

NETFLIX | MARCH 1



Table of Contents

	<i>Click the heading to be taken to that page</i>
INTRODUCTION	
About <i>Journeys in Film</i>	3
A Letter from Chiwetel Ejiofor	5
Lesson: Helping the Children of Malawi	6
Handout 1: Issues Children Face in Malawi	10
Handout 2: Problem Profile	11
Handout 3: Organization Profile	13
Handout 4: Problems and Solutions in Malawi: Exit Ticket	15
Handout 5: Problems and Solutions in Malawi	16

About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials coordinated with the films, and teachers' professional-development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students around the globe, and foster learning that meets core academic objectives.

Selected films act as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*, tour an African school with a Nobel Prize-winning teenager in *He Named Me Malala*, or experience the transformative power of music in *The Music of Strangers: Yo-Yo Ma & the Silk Road Ensemble*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. We have identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core Standards.

Journeys in Film is a 501(c)(3) nonprofit organization.

A Letter from Chiwetel Ejiofor



I hope you enjoyed watching the film *The Boy Who Harnessed the Wind*.

William's story embodies the creativity of young people and acts as a powerful reminder of the achievements we can make when we are not afraid of failure. He encountered many obstacles, but his determination to get an education and unstoppable drive to do what he believed in will act, I hope, as an inspiration to you in this course.

This film tells the true story of a family in Malawi and the difficulties they faced; external factors like the weather, environment, politics, religion, and education have a profound effect on the daily life of many Malawians. I hope this film and the course spark a much wider discussion and action to engage with some of the issues that the film touches on.

William's story continues to inspire the next generation of innovators in Africa and around the world. I hope that watching *The Boy Who Harnessed the Wind* and the curriculum help to inspire you to never give up on your dreams.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Chiwetel Ejiofor'.



Helping the Children of Malawi

Duration of lesson

This is a three-part lesson. The first two parts make up the research and presentation component and require three to four hours of class time. If only three hours are available, work may need to be assigned as homework. The (optional) third part, the planning and implementation of the service project, will add additional time to the lesson, depending on the extent and goals of the project. If there are time limitations, explain those at the beginning of Part 3.

Assessment(s)

Class discussions
 Completion of handouts
 One-minute presentations
 Optional community service project

Materials

- Access to library or devices with Internet connection for research
- Timer
- **HANDOUT 1: ISSUES CHILDREN FACE IN MALAWI**
- **HANDOUT 2: PROBLEM PROFILE**
- **HANDOUT 3: ORGANIZATION PROFILE**
- **HANDOUT 4: PROBLEMS AND SOLUTION IN MALAWI EXIT TICKET**
- **HANDOUT 5: SUPPORTING ACTION IN MALAWI**
- Placards identifying each issue and organization researched

Procedure

Part 1: Problems Facing Malawi and Helpful Organizations

1. After viewing *The Boy Who Harnessed the Wind*, ask students to identify the issues that complicate the lives of William and other children in Malawi throughout the film. Brainstorm a list on the board.
2. Ask if there are other issues that are implied but not directly referenced in the film. Add these issues to the list. If you notice there are issues missing or you wish to expand your list further, ask students to use their devices to research other problems facing Malawi. (Please be aware that this simple search may bring students to websites that list problems like female genital mutilation and sexual exploitation. If this is a concern, the teacher may introduce additional issues without student research.) The brainstormed list should include at least the following:
 - Poverty
 - Food insecurity and malnutrition
 - High infant mortality
 - Lack of clean water
 - Inadequate sanitation
 - High rate of HIV/AIDS infection (including parent-child at birth)
 - Orphans/street children
 - Lack of education for girls
 - Expense of post-primary education
 - Child marriage

