

A Day in the Life of a Child

Spotlight on Africa

Introduction:

It is unfortunate that we cannot pack up our classes and fly them around the globe in the course of a day at school to meet the world. If we could, we might multiply the number of life experiences our children could have before they graduate, imbuing them with a sense of confidence that would result from the sum of their experiences. Education is to a great extent vicarious. That is, we provide children and young people with experiences that imitate life, hoping that they may draw upon some of these formative activities to guide them as they make decisions.

Prime Objectives

It is said that a picture is worth a thousand words. By capitalizing on the richness of information embedded in photographs and by providing primary resources such as images and photo journals drawn from true life, it is hoped that **A Day in the Life of a Child** will increase the authenticity of the classroom. The unit is designed to allow students direct experience with positive stories from Africa which will become part of their baggage to form opinions, become aware of stereotypes, understand lifestyles and later on in life participate in decisions about how they as individuals or collectively as members of a nation relate to this amazing continent.

Instructional Level

The unit is designed to be useful for a variety of age levels. The majority of the activities have been designed to cater for Junior and Intermediate classrooms (grades 4 to 9); however, there are many activities that offer challenges to students of all ages or which can be done with varying degrees of scholarship, meeting objectives for the secondary panel. Almost all of the components require students to examine and view photographs critically to understand the text and subtext in visual images. The unit provides activities which meet Junior/Intermediate Ministry guideline objectives for English, Media Studies, History, Geography, Drama, and Music. Challenges to write longer essay responses or to think about global issues are valid for many of the programs offered at the secondary level for aspects of some courses in Economics and Political Science. A chart of the ministry objectives which the unit covers or touches upon is included at the end of the Educator's Guide for this unit.

Components

The components were created to simulate in some fashion the world that an average child of the same age as the target group would be aware of while growing up in Africa. Largely based on the BBC collection of Photo Journals of daily life in Africa available online, the components are designed to allow students to see similarities as well as differences between themselves and young people in Africa. Many of the activities implicitly or explicitly call upon students to make comparisons and draw conclusions. The readings are designed as well to be springboards for further reading and research. Educators should feel free to add assignments, challenges or questions of their own to complement those that are provided in the unit components. The unit is by no means a complete compendium of life in Africa. It is designed as an introduction to viewing resources and to try to see the world through African eyes. At the end, the student is challenged to imagine himself or herself as an African child and to create a journal based on the areas that were touched upon in the unit.

The **Unit Opener** activity consists of a series of **Geography Activities**. It can be used with any or all of the units. It is described in the general **Introduction to Afroprobe**. For **A Day in the Life of A Child**, there are an additional ten components:

1. **An Orientation Activity:** The purpose of this activity is to help students take stock of who they are and some of the basic realities in their own lives..
2. **Ndidi (Family, School and Going to a Wedding):** Students complete a diary entry of an imaginary child by drawing on information which they can find by reading several photo journals. They are also challenged to analyze and understand how pictures can provide us with positive or negative images of their subjects through content, the way the camera is used and the language that surrounds images. Students are challenged to select images to complete the activity and explain their choices.
3. **Work! Work! Work!:** Children everywhere observe adults at work. In Africa, children often contribute formally or informally to the work done in a family. This chapter presents eight different profiles of people at work in Africa. Each of the eight photo journals provides insight into the personal lives of the subjects and introduces some of the socio-economic challenges that they face. Students are challenged to reflect about the lives of the workers and find out more about how they strive to deal with the situations in which they live.
4. **Market:** In this chapter students visit two excellent online resources to find out about life in a typical African market. They are challenged to compare and contrast visual images that they find online. They are also challenged to view the market as a place where women contribute to the economy.
5. **Play With Me:** Students are provided the opportunity to examine and analyze photographs of children at play in Africa. They are then challenged to create a display to communicate a message by juxtaposing the photographs and include themselves in a larger composition of photographs.
6. **Focus on Sports:** Students read and demonstrate their comprehension of two photo journals. Broader questions that arise from the readings include the change in South Africa in the wake of Apartheid and the struggle for independence in Eritrea. The culminating activity for the chapter is the creation of a newscast based on developing a scenario from viewing sports photographs.
7. **Courage:** We are surrounded in our daily lives by stories of courage. Students will read two photo journals. One speaks of the determination of young people in Eritrea to contribute to the welfare of their families. The other is a story of survival in the aftermath of the genocide in Rwanda. Both allow students to see Africans viewing themselves not as victims, but as contributors to their societies.
8. **If I Lived In Africa:** This chapter challenges students to imagine themselves and the lives they might have living in Africa. The key question is, "how would you like to be seen"? The question is designed to place students in the shoes of Africans who see themselves portrayed negatively in the media and offers students the opportunity to portray themselves as positive agents.
9. **Candle of Hope:** Visitors to Africa are often surprised to see that Africans do not see themselves as doomed to misery and despair. Young people who have seen their homes destroyed and have experienced the horrors of war still have hope for creating a better future. This is a culminating activity which provides students the opportunity to create a central display in their schools to recognize, understand and express the hope that Africans feel about their lives. They do not aspire to misery and death. They dream of a world in which African children grow up with opportunity, and they work hard every day to achieve that dream.
10. **Additional Teacher Resources:** include background information and additional student challenges.

