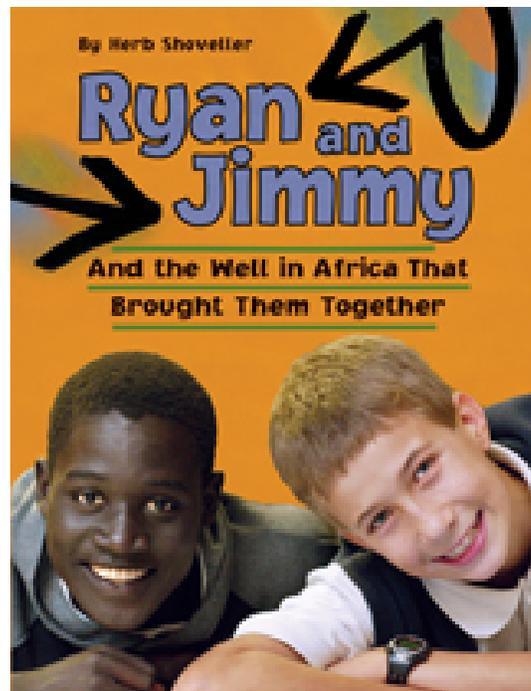


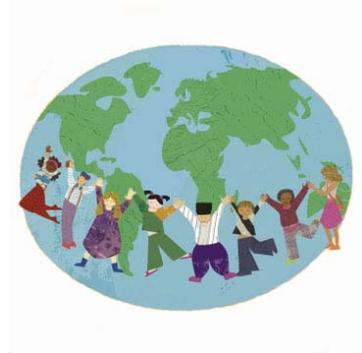


## Teacher Resource - Lesson Plans

### *"Ryan and Jimmy And the Well in Africa That Brought Them Together"*

by Herb Shoveller





## Table of Contents

<b>LANGUAGE ARTS – READING LESSON PLAN</b>	<b>3</b>
<b>LANGUAGE ARTS – WRITING LESSON PLAN</b>	<b>4</b>
<b>LANGUAGE ARTS – VISUAL ARTS LESSON PLAN</b>	<b>5</b>
<b>SOCIAL STUDIES – GEOGRAPHY LESSON PLAN</b>	<b>6</b>
<b>PHYSICAL EDUCATION LESSON PLAN</b>	<b>9</b>
<b>MATH LESSON PLAN</b>	<b>10</b>
<b>SCIENCE LESSON PLAN</b>	<b>11</b>



## Language Arts – Reading Lesson Plan

### **“Ryan and Jimmy And the Well in Africa That Brought Them Together” by Herb Shoveller**

#### Curriculum Links – Reading

Students will:

- Demonstrate an understanding of text by identifying important ideas and supporting details.
- Make inferences about texts using stated and implied ideas from the text as evidence.
- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

#### Introduction

Present the idea of water - when do we use it, what for, how often, etc.

Present the idea of *not* having water, or no clean water!

#### Development

Read book to students:

*“Ryan and Jimmy And the Well in Africa That Brought Them Together”* by Herb Shoveller.

#### Activities

Answer questions about the story in small groups:

1. Who first inspired Ryan to save money for a well?
2. What kind of chores did Ryan do?
3. How long did it take him to save \$70?
4. How much was the well?
5. In what country was Ryan’s well built?
6. What was Ryan most excited about when going to Africa?
7. What happened to Jimmy after Ryan left?
8. How do you think he felt?
9. What part of this story touches you the most?

#### Conclusion

- share answers with the class

#### Follow-up

- write down on big chart/white board/Smart board how we use water at school each day.
- talk about the “Power of One”; how one person can make a difference and how a young person with no title or power can influence and motivate others to make a difference.
- discuss changes you can make about how we presently use water at school and at home.

