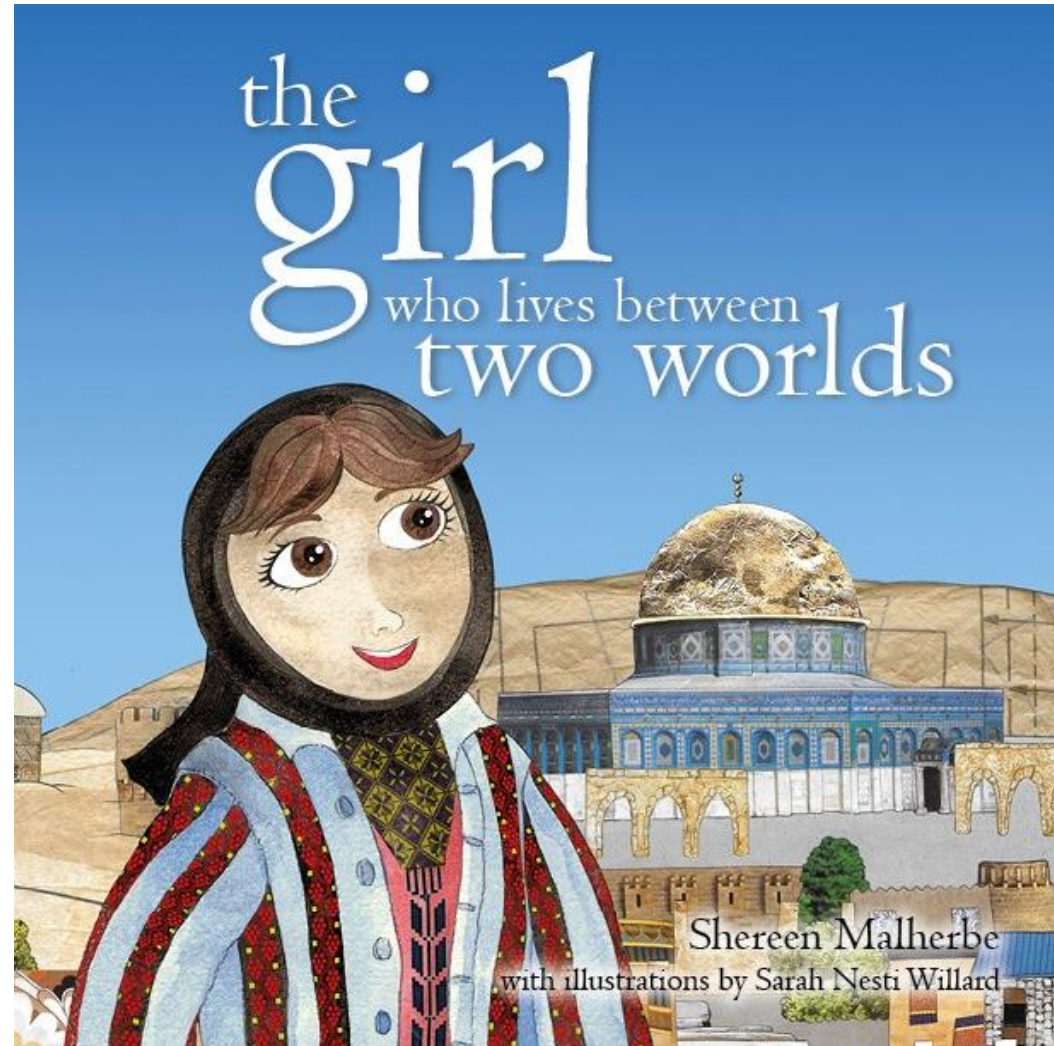


- **Title: Lesson Plan: *The Girl Who Lives Between Two Worlds***

- **Subtitle:** Age Group: 6-8 years old
- **Theme:** Places We Come From



# Objectives

- **Objective 1:** Explore identity and cultural heritage through the story of a girl navigating two worlds.
- **Objective 2:** Understand that the places we come from (home, culture, family) shape who we are.
- **Objective 3:** Encourage students to reflect on their own background and the places they feel connected to.