Modus Operandi

There are many worksheets which are included in this unit. None can replace the value of honest and open discussion with your students. Discussion with partners, in groups and with a skilled teacher is the most valuable tool that exists. Through honest and open discussion that we can become aware of our own prejudices and biases. Equally, through discussion we spark each other to become more creative and we can share the joy of our learning. Suggestions for accommodations to increase or decrease the level of academic challenge are provided in the right hand column of the instructions to educators.

Acknowledgement

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A day in the Life of a Child

Spotlight on Africa

Suggested Order of Presentation with Notes for the Teacher

Unit Opener

See the instructions in the **Introduction to AfroProbe** to improve student knowledge of the location of the regions and countries of Africa. There are games and suggested activities. Students should plot the location of the countries that they will encounter through this unit on the outline map of the continent as they arise.

1. Orientation Activity

- ⇒ Locate the Focus country for Chapter 1 by using the outline map of Africa and challenging children to locate Nigeria.
- ⇒ Photocopy, distribute and ask students to complete, "Check Out My Life" (worksheet 1). Encourage students to include visuals to create their own miniprofile.

2. Ndidi

(School / Family / Going to a Wedding)

- ⇒ Demonstrate with students how to find and evaluate images you can find on the internet. Use the key words, "African wedding". Evaluate with the class a few sample images using the **Positive Image Reflector**. Discuss how information is conveyed implicitly and explicitly through images. Highlight mood, body language, who has power, who does not, the angle of the camera (looking up, looking down, who is in the close up, in the group shot), etc. Discuss what is meant by "sensationalist" images and "primitive" depictions of Africa. Explain to students that African lifestyles today are diverse, and that traditions often mingle with the modern.
- ⇒ Warn against over-generalizing when using key words. (e.g. "Africa kitchen" might not summon the realities in a specific country like Nigeria). Model choosing images that match your purpose (eg. The images for a city story might be different than those for a

Suggestions for Accommodations and Ideas for Differentiated Learning

Unit Opener

1. Orientation Activity

- ⇒ Read aloud with students the Orientation Paragraph and instructions to complete the activity, "Check Out My Life".

2. Ndidi

- ⇒ Use an LCD projector connected to a computer and/or a Smart Board to demonstrate how to locate the focus websites and use the drop down menus.
- ⇒ Use an LCD projector to project the photo journals. Read aloud with students. Highlight positive images and details.
- ⇒ Pair stronger and weaker students to complete the web search challenge.
- ⇒ Provide time to students to practise to present their findings.

- rural story.)
- ⇒ Explain to students they will create the profile of an imaginary student from Lagos, Nigeria named Ndidi.
 - ⇒ Students first read the **Focus Article** which is a photo journal entitled, ***Igbo Wedding***, at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> (see first menu under the title Africa in Pictures).
 - ⇒ Distribute Worksheet 2 (***Ndidi***). Students find the missing information from reading the article and by doing the guided image searches inside the picture frames on the worksheets. Students might copy and paste images and information into their own text file documents of the activity or print pictures and paste them onto printouts of the worksheets.
 - ⇒ Students discuss their findings. Ask them why they selected the images that they chose, and challenge them to discuss what we can learn from viewing these images.
- ⇒ Students who read and complete research more quickly might enjoy reading and reporting to the class about the photoessays entitled, ***Dance Tutor***, ***Camel Library*** or ***Uganda Teacher*** (both from the same drop down menu at <http://news.bbc.co.uk/2/hi/africa/3909787.stm> as Igbo Wedding. Please note that Uganda Teacher makes direct reference to the problem of AIDS.)