## Language Arts – Writing Lesson Plan

### **“Ryan and Jimmy And the Well in Africa That Brought Them Together” by Herb Shoveller**

#### Curriculum Links – Writing

Students will:

- Write texts using a variety of forms (personal or factual recount, a report, a letter, a story, a poem, review of a book, a pamphlet on a socially relevant topic)
- Establish a personal voice in their writing with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience and modifying language to suit different circumstances
- Identify their point of view and other points of view on a topic

#### Introduction

Read book “*Ryan and Jimmy And the Well in Africa That Brought Them Together*” by Herb Shoveller to the class

#### Development

Talk about how they might feel:

- if they were with Ryan when he went to Africa
- if they lived in Jimmy’s village
- if they had no clean water, or had to walk very far to get water each day

Write a short story as a class.

#### Activities

Each student can write one of the following:

- a short story, using ideas discussed
- a different ending to the story
- a letter to a “pretend” pen pal
- a day in your life, if you were a student in Jimmy’s school
- a short play about Ryan arriving in Africa and meeting Jimmy
- keep a journal for a week, a month, or more

#### Conclusion

Decorate stories.

Put all the stories in a binder.

Act out a play and present it to the class.

#### Follow-up

Share stories with class.

Share with other classes.

Try to get pen pals from another school.

Present play to other classes.



## Language Arts – Visual Arts Lesson Plan

### **“Ryan and Jimmy And the Well in Africa That Brought Them Together” by Herb Shoveller**

#### Curriculum Links – Visual Arts

Students will:

- Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
- Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- Use elements of design in art works to communicate ideas, messages, and understandings

#### Introduction

Read book “*Ryan & Jimmy And the Well in Africa That Brought Them Together*” by Herb Shoveller to the class.

#### Development

Talk about what the village would look like ... the houses, the school, the trees, the landscape, the well and the children.

Try to imagine the colours, the sky, the ground, the clothing, the animals and the materials used for building the houses.

#### Activities

- Draw a picture of one scene in the story that really touched you.
- Build houses using a variety of materials (twigs, mud, popsicle sticks, straws, sand, corn husks, etc.)
- Paint a mural of a village scene.
- Sketch a scene in black & white.
- Make a ‘model village’.
- Draw a picture of yourself enjoying water.

#### Conclusion

Decorate classroom with artwork.

Hold a mini ‘Art Exhibit’ in the school gym.

#### Follow-up

Pictures could be put together in a binder for safe keeping.

Artwork could be used as a fundraiser.

Simply decorate the school!



**Social Studies – Geography Lesson Plan**  
**“Ryan and Jimmy And the Well in Africa That Brought Them Together” by Herb Shoveller**

Curriculum Links – Social Studies

Students will:

- Describe some of the connections Canada shares with the rest of the world (e.g. geography, trade, culture) and analyze, classify and interpret information about another country from another region of the world.
- Identify products that Canada imports and describe characteristics of a country in another region with which Canada has links (economic activities, international influence)
- Describe Canada’s participation in international efforts to address current global issues (e.g. human rights violations, regulation of child labour, world health issues)

Introduction

Read book “*Ryan & Jimmy And the Well in Africa That Brought Them Together*” by Herb Shoveller to the class.

Talk about the Ryan & Jimmy story and where it takes place.

Look at a world map to find Canada and Uganda.

Development

Have students research facts about Canada and Uganda and do a comparison. Students could compare such things as:

- continent on which each is situated
- size of each country in square kilometers
- waters that touch the borders
- neighbouring countries
- type of landscape (mountains, plains, lakes, etc.)
- capital city of each country
- population of each country
- distance in kilometers from Canada to Uganda
- climate of each country
- vegetation of each country
- main exports of each country

Activities

In small groups, play the game: “Africa - Name the country”! (see next page)

Looking at a map of Africa, list all of the countries in Africa.

Put them in alphabetical order.

**Africa**

Name the Country!

1	15	29	43
2	16	30	44
3	17	31	45
4	18	32	46
5	19	33	47
6	20	34	48
7	21	35	49
8	22	36	50
9	23	37	51
10	24	38	52
11	25	39	53
12	26	40	54
13	27	41	
14	28	42	



## Conclusion

Compare differences and similarities between the 2 countries.

## Follow-up

Plan an imaginary trip to Uganda!

