

BE THE CHANGE

Grade: 5-8		Topic: Be Protected, Rehabilitation and Care	
Curriculum Area: Language Arts, Social Studies-Canada's Links to the World, Patterns in Human Geography		Title: The Gulu Walk	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> • Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19) • Governments should make sure that children are not abducted or sold. (Article 35) • Governments should not allow children under 16 to join the army. Children in war zones should receive special protection. (Article 38) 		Teaching Strategies	
Information Studies: Overall Expectations <ul style="list-style-type: none"> • relate prior knowledge to information tasks • select information appropriate to needs using a variety of strategies • use information technology to explore information, collaborate with others, test ideas and present findings 		<p>For the past 19 years a civil war has been raging in Uganda. In order to stay safe and not be abducted and forced to be child soldiers, 40,000 children walk nightly to Gulu and other large urban centers to sleep in relative safety, and then return to their villages the next morning.</p> <p>Session 1 Several websites concerning this nightly terror and ordeal are listed in the resources. To introduce the concept, ask the students what they would consider a long walk in order to find a place to sleep. Be sure to put it in the context that they could not sleep in their own homes. Put the students into pairs and have them look at the websites listed in the resource section. If you have access to online databases, have them perform a search for magazine and journal articles on both the Gulu walk and the civil war in Uganda. Begin to build the evidence of the nightly experience of these children. Have the students put one or two sentences onto either post-it notes or index cards concerning their findings.</p> <p>Session 2 Bring the students together and ask them to sort the index cards into categories. Resort the information until patterns of information gathered start to emerge. Discuss the student's reactions to what they have learned. What is safety? How are children's rights to safety being impinged on by the civil war? What else do the students want to know? How will they go about gathering the information? Put together a plan for becoming more informed about the situation and act on it.</p> <p>October 22, 2005 is a day set aside to bring awareness worldwide to the plight of these children. If that day has not passed, consider joining in one of the walks listed on the website. If the date has passed, consider creating one for your school and community. Contact Adrian Bradbury to gather more information.</p> <p>Extension Explore and complete the web quest on "Children in Conflict" available on this website.</p>	
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).			
Resources: <ul style="list-style-type: none"> • Gulu Walk • New Vision, Uganda's leading daily • Walking the walk • Friends for Peace in Africa • Gulu Walk Day • Uganda conflict action network 			
BE THE CHANGE... Suggestions for Action <ul style="list-style-type: none"> • Join in or start your own walk to bring awareness of this situation in Uganda to your community • Tell 10 friends about this situation • Write letters to support a resolution to this situation 			