3. Work! Work! Work! - a Jigsaw Activity

- ⇒ Discuss with students the fact that the world of work in Africa has much in common with the world of work in the developed world—people train for qualified positions, open businesses, are sought after for their skills and dedication and provide for their families.
- ⇒ Brainstorm with students the challenges they predict that people in Africa might encounter in their professional and personal lives that might affect their ability to work. Track and save their responses on chart paper which you can go back to at the end of the chapter to allow students to evaluate whether or not they had embedded stereotypes in their responses.
- ⇒ Explain that the “**Work! Work! Work!**” chapter is designed to allow students to catch a glimpse of life in Africa. The **Focus Articles** for this section consist of a selection of eight photo journals. Individually they could not provide a complete understanding of employment in Africa, but collectively they do begin to suggest a pattern.
- ⇒ Graphic organizers have been prepared for the 8 different stories: **Kora Maker**, **Roadside Chef**, **Gambia Tailor**, **Wood carver**, **SA Landlady**, **Cameroon Dancer**, **Cotton Farmer**, **Libyan Artist** (found at <http://news.bbc.co.uk/2/hi/africa/3909787.stm>)
- ⇒ The stories were selected to present positive images and appropriate materials for students aged 12 and up. Other articles on the site may present a darker view of Africa and/or make specific references to sexual abuse, AIDS, prostitution and other more adult themes. Teachers may decide that younger students would benefit from receiving printouts of articles instead of teachers trying to monitor their online reading.
- ⇒ Information is also available at the USAID website by typing in any of the following key words: *Employment, Business, Entrepreneur, Banking, MicroEnterprise, Factory*
- ⇒ Encourage students who independently work online to seek balance, and/or deconstruct potentially sensationalist, sexually explicit or highly negative images.
- ⇒ Review the concept of positive images: Use the **Positive Image Reflector Graphic Organizer** to analyse one image from one of the photo essays with the whole class. Emphasize how information is conveyed implic-

3. Work! Work! Work! - a Jigsaw Activity

- ⇒ Preview the vocabulary for weak readers before assigning photo essays to read.
- ⇒ Pair strong and weak readers together.
- ⇒ Have strong readers read aloud to weak readers. Have the partners collaboratively complete the graphic organizer on their reading.
- ⇒ Stronger readers may wish to also read:
 - “Food and Drink” in connection with “Roadside Chef” (listed in the first menu on the same BBC website)
 - “Desert Festival” in connection with “Cameroon Dancer” (listed in the second menu on the same BBC website)
 - Have students **African Voices**, the website of the Smithsonian Institute at www.mnh.si.edu/africanvoices/. Instruct students to click on the “Themes” bar at the bottom of the home page. Go to the theme, “**Working in Africa**” at to see craft entries on mask making, sculpture, metal work, and pottery to complete the readings on Kora Maker and Wood carver. Have students explore the theme, “**Wealth in Africa**”. In conjunction with **Gambia Tailor**, see the “**Mudcloth**” section including the movie and simulation to create cloth!! For **Wood Carver** also see “**Master Carver**” and for **Libyan Artist** or **Roadside Chef** play the currency matching game, “**Money Talks**”. Enrich **Kora Maker** and **Cameroon Dancer** by exploring the **Market Crossroads Theme**. Go to the “**Music in Motion**” section. Click on the Central Africa section to hear music from Cameroon. Students can enjoy a musical tour of Africa as a whole when they click on any of the regional

