guidance can be found in “Supporting People’s Wellbeing” in the *Leading Local Curriculum Guide – Part 2*, which is on the Aotearoa NZ’s Histories website.

- Read the title. *What does it mean to “settle in”?* Tell ākonga this article is about a boy who came from another country and had to settle in to New Zealand. You may have ākonga who would like to share their own experiences of coming to New Zealand from another country.

- Share-read page 20 and examine the illustrations. Much of the information is likely to be new, so allow plenty of time for discussion. Use a world map to show where Afghanistan is and its distance from New Zealand (and Australia, the family’s initial destination).
- Clarify the purpose and structure of the recount – Abbas is now grown up and he is telling the story of what happened when he was seven.
- Browse through the rest of the illustrations. Read the sign on pages 22–23 and discuss what might happen at a resettlement centre. Ask ākonga to use the illustrations to help them think about aspects that might be challenging when coming to live in a new country, for example, needing to learn a new language, experiencing different customs, not knowing what to expect, or leaving friends and belongings behind.
- Together, set the reading purpose. This TSM suggests an initial “To find out” purpose to build background knowledge, followed by some deeper purposes (“To think about ...”) when rereading.
- Give ākonga sticky notes to mark aspects they might want to return to or discuss later.

Reading the article

Encourage ākongā to read the article by themselves, intervening only if needed. Much of the processing ākongā do at this level is “inside their heads” and may not be obvious until the discussion afterwards. The focus of the first reading is for ākongā to identify key information and ideas relevant to the initial reading purpose. Allow for several sessions to read and discuss the text, to investigate other reading purposes, and to explore ideas and language features more deeply.

Reading behaviours to look for

Examples of the sorts of behaviours (often overlapping and developed over several readings) that will support ākongā to meet the reading purpose(s)

Ākongā use information in the text and visual language features to track ideas and events.

- They use indicators of time and place to track the steps the family went through as they “settled in”.
- They make connections between the descriptions and the illustrations on pages 20–21 to clarify why Abbas was so tired and worried when he arrived with his family in New Zealand.
- They notice lead sentences in paragraphs and read on to find supporting detail.
- They use the descriptive language to clarify what it was like for Abbas and his family and how this changed over time.

They make connections between their prior knowledge and information in the recount to make predictions and visualise the family’s experiences.

- They use the dramatic descriptive language on page 20 to visualise the danger Abbas and his family were in and why they had to leave Afghanistan.
- After reading page 21, despite Abbas describing how he felt tired, worried, and missing his friends, they predict from the title and the smiling photo of Abbas on page 20 that his family did manage to “settle in”.
- As they read pages 22–25, they notice a pattern of Abbas describing the challenges he faced and then using the word “But” to indicate a change for the better. They predict that this pattern will continue.
- They make connections to their own experiences to visualise how important playing sports and riding bikes with his new friends were in helping Abbas settle in.

They make connections between their prior knowledge and information in the article to ask questions and look for or think about possible answers.

- They use their sticky notes to record questions (and possibly, answers) and ideas. For example, they might wonder:
 - what Afghanistan is like
 - how people become refugees
 - how Abbas and his family are doing now
 - how their classroom or school might be more welcoming for new arrivals.

They demonstrate self-monitoring and problem solving.

- They use a range of word-solving strategies. For example, they:
 - break words into chunks or syllables
 - use their awareness that letters or letter clusters can have more than one sound to solve words such as “village”, “ooceans”, “foreign”, “alphabet”, “language”, “tongue”
 - use clues in the rest of the sentence (“fit in”, “outsiders”) to help work out the meaning of “foreign”
 - use the footnotes to clarify their understanding of “refugees” and “mother tongue”.
- They mark words and ideas they want to come back to.

You can find further information about the reading behaviours that English Language Learners need to develop proficiency with at this stage, on the [ELLP Pathway](#).

Deliberate acts of teaching

How you can support individual ākongā (if needed)

- Remind ākongā of strategies they can use for word solving (for example, looking for the biggest known word chunk; applying their knowledge of letters, sounds, and word structure) and for clarifying meaning (rereading or reading on and thinking about the overall meaning of the sentence, referring to the illustrations, using the footnotes).

