

BE THE CHANGE

Grade: 6-8		Topic: Protection, Rehabilitation and Care	
Curriculum Area: Social Studies: Canada's Links to the World, Conflict and Change, Patterns in Human Geography		Title: Journeys to Safety Page 1 of 2	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> • Children in war zones should receive special protection. (Article 38) • Children who have been neglected or abused should receive special help to restore their self-respect. (Article 39) • 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) • All children have a right to relax and play, and to join in a wide range of activities. (Article 31) 		Teaching Strategies	
Information Studies: Overall Expectations <ul style="list-style-type: none"> • explore information using a variety of group activities • analyze and evaluate information using a variety of strategies • synthesize findings and formulate conclusions • use information technology to explore information, collaborate with others, test ideas and present findings • analyze and evaluate the nature and importance of information in personal life and society 		Session 1 Invite the students to make a list of what their day-to-day priorities are (what they are concerned with, what they need to meet their needs). Put this aside. Read <i>Brothers in Hope: The Story of The Lost Boys of Sudan</i> and discuss student's reactions. Using the story and the map at the back of the book as a reference, map together the journey Garang took (for additional maps from this site visit Outline Maps). As a class brainstorm the priorities of Garang and the other boys as they took this journey to safety. How do these compare to the student's own priorities? Make reference to Maslow's Hierarchy of Needs , and the observation that higher order needs cannot be pursued without the fulfillment of basic needs.	
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).		Session 2 Split up into smaller groups and thinking about Garang's experience, have groups create a "Role on the Wall": students trace or draw an outline of a figure on the paper which represents the child who's story they have read. Reflecting on what they have learnt about the child, the students record on the inside of the figure the child's thoughts, beliefs, and emotions, (internal environment) and on the outside of the figure any experiences, environmental factors, life circumstances, and external forces (external environment) (<i>The Treasure Chest</i> 114). Taking what you know about Garang's internal and external experience, create a Decision Train for several points in the story (possibilities include his decision to hide in the forest when he heard the bullets, to walk at night vs. the day, to be a leader to a group of younger boys, to go to school in the refugee camp, and to immigrate to the U.S.). Would you have made the same decisions? Was it fair that a child found himself in these circumstances? Discuss the UN Rights of a Child : what rights were violated by the war? What rights were restored later in the journey? What struggles might a 'lost boy' who immigrated to North America face today? (Some information is included in the afterward.)	
Resources: <ul style="list-style-type: none"> • <i>Brothers in Hope: The Story of The Lost Boys of Sudan</i> • <i>The Treasure Chest</i> (optional) • <i>Peace Begins With You</i> 		Session 3 In groups of 2, have students visit one of three websites: Human Rights Watch—Sudan , the UN Refugee Agency (the UNHCR), or The Lost Boys Foundation (noted at the back of <i>Brothers in Hope</i>).	
Websites: <ul style="list-style-type: none"> • Wikipedia—Maslow's Hierarchy • UNICEF—Convention on the Rights of the Child • Human Rights Watch—Sudan • The UN Refugee Agency • The Lost Boys Foundation 		(lesson continues on page 2)	
Black Line Masters: <ul style="list-style-type: none"> • Map • Decision Train • Website Analysis • Website Reflection Sheet 			
BE THE CHANGE... Suggestions for Action <ul style="list-style-type: none"> • Inform yourself of the issues that other young people in the world are facing. Do a journal search, search the links and reading recommended on the Lost Boys Film website, and read critically about current events. Discuss your findings with others. • Discuss and brainstorm as a class how students could make the message of peace and respectful actions a priority in their community. Is there a way they could share what they have learnt with other student's (perhaps a book, poem, play, song or poster). How could students model peace for others? 			

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Teaching Strategies

Ask students to complete a [Website Analysis](#) and a [Website Reflection Sheet](#). Have students join into larger groups with others who explored the same website, discuss what they found to be the most pertinent information or interesting observations and decide what they will present to the rest of the class for discussion. Invite groups to each make a short presentation and have a class discussion on the issues / observations they've made.

Session 4

Discuss reactions to what students have learnt. How does it make them feel to know what they now do? Was it something they were already aware of?

Is it possible to make a difference in the world? What is our sphere of influence? What are some everyday actions we can take that promote peace? Discuss accepting differences, becoming informed, living and cultivating peace through respectful actions. Read ***Peace Begins With You*** to highlight how we can make a difference in our lives and others.