- itly and explicitly through images.
- ⇒ Organize students in groups of 4 which will become “Expert Groups”. Each group will read and discuss one photo journal and be able to select and discuss one positive image from the photo journal that they read.
 - ⇒ Provide each student with a Graphic Organizer corresponding to his or her “Expert Group” story and a copy of the **Positive Image Reflector** and corresponding rubric.
 - ⇒ Have students work individually or in pairs, to read a photo journal, complete the organizer and analyze a representative positive image. Emphasize the need to find information in both text and images.
 - ⇒ Highlight the **Additional Themes or Messages** section which challenges students to **infer meaning** and think more deeply about the readings. Adjust expectations for responses according to the level of the group. Students may answer in point form, paragraph/essay form or simply discuss orally.
 - ⇒ Establish discussion leaders for each group.
 - ⇒ Students present, discuss and revise their responses in their “Expert Groups”.
 - ⇒ Students write an imaginary “Wanted” newspaper Ad to hire a person with the same profession as the one they studied and/or an Ad to sell his/her product.
 - ⇒ Create new groups of 4 (“Discovery Groups”). Members come from 4 different expert groups with a discussion leader, a scribe and a presenter for each group.
 - ⇒ Students discover more about working in Africa by presenting their findings to each other in their “Discovery Group” and completing a comparison organizer on large chart paper according to the criteria provided on the Comparison Worksheet, the **Four Corner Chat**.
 - ⇒ The presenters share and discuss their findings with the whole class.
 - ⇒ Evaluate student completion of the comparison by using the accompanying rubric.
 - ⇒ Go back to the original brainstorming activity which you tracked on Chart paper. Evaluate with students whether or not they were able to predict accurately or if stereotypes were embedded in their original responses.
 - ⇒ Ask students if they were surprised by the readings. Deconstruct with students why they might have been surprised, or why they were not surprised. Skillful discussion will recognize the diversity of access to technology, the importance of craftsmanship and the spirit of entrepreneurship in daily lives.
- sections of the map to enjoy a 5 minute musical concert of top African musicians.
- ⇒ Teacher leads the discussion on comparing the results from the different readings.
 - ⇒ Use alternate Comparison organizer (Four Corner Chat 2) in which criteria for comparison are already generated for students or adapt the original organizer by helping students brainstorm and enter criteria before they begin making comparisons.
 - ⇒ Advanced students can be challenged to do further research based on a view of the world of work as a microcosm for the roles that men and women play in African society.
 - * Combine this chapter with the one that follows (Market) and ask students to identify individuals who strive independently or who form cooperative organizations to improve their economic standing.

4. Market - Heartbeat of Africa

One of the most interesting and lively parts of every city and every town in Africa is the market. It is a place where people meet, greet, trade, do business and exchange news. One can't capture the spirit of Africa without visiting a market, and there are a number of virtual experiences available to students on the internet.

- ⇒ Go to the Home page of **African Voices**, the website of the Smithsonian Institute at www.mnh.si.edu/africanvoices/. Click on the Themes bar at the bottom of the page. Navigate to the Market Crossroads section, and then click on the face of the vendor under the title, "A Visit to Accra". You are now entering Makola Market in the capital of Ghana.
- ⇒ Provide students with the worksheet, **Market 1: What's For Sale?** Students complete the activities in conjunction with reading the window, "What's For Sale" and playing with the interactive map of the market.
- ⇒ Demonstrate to students how they can click on the faces of the vendors in the foreground and some of the products to activate window interviews of the vendors and information windows on the products. Provide students with the worksheet **Market 2: Meet the Vendors**.
- ⇒ Evaluate student comprehension by using the **Market Rubric**.
- ⇒ Remind students how to complete a "Positive Image Reflector" sheet.
- ⇒ Direct students to <http://allafrica.com/photoessay/> where they will find photo essays of Makola Market.
- ⇒ Invite students to view the photo essays and print two images which they will analyze using the "Positive Image Reflector" and present to the class as either particularly positive or particularly sensationalist in their portrayal of Africa.

4. Market - Heartbeat of Africa

- ⇒ It can be confusing to try to navigate through the website. Partner weak and strong students to work through the assignment online.
- ⇒ Advanced students can be challenged to do further research based on a view of the Market as a microcosm for the role that women play in African society. How has the women's movement expressed itself in Africa? What do African women aspire to? How are they an economic force in their countries? How do microfinance projects that fund women to open small enterprises lead to development and greater accomplishments?