3. Define the following categories used by UNICEF's Millennium Development Goals program to categorize issues faced by children in the modern world. (See https://www.eird.org/herramientas/eng/partners/unicef/pub_mdg_en.pdf for definitions that can be adapted to a variety of abilities and levels of specifications.) Explain that these goals are not unique to Malawi, but that they are important for ensuring a better world for all children, including the ones in your class right now, as the goals will help to shape the world they will inherit. Then, ask students to categorize the issues from the list created in steps 1 and 2 into the following categories:
 - Child Survival and Development:
 - Basic Education and Gender Equality
 - HIV/AIDS and Children
 - Child Protection

HANDOUT 1 is a chart designed for students to use for this purpose.
4. Once students have completed the handout, ask them to consider the impact of these issues on the everyday life of children using these questions:
 - How does each of the categories impact the community? The country? The continent of Africa? The world?
 - What long term problems will be created if there are no solutions created for these problems?
5. Ask students if any relief is provided to children in the film. Brainstorm a second list, asking students to consider what other actions and resources would be helpful to solve the problems listed on the board in step 1. A complete list should include at least the following:
 - Electricity
 - Water for irrigation
 - Clean water for drinking and bathing
 - Availability of advanced, affordable education for girls in an environment where they are safe and secure
 - Sufficient nutritious food for normal growth and development
 - Health care for expecting mothers, infants, and children
 - Health education for parents and children
 - Reduced cost or free secondary education
 - Minimum age laws for marriage
 - Minimum age laws for child employment
6. Explain to students that there are organizations that have been created to solve the problems they have identified. The organizations have many different goals and their paths align with at least one and often more than one of the solutions defined in the second list.



Helping the Children of Malawi

7. Ask students to search for organizations that provide relief to the children of Malawi, using Internet-connected devices. Give students ten minutes to find several organizations and make note of the names. Then create a master list on the board. If you choose to skip the research step, you may use the list below. You will need a list of 10 organizations.

- Action Aid Malawi
- Advancing Girls' Education in Africa
- Association of Early Childhood Development in Malawi
- Child Legacy International
- Find Your Feet
- Kids' World Outreach Society
- Save the Children International
- Peace Corps
- USAID
- WaterAid

8. Assign each student a problem or an organization to research. An equal number of problems and organizations should be assigned.

9. Distribute copies of **HANDOUT 2** to the students who are researching problems and copies of **HANDOUT 3** to students researching organizations. Allow sufficient time for students to complete each section of the handout using Internet-connected devices for research.

10. When the research is completed, ask students to consider what they have learned about their problem or organization. Then ask them to prepare a one-minute presentation based on the worksheet. [Note: If students need additional time, the work in steps 8 and 9 can be completed as homework or an additional class day may be devoted to research and presentation preparation.]

Part 2: Looking for the Best Match

1. Set up the classroom so that desks are in pairs and arranged with an inner circle and an outer circle facing each other. (If you have a large class, you may need two such arrangements.) Students who researched problems are seated in the inner circle facing out. Students who researched organizations are seated in the outer circle facing in. Give each student the appropriate placard to place on his or her desk.
2. Explain to students that they will have one minute each to explain their problem or organization to the other person in their pair. While their partner is talking, they should be considering whether or not their problem/solution pair creates a match that would provide relief to children in Malawi. Tell them to jot down a few notes quickly for each conversation; they will need them at the end of the exercise.
3. Set a timer for one minute and tell students who were assigned problems to begin their one-minute presentation and say, "Begin." At one minute say, "Switch." and announce that the person who is talking in the pair should stop and the person who researched the organization should begin. At the end of one minute say, "Move." The students in

the outer circle should stand, move over one seat to the left, and sit again. Repeat the Begin-Switch-Move process until each person in the outer circle has presented to each person in the inner circle and vice versa.

4. Ask the students to complete **HANDOUT 4** as their “exit ticket.” They should indicate the problem or solution that they researched and note which representatives with whom they spoke were the two most and least likely matches for their research topic. Reviewing this exit ticket will give the teacher an opportunity to ensure that the students understand the ways in which the problems in Malawi can be solved.
5. If you are not completing the optional extension in Part 3, wrap up this study by asking several students to share their observations about what kinds of interventions seem to be providing the most relief to the children of Malawi.