Thinking, talking, rereading

You can revisit this article several times providing opportunities for ākongā to build comprehension, vocabulary, and fluency. **Select from and adapt** the following suggestions. Some of the suggestions overlap, and several can be explored further as independent reading activities. For some suggestions, you may find it helpful to project the PDF of the article so that you can zoom in on relevant sections.

- Invite ākongā to share their initial responses to the recount. *What might have been the most challenging thing for Abbas and his family?* Discuss any new questions or ideas arising from their sticky notes.
- Remind ākongā of the initial reading purpose and, together, summarise the key events in the recount. Use who, what, when, where, and why questions to draw out the basic information. Draw attention to indicators of time and place and the use of the past or present tense to clarify the sequence of events.
- Have ākongā use highlighters on printouts of pages 22 and 24 to mark the various challenges for Abbas and what helped him overcome them. Draw attention to the lead sentences within paragraphs (for example, “At the centre, we learnt some things to help us settle into our new life in New Zealand”) followed by supporting information (a description of what they learnt).

- Ākonga could work in pairs to highlight words about feelings on pages 21, 22, 24, and 25 (one page per pair), for example, tired, missed all my friends, worried, outsiders, friendly, proud, confident, sad and scared, favourite, nightmares, foreign, different. Write these words onto cards or sticky notes for ākonga to sort into “positive” or “negative”, or ākonga could take turns to choose a card and match it to a time when Abbas felt like that. As an after-reading activity, ākonga could choose three or four words that represent a part of his story and create a simple timeline.
- Support ākonga to think critically about main ideas.
 - *What is special to Abbas about his life in Afghanistan, and what is special about his life in New Zealand?* Encourage ākonga to share their own feelings about turangawaewae.
 - Make connections to the concepts of whanaungatanga (Aotearoa as one whānau, welcoming refugees) and manaakitanga (caring for those in need).
 - Ask ākonga to share their ideas about the meanings underlying one or two key sentences, for example:
 - » I had found my community in the classroom, on the football field, and in our neighbourhood.
 - » All our family were learning new things, but we also held onto the things we had brought with us from our village life.
 - » When I think about Afghanistan, I have many different feelings at once.
 - » There are new rivers to swim in and new mountains to climb.
 - Support ākonga to make connections between this text (and possibly others in this journal) and their own experiences to think critically about being part of a community: *What makes you feel you are part of a community? Can you be part of more than one community at the same time? What could help new people feel part of a community?*

Building language knowledge

As ākonga reread and discuss the article, note opportunities for explicit instruction and to explore language features in more detail.

For example:

- how ākonga worked out new vocabulary (or tried to)
- the meanings of topic-specific words and phrases, for example, “Settling In”, “refugees”, “outsiders”, “foreign”, “Refugee Resettlement Centre”, “English alphabet”, “simple sentences”, “headscarves”, “first language”, “mother tongue”, “cultural celebrations”. Use the footnotes and reread the sentences where the words or phrases occur to provide support for their meanings.
- the word “Afghan” as the adjective to describe someone or something from Afghanistan (and other examples on page 23 – Māori, Asian, Pacific, and Pākehā). Create a list together of national and ethnic adjectives.

- Ākonga can build their comprehension and fluency by listening to the audio version as they reread the article.

Audio versions are particularly supportive for English language learners because, as well as clarifying pronunciation, they provide good models of the prosodic features of English, such as intonation and phrasing.

- Have ākonga place a photo or picture of themselves at the centre of a large piece of paper and then add examples from their “classroom”, “football field” (or another recreational setting), and “neighbourhood” that makes them feel part of their community. Ask ākonga to work in pairs or small groups so they can share and clarify their ideas as they work.
- Ākonga could draw (or use photos) and write about aspects of their culture that are important to them and their family.
- Provide opportunities for ākonga to find out more about aspects of particular interest, for example, about Afghanistan or life for refugees in New Zealand. You can find information at [UNHCR \(The UN Refugee Agency\)](https://www.unhcr.org/) or www.natlib.govt.nz/schools/topics
- Ākonga could create a guide (hard copy or digital) with pictures or photos about the school or classroom to assist new arrivals to settle in. The guide could include information about break times, routines, and important people and places around the school.

For English language learners, [SELLIPS](#) and the [Teaching Strategies](#) section of [ESOL Online](#) also have ideas for purposeful and relevant tasks.