5. Personal Response: Play With Me!

No matter where we live, children love to play. Childhood is a special time in our lives, and while it is easy to point to differences in our standards of living or our lifestyles, the spirit to laugh, play and enjoy life is shared by all. Moreover, the “right to play” is enshrined in the UN Declaration of Human Rights.

Activity 5, **Play with Me!** is designed to help young people feel closer to children in Africa by making them aware of the spirit of play that animates African children. The objective is for students to create a display that expresses the universality of childhood, wherever we grow up.

- ⇒ Create groups of 2, 3 or 4 students.
- ⇒ Explain to students that they will begin by collecting 10 images of African children at play. Review with students how to do an image search on the internet. Remind students that they should be seeking photos which provide a positive image of Africa. Also direct students to the USAID website’s photo gallery which is located at <http://dec.usaid.gov/partners/afr/photogallery/index.cfm> . Students can activate the drop down menu and click on the keyword “play” to access 28 photos of children at play. Provide students with the **What is Juxtaposition?** worksheet. Explain to students the meaning of “*juxtaposition*” - putting concepts or images from diverse sources side by side for reflection. Work through the exercise and discuss students’ results.
- ⇒ Provide students with the **Play With Me worksheet**. Challenge students to take a picture of themselves or children from their own community which they will juxtapose with each picture that they have collected. The pictures could:
 - repeat the activity shown in the original photograph, duplicating the gestures and body language of the original subjects
 - show the toys used by the original subjects but demonstrate a new context or a different game that makes us think about things in a new way (e.g. children rolling a hoop in Africa / children spinning a hula hoop around their waists here)
 - Photograph students in the same body position but playing a different game (e.g. students seated playing Mancala in Africa, students seated and playing a board game like Monopoly in their own community.

5. Personal Response: Play With Me!

- ⇒ Consider partnering strong and weak students or create a group of students that you plan to work more closely with.
- ⇒ Reduce the length of the assignment for a group that needs more help (students select perhaps only 5 photographs to work with).
- ⇒ Provide the 6 images that have been collected from the BBC photo essay page (provided in the pages following the instructions to teachers for this chapter) to students who have difficulty doing a web search.
- ⇒ Assist students to navigate to appropriate websites and monitor their use of online time.

- ⇒ Provide students with the final Rubric to underscore the objectives to be achieved.
- ⇒ Have students discuss with their partner or their group how they plan to take the photographs and what they hope to express in each shot. Students complete the “*Shoot Plan*” from the worksheet for review by the teacher before taking the pictures.
- ⇒ Provide feedback to students on the level of interest their shots will generate (dramatic use of body language, different shots and angles, different uses of location will all contribute to interest).
- ⇒ Provide students with time to take pictures. Students could work at school or take pictures as a homework assignment. Use disposable cameras if it is difficult to gain access to cameras. Encourage equal student use of the camera in each groups. (Some students might view themselves as the group's technician, subordinating others to pose for them.) Explain that each member of the group **MUST** have the chance to be the photographer and each member of the group **MUST** participate as a subject in the photographs. For students who have little experience taking photographs, it may be advisable to discuss camera use (how varying shots and angles can create interest, mood and different points of view for the same material.)
- ⇒ Have students discuss the effectiveness of their shots with their group members. Use of a digital camera allows speedy feedback and the opportunity to take more pictures if the results do not meet expectations.
- ⇒ Discuss ways of displaying the results. Options might include:
 - a bulletin board display in the school.
 - A PowerPoint presentation for an assembly
 - An online file which the community can access on the school's website.
- ⇒ Discuss artistic options:
 - a title page
 - order of presentation of images (consider storyboarding)
 - framing techniques
 - adding a word or a short phrase to capture the essence of the pictures
 - Digital editing for artistic purposes (use of a program such as Adobe Photoshop can allow students to crop or zoom in to capture a key element of a picture and eliminate “noise”, enhance colour for mood, etc.)
- ⇒ Allow students who have difficulty writing to simply produce thumb nail sketches of the pictures they plan to take. Conference with them to allow them to explain their intentions.
- ⇒ Provide time to experiment with the camera. Use a digital camera so students can instantly see the results. Discuss with students the effectiveness of their shots according to the criteria provided in the *Play With Me* worksheet.
- ⇒ Provide extended deadlines so that there is the opportunity to improve.