Part 3: How Do YOU Want to Change the World? **(Optional Community Service Extension)**

1. Divide students who researched problems into four groups, based on the general problem areas from **HANDOUT 1**; seat them in different parts of the room. Ask the students who researched organizations to move to the problem area that their organizations seem to address. (The groups will not necessarily be equal in size.) Ask each group to briefly review the one-minute presentations and discussions from the previous class.
2. Direct each group to complete **HANDOUT 5**. Unless your goal is to create a long-term program, encourage them to consider specific ways in which they can help to alleviate the challenge assigned to their group. What resources will they need? Do they have access to those resources? Students should consider if the resources that they can access are sufficient to complete a service project. Spend time with each group to facilitate discussion as the groups work.
3. When students have completed their preparation, ask each group to present its idea to the class. Discuss whether the plan can be executed with the time and resources that are available. Develop consensus around one plan with an identified need, available resources, a partner organization, and student enthusiasm.
4. At this point, you may wish to continue planning work in class or move it to an outside time. Students should arrange to present their service project plan to student government or administration in order to get approval, if it is required. Once a project is approved, allow students to lead the effort. Teachers are encouraged to be a guide on the side, advising but not coordinating, so that students maintain ownership of the project. Once the project is complete, you may wish to ask students to respond to the following prompt: How can students effectively take action to alleviate problems outside of their own community?

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)

Handout 1

Issues Children Face in Malawi

Directions: Using the list you have brainstormed and discussed, put the issues in the broad categories below. You may put issues in more than one box.

Child Survival and Development	Basic Education and Gender Equality
HIV/AIDS and Children	Child Protection

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)

Handout 2 ► P. 1

Problem Profile

Provide answers that are as specific as you can find.

Name of problem: _____

Background (What has caused this problem?)

What are the impacts of the problem on individuals, on groups, and on the society as a whole?

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)



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Handout 2 ► P. 2

Problem Profile

What methods have been successfully used to alleviate or combat the problem?

What resources are still needed to alleviate the problem?

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)

Handout 3 ► P. 1

Organization Profile

Provide answers that are as specific as you can find.

Name of organization _____

Location: _____

Background (How did this organization come into existence?)

Goal(s) of group

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)

Handout 3 ► P. 2

Organization Profile

Available resources

Methods used by group

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)

Handout 4

Problems and Solutions in Malawi: Exit Ticket

Name _____

My research focused on the problem/organization of

_____**The two best matches for my problem/organization would be:**

1. _____

because _____

2. _____

because _____
_____**The two least likely matches for my problem/organization would be:**

1. _____

because _____

2. _____

because _____

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)

Handout 5 ► P. 1

Problems and Solutions in Malawi

It's now time to create a service project of your own to bring support and relief to the children of Malawi. As you learned in *The Boy Who Harnessed the Wind*, it is possible for children to make a difference in the lives of others.

Based on the problem your group has focused on, what organizations that you have learned about can provide effective partnerships for solving this problem? Discuss the options and choose one organization that you would most like to work with.

What resources are needed by the people in this organization to fulfill their mission?

How can you help to provide access to these resources? Be creative as you consider the answer to this question. Remember that William found creative ways to access the resources he needed when it seemed as if there were none.

Lesson

(ECONOMICS, SOCIAL STUDIES, SERVICE LEARNING)

Handout 5 ▶ P. 2

Problems and Solutions in Malawi

Do you need to seek permission or a local partnership before you begin? If yes, who will do this?

How will you know that you have successfully completed the project?

What steps will need to be taken to complete the project? Include specific tasks. You may need to continue on a separate sheet.

Now prepare a presentation based on this worksheet to share your proposal with the class.

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