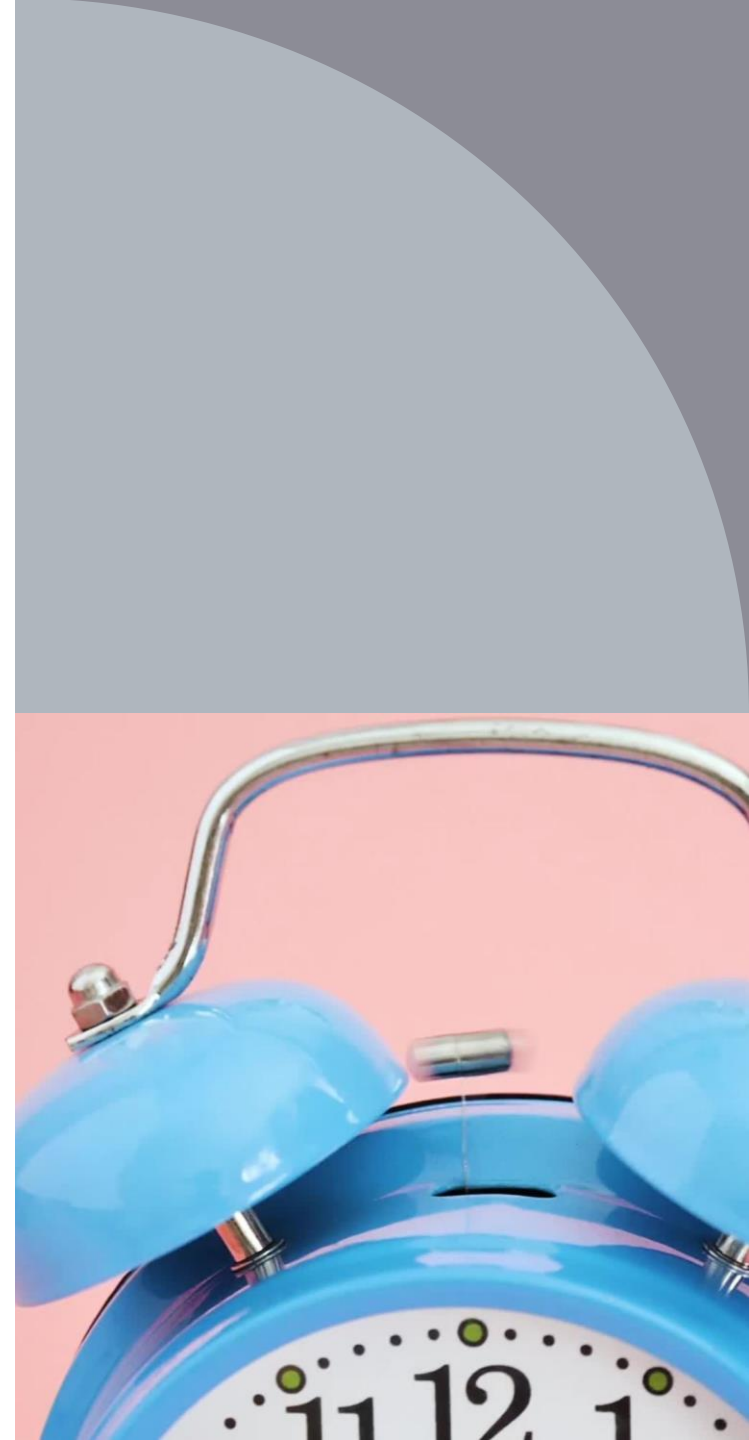
# Materials Needed

- **Book:** *The Girl Who Lives Between Two Worlds* (read aloud by the teacher)
- **Art Supplies:** Large paper, markers, crayons, colored pencils
- **Optional Supplies:** Paper and scissors for crafting
- **Handouts:** Words like "heritage," "culture," "family," "identity" with simple pictures
- **Visuals:** Simple world map or globe



# Lesson Structure Overview

- Introduction (10 minutes)
- Reading Time (15-20 minutes)
- Discussion (10-15 minutes)
- Activity (20-25 minutes)
- Conclusion (10 minutes)
- Extension/Homework (Optional)
- Assessment



# Introduction

- Setting the Scene:
- Show the cover of *The Girl Who Lives Between Two Worlds* and ask:  
"What do you think this story might be about?"  
"Why do you think the girl lives between two worlds?"