They could even cut themselves into the collected pictures to join their African friends and vice versa.

- ⇒ Provide production time.
- ⇒ Give time to peer and self evaluate the products using the **Play With Me Rubric**.
- ⇒ Develop the exhibition. Invite parents, teachers and/or students from other classes to attend. Celebrate the work.



Play With Me

Sample photographs



http://newsimg.bbc.co.uk/media/images/41111000/jpg/_41111366_05_ethiopia-neophytou.jpg

1. Boy in Ethiopia enjoy a game of table football in Yiannis Neophytou's photograph.

http://newsimg.bbc.co.uk/media/images/41111000/jpg/_41111368_06_football-fulton.jpg



Schoolboys play a real match in Jinja, eastern Uganda, in this shot from Shelley Fulton.



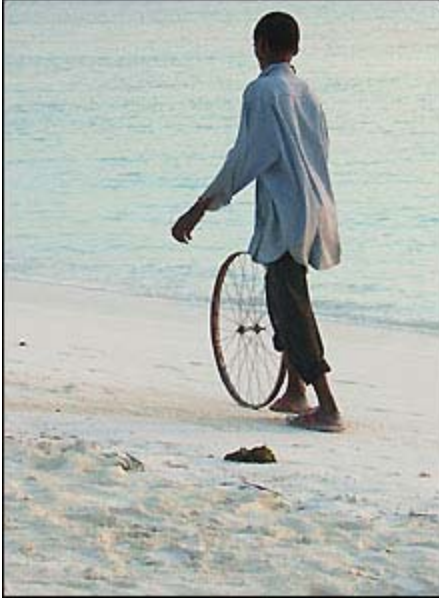
http://newsimg.bbc.co.uk/media/images/41111000/jpg/_41111374_08_cheza-ngoma-paxton.jpg

In neighbouring Tanzania, Steven Paxton took this shot of a little boy playing the drums in Magohola village on Lake Mtera.



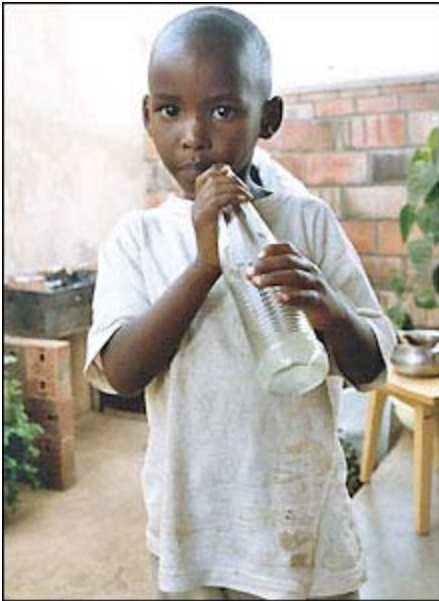
http://newsimg.bbc.co.uk/media/images/41111000/jpg/_41111382_12rutanaralf-thill.jpg

This boy, playing the clown, posed for Ralf Thill when he visited Burundi.



http://newsimg.bbc.co.uk/media/images/41111000/jpg/_41111574_08zan_sherry.jpg

Here, a boy plays with a bicycle wheel on a Zanzibari beach, which Alexa Sherry says is also a common sight on the archipelago.



http://newsimg.bbc.co.uk/media/images/41111000/jpg/_41111206_08_fantacampbell.jpg

In this picture taken in East Africa by Alison Campbell Smith, a five-year-old boy savours a bottle of Fanta.

6. Focus on Sports

Children around the world are passionate about sports. We all relate to the opportunities provided through sports for fun, companionship, team spirit, personal challenge and the possibility to achieve our personal best. **Focus on Sports** revolves around the reading two **Focus Articles** - photo journals that tell stories of personal achievement. Students are provided with graphic organizers to guide their reading and prepare them to find key information about the stories in the readings. They are also provided the opportunity to find out more about the home countries of the main characters. Students are then challenged to select a focus sports image, write a sports cast to bring it to life and orally present it solo or with a partner.

