

BE THE CHANGE

<p>Grade: Grade 12</p> <p>Topic: Protection, Rehabilitation and Care</p>	
<p>Curriculum Area: Grade 12 Geography: Canadian and World Issues Grade 12 Geography: World Geography – Human Patterns and Interactions</p> <p>Title: <i>The Lost Boys of Sudan</i> Page 1 of 2</p>	
<p>U.N. Rights of the Child Article(s):</p> <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) 	<p style="text-align: center;">Teaching Strategies</p> <p>Session 1 As homework before the lesson, ask students to utilize online library resources to search the current situation in Sudan. Discuss as a class the students findings and knowledge of the situation. Then, to introduce the story of the lost boys of Sudan, as a class read <i>Brothers in Hope: The Story of The Lost Boys of Sudan</i>. Split up into smaller groups and in order to better understand 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). Have students share their work. As a class, read the afterward of the book. Discuss Garang's decision to move to North America under the US refugee program. Would you have made the same decision? What are the options? Leave students with a thinking question: 🤔 "What struggles would a person in Garang's situation encounter moving to North America? Would there be struggles? If so, how might they be overcome?"</p> <p>Session 2 Introduce the film; it follows several of the "lost boys" and their experience in the U.S. Ask the students to predict the "lost boys" reactions, experiences and outcomes. What do they think will happen to the boys once they arrive in the U.S? Record the responses. View <i>Lost Boys of Sudan</i> as a class. Be aware that the film contains sensitive issues. Ask students to have paper and pens handy to record anything that strikes them (a black line master is provided as a viewing framework), as there will be a discussion after. Discuss student's reactions to the film. Is it what they expected to happen? What is their emotional response? For homework, invite students to write a personal response to the film.</p> <p>Extension activity to session 2 Consider the points of view that are involved in this dilemma. Divide the class into groups, each representing one of the points of view (the boys, the church members that brought them over, the family and "boys" left behind in the Sudan, the teachers in the U.S., the students in the U.S. etc.). Have the students discuss the stance of these points of view and either hold a debate/forum or have them write a position paper. Continued on page 2</p>
<p>Information Studies: Overall Expectations</p> <ul style="list-style-type: none"> • explore information using a variety of group activities • analyze and evaluate information using a variety of strategies • analyze and evaluate the nature and importance of information in personal life and society 	
<p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	
<p>Resources:</p> <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>Lost Boys of Sudan</i> (film) • <i>Peace Begins with You</i> <p>Black Line Masters:</p> <ul style="list-style-type: none"> • Viewing Framework 	
<p>BE THE CHANGE... Suggestions for Action</p> <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. 	

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Teaching Strategies

Session 3

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.