## Key Questions:

- "What do we mean when we say someone is from a certain place?"
- "Have you ever felt like you belong to two places, like two different homes or cultures?"
- "Where do you come from? What makes that place special to you?"





# Reading Time (15-20 minutes)

- Read Aloud:  
Read *The Girl Who Lives Between Two Worlds* aloud. Pause to ask reflection questions:
  - "What do you think it means for the girl to live between two worlds?"
  - "Why does she feel connected to both of her worlds? How are they different?"
  - "How does she understand who she is because of where she comes from?"
- Reflection Questions After Reading:  
"What did we learn about the girl and the places she comes from?"  
"How does living in two different worlds help her understand herself?"



# Discussion

- **Comprehension Questions:**
- "Why does the girl feel she belongs to two different places?"
- "What are the two worlds she lives in? How are they different?"
- "Can you think of a place or a group that makes you feel like you belong?"
- **Introduce the Concept of Heritage:**
- Heritage is about the people, places, and things that shape who we are.
- Ask: "What makes your family or home special? Is there something from your culture, language, or family that makes you feel proud or connected?"



# Activity 1: My Two Worlds

- **Goal:** Help students think about two places they feel connected to and represent them visually.
- **Instructions:**
  - Ask students to think about two places that are important to them (e.g., family home, cultural heritage, or special places they visit).
  - On large paper, have them draw one world (e.g., their home or favorite place) on one side.
  - On the other side, draw something from their second world (e.g., another part of their heritage or a different place).
  - Afterward, ask students to explain their pictures:  
"Why did you choose these places? How do they make you feel like you belong?"





*If following an Islamic Curriculum Plan*

## Activity 2: Link to the Quran/Sunnah

- **Goal:** Draw one of the blessed sites in Islam (ie. Masjid Al Haram/Al-Masjid an-Nabawi /Masjid Al Aqsa)
- **Instructions:**  
Ask students to think about how the place is important in Islam and why (You may use stories featured in the book)  
Have them create a simple drawing or piece of art on paper that represents something special to them.  
Ask them to explain what it means to them.



# Activity 3: Cultural Symbols

- **Goal:** Create a personal symbol that represents who they are and where they come from.
- **Instructions:**

Ask students to think about symbols that are important to their culture or family (e.g., animals, food, traditions).

Have them create a simple design or symbol on paper that represents something special to them.

Ask them to explain what it means to them.



# Conclusion

- **Wrap-Up Discussion:**
- Ask: "What did we learn about the girl and the places she comes from? How did it help her understand who she is?"
- Discuss that we are shaped by the places we come from and that our identities can include many parts.
- Some people may come from one place, but others feel connected to multiple places.
- **Reflective Question:**
- "What are two places or things that make you feel like you belong? How do they make you who you are?"



## Extension/Homework (Optional)

- **Family Heritage Project:**

Ask students to talk to their family about where they come from and learn about traditions, favorite places, or other aspects of their heritage.

Have them bring in something from home that represents their family or culture (e.g., a photo, object, or story).

- **Drawing or Writing:**

For homework, have students write or draw about two places important to them (family tradition, special vacation spot, cultural pride).





# Assessment

- **Formative Assessment:**

Observe student participation in discussions and activities. Are they able to talk about where they come from and what makes them feel connected?

- **Summative Assessment:**

Review students' drawings and explanations. Are they able to reflect on the two worlds that shape them and how their heritage influences their identity?



## Differentiation Strategies

- **For Younger or Struggling Students:**

Provide visual prompts and support during drawing to help express where they come from.

- **For Advanced Students:**

Encourage deeper thinking about how heritage connects to identity and how different cultures influence one another.

- **For Students with Special Needs:**

Offer extra time for drawing and explanation, and use simple symbols or visual cues to assist with comprehension.

# The End!

- **Thank You!**
- Encourage students to reflect on their sense of identity and heritage, and how these elements shape who they are.
- **Image:** Display a collage of students' artwork or an image representing diverse cultures and identities.