a. Solomon / Showjumping in South Africa

- ⇒ Provide students with the corresponding worksheet (titled: Solomon) and go over the instructions with the students.
- ⇒ Draw students attention to the *Wikipedia* page on Soweto to complete the research questions. Highlight the changes that have occurred in South Africa in the wake of the end of apartheid. Students should unpack the story of **Enos Mofokate** as one of perseverance and determination to rise to excellence in a society that originally excluded him from doing so in his chosen sport.
- ⇒ Students will be asked to select their favourite image from the photo essay. Ask them to be prepared to defend their selection by proving it presents a positive image of the story. (Refer students to the **Positive Image Reflector** worksheet if necessary.)
- ⇒ Pair and Share: have students work with a partner to share their responses.

b. Kokob Mehari / Eritrean Runner

- ⇒ Provide students with the corresponding worksheet (titled: Kokob Mehari / Eritrean Runner).
- ⇒ Please note: all information required to complete the worksheet is contained in the single reading.
- ⇒ Students will be asked to select their favourite image from the photo essay. Ask them to be prepared to defend their selection by proving it presents a positive image of the story. (Refer students to the **Positive Image Reflector** worksheet if necessary.)

6. Focus on Sports

a. Solomon / Showjumping in South Africa

- ⇒ Make sure that students know what is meant by the term “showjumping”.
- ⇒ Assist students to identify and understand terms they may not understand: ex. net-baller, premises)
- ⇒ Bring students together who need help and read with them the Wikipedia entry or partner students who need help with stronger students to read together and/or complete the graphic organizer.

b. Kokob Mehari / Eritrean Runner

- ⇒ Assist students to identify and understand terms they may not understand (ex. Compound).
- ⇒ Draw the attention of advanced students to the challenge to find out more about the struggle of Eritrea to gain independence.

c Personal Response: Sporting Action

- ⇒ Provide students with the worksheet Sporting Action 1. Read the worksheet with students to provide them with instructions and a model for selecting their focus photograph and creating their sports cast.
- ⇒ Provide students with the worksheet, Sporting Action 2. Students will use this as an outline to create their sports cast.
- ⇒ Remind students to take time to plan their writing, brainstorm the information that they require and then write a draft of their work. The model suggests creating a conversation. Indicate to students the conversation could be between an interviewer and a subject in their focus photo, between two newscasters or between an interviewer and another expert. Some students might wish to work as solo writers and presenters.
- ⇒ Have students peer edit, revise and write the final copy of their sports cast onto Sporting Action 2.
- ⇒ Provide time for students to practise orally their sports cast with their partner.
- ⇒ Students then present final products orally to the class.

7. Courage

The **Courage** theme is presented through reading two **Focus Articles** in the form of photo journals. The two stories are extremely different. **Cactus Picker** presents a story of children meeting everyday challenges. They contribute to their families by gathering and selling fruit. **After Genocide** presents a story of overcoming trauma and living in the aftermath of genocide. The stories are by no means “balanced” and the levels of challenge are not intended to match. Thus, comparing the two stories is not advised. Each should be seen as a unique portrait of determination, perseverance, courage and achievement.

a Courage 1 Cactus Picker

b Courage 2 After Genocide

- ⇒ Provide students with the worksheet corresponding to the story that they will read and preview the instructions.
- ⇒ Have students work with a partner to read the stories.
- ⇒ Double pair and share: After completing the readings have each couple meet and share their findings with a second couple.

c Personal Response: Sporting Action

- ⇒ Have students work with a partner to create their sports cast.
- ⇒ Have students start by doing oral improvisation.
- ⇒ Exclude entirely the written form. Have students tape record their improvisations and refine through rehearsal their products.

7. Courage

- ⇒ Consider partnering strong and weak students to read aloud to each other or create a group of students that you plan to work more closely with to assist with reading.
- ⇒ Challenge more capable students to read other photo journals that highlight courage. These include: Shoeshine Girl, Somali Widow, Amputee Cup, and Tanzanian Mother. Preview these stories before assigning them since some do refer to AIDS and more mature themes.

8. Personal Response: If I lived In Africa

This activity is designed to invite students to fully identify with and step into the shoes of a person living in Africa. They are challenged to create an “alter ego” of themselves as an African in order to reflect on what they have learned about the representation of Africa and express their understanding of the issues surrounding portrayal of Africa. Their final product should present a personal profile of their “alter ego” with empathy and in positive terms.

