# 199 Little Heroes – Iraq

**ABC ME screening details: Tuesday** 28 April, 2020 at 11:45am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/199-little-heroes)

**Key learning areas:** geography

**Level:** upper primary

**About:** Jaffer's a smart young boy. His road to school is a hard one, but at the same time an interesting one. He passes through various natural and historical places; a desert, oasis with green orchids as well as a historical place.

## Before the episode

1. Use lines or different colours to match the headings with the information boxes.

|  |  |  |  |
| --- | --- | --- | --- |
| Population of Iraq |  | The ancient Sumerians, Babylonians, and Assyrians all developed empires in the area now known as Iraq. | Over 95% of Iraqis practice Islam. A small percentage of the population practice Christianity. |
| Geography of Iraq |  |
| History of Iraq |  | Iraq is mostly made up of broad, sandy plains with a large desert in the west. | There are currently 38 million people living in Iraq. The capital, Baghdad, has a population of 7 million. |
| Religion of Iraq |  |

## During the episode

1. Write or draw pictures about Jaffer’s life. Think about his home, family, friends, the surrounding natural environment, animals, local transport and food.

## After the episode

1. Compare your daily life to Jaffer’s.

| What is similar? | What is different? |
| --- | --- |
|  |  |

1. Write a letter to Jaffer and tell him all about what life in Australia is like for you and your family. Think about the following points when writing your letter:

* Family
* Home
* Environment
* School
* Friends
* Technology
* Transport
* Food

**Follow-up activity:** Create a travel brochure featuring the things that are special about the

place where you live. For example, the surrounding environment, wildlife, the types of food

you enjoy and the history of the place you call home.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To explore the features and characteristics of other places in the world.
* To describe and compare the ways people from around the world interact with the places and environments they live in.

## NSW Geography K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 2 – The Earth’s Environment | Stage 3 – A Diverse and Connected World |
| examines features and characteristics of places and environments (GE2-1) | describes the diverse features and characteristics of places and environments (GE3-1) |
| describes the ways people, places and environments interact (GE2-2) | explains interactions and connections between people, places and environments (GE3-2) |
| examines differing perceptions about the management of places and environments (GE2-3) |  |

[NSW Geography K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/content/1183) © 2015 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.