Step 1: Planning

- ⇒ Provide students with the **If I Lived In Africa Planner** and go over the instructions.
- ⇒ Students may choose to portray someone their own age, or create the identity of someone of a different age.
- ⇒ Indicate that the more informed they are about their life in their chosen adoptive country, the higher the value of the work. (Pure speculation will not be valued as greatly as work which provides specific country realities and details.) Encourage students to do research and collect visual images which they can include eventually in their profile album. Remind students that the objective is positive portrayal of their lives in Africa. Students who are adept users of programs like Adobe Photoshop might consider importing images of themselves into the visuals that they collect to illustrate their lives.
- ⇒ Have students conference with a partner before they submit the planner to you. They should challenge their partners to verify that information is authentic and accurate.
- ⇒ Check that students have appropriate information before they proceed to the next step.

Step 2: Draft

- ⇒ Provide students with the rubric for final evaluation and time to write their drafts.
- ⇒ Allow students to peer conference one last time before writing their final copy.

Step 3: Final Copy, Presentation, Evaluation

- ⇒ Students may use the prepared formats for displaying the final copy of their profiles or independently develop a format for display.
- ⇒ Create a Desk Library. Students place their work on their desktops and then circulate to read the work of other students which is

8. Personal Response: If I lived In Africa

- ⇒ Encourage students who find reading more difficult to select a country which they have already learned while doing some of the readings for this unit.
- ⇒ Suggest to weaker students that they take a second look at the first activity of the unit (Check Out My Life) to remind themselves about the type of information that they can use to describe their lifestyle.
- ⇒ Suggest to weaker students that they focus on portraying someone the same age as themselves instead of adopting a persona which they may have difficulty relating to.
- ⇒ Encourage students with strong reading skills to select a country to research which has not been treated by any of the readings that they have done.

- ⇒ Allow students who have difficulty with writing to produce an audio file which they simply record on tape to accompany visuals that they collect.
- ⇒ Variant: Have students juxtapose Profiles of themselves from “**Check Out My Life**” with the profiles for “**If I Lived In Africa**”.

also on desktops.

- ⇒ Students and teacher evaluate the products using the rubric.
- ⇒ Consider saving copies of student products for an in class library or to use as exemplars for future classes.

9. Personal Response / Searching for Solutions: Candle of Hope

The objective of the activity is to Students will complete a physical display somewhere in the school to highlight the positive actions taken by Africans to improve their lives.

- ⇒ Provide students with the **Candle of Hope** worksheet.
- ⇒ Work through the process of writing (drafts, peer editing, teacher input and the creation of final copy using the display template.)
- ⇒ Create an in school exhibit in which students decoratively connect their work to the location of their country on a large display map of Africa.

10. Making A Difference For Others

- ⇒ Check with your administration if there are any guidelines you need to be aware of governing fundraising in the school, and gain approval in principle for working on a fundraising initiative.
- ⇒ Read the challenge with the students.
- ⇒ Have students discuss in a group of 3 to 5 students how they can help make a difference for others in the developing world.
- ⇒ Ask students to do a survey of non governmental organizations that are working in the countries mentioned in the photo journals and websites that were highlighted in this unit. Have students present their findings to the class with their recommendation for a charity to support.
- ⇒ Through class discussion, select a charity they would like to support. To help them with their decision, have students look for evidence of collaborative decision making that includes the voices of Africans, portraying a positive image of the people involved in the project, the stability of the project, how long the project has existed, how many people are helped through the project and any other criteria that might make doing the project an attractive venture.
- ⇒ Brainstorm fundraising activities that could

9. Personal Response / Searching for Solutions: Candle of Hope

- ⇒ Model the kind of writing you wish to generate with weaker students.
- ⇒ Allow weaker students to produce formula poetry such as cinquains or diamantes.

10. Making A Difference For Others

- ⇒ Model for students how to do an Internet Search.
- ⇒ Help students ask the necessary questions when they are deciding on a project to support.

be done by the class. Select an activity and make sure you have administrative approval.

- ⇒ Strike a subcommittee to work on organizational details.
- ⇒ Set a date, run the activity.
- ⇒ If possible, invite a representative of the organization to your school to receive a cheque.