- How would you get there (via what country)?
- What vaccinations would you need?
- What would you bring?
- Where would you stay?
- What could you see?
- What precautions should you take?
- What should you have in your first aid kit?



**Physical Education Lesson Plan**  
**“Ryan and Jimmy And the Well in Africa That Brought Them Together” by Herb Shoveller**

Curriculum Links – Physical Education

Students will:

- Perform a combination of locomotion/travelling skills using equipment (e.g., navigating through obstacle courses)
- Transfer body weight in a variety of ways, using changes in direction and speed
- Travel in various ways, and dodge stationary objects or opponents

Introduction

Read book “*Ryan & Jimmy And the Well in Africa That Brought Them Together*” by Herb Shoveller to the class.

Discuss how far Jimmy had to go to fetch water each day!

Development

- Take students on a hike, appropriate for their age level, but at least a couple of kilometers.
- Measure how many laps around the gym or the school yard equal 1 kilometer and have the students walk 1, 3 or 5 kilometers.
- Try carrying jugs of water around for a certain distance.
- Try it with a heavy backpack on! (to imitate carrying a baby)
- Create an obstacle course to represent difficult terrain and have them carry the jugs of water going through it.

Activities

Water relay games: 2 teams, 2 water pails and 2 big tubs, one at each end: one full, one empty. Have students fill pail with water, run to pour in empty tub, then bring pail back to teammate. First team to fill up the tub wins!

A smaller (indoor) version of this can also be done with cups and buckets.

Conclusion

At the end of Phys. Ed. Class, have students talk about how they felt, if they got tired, what if they had to do this every day, what if it was very hot, did their arms get sore and compare how easily they get water!

Follow-up

Hold awareness campaign in school to reduce water consumption at school and at home. Make up fitness program re-enacting the fetching of water each day.



## Math Lesson Plan

### **“Ryan and Jimmy And the Well in Africa That Brought Them Together” by Herb Shoveller**

#### Curriculum Links – Math

Students will:

- Estimate, measure using concrete materials, and record volume, and relate volume to the space taken up by an object
- Collect data by conducting an experiment to do with themselves or their environment and record observations or measurements on a bar or line graph
- Demonstrate an understanding of relationships involving percent
- Compare different data describing the similarities and differences observed

#### Introduction

Read “*Ryan & Jimmy And the Well in Africa That Brought Them Together*” by Herb Shoveller to the class or remind them of story, if already done so.

#### Development

Make list of how many ways we use water each day.

Make list of other ways we use water, occasionally, seasonally.

#### Activities

Have students estimate how much water they use for each of these activities on their list.

Have students measure, to the best of their ability, how much water they use for each activity on their list.

Have students make a bar graph of their water usage for a day.

Have students make a bar graph of their water usage for a week.

What % of their water usage is essential?

Make bar graph with 2 colours: essential and trivial use of water!

#### Conclusion

Compare the quantities used by Canadian students to the quantity that is used by the average Ugandan student in a day, a week.

Make a comparative bar graph. (Use 2 colours)

#### Follow-up

Have students keep a number journal for a week of every activity that involved water and how much they used.

Find ways to reduce.

Figure out the % of their reduction each week.



## Science Lesson Plan

### **“Ryan and Jimmy And the Well in Africa That Brought Them Together” by Herb Shoveller**

#### Curriculum Links – Science

Students will:

- Analyze the long term impacts on society and the environment of human uses of natural resources, and suggest ways to reduce these impacts (e.g. turning off the faucet while brushing teeth or washing dishes)
- Use scientific inquiry/experimentation skills to investigate changes of state and changes in matter (e.g. what change of state happens during evaporation and condensation)
- Investigate, through experimentation, the characteristics of water and the water cycle
- Assess personal and family uses of water as responsible, efficient or wasteful, and create a plan to reduce the amount of water used, where possible

#### Introduction

Read the story “*Ryan and Jimmy And the Well in Africa That Brought Them Together*” by Herb Shoveller or remind them of the story, if already done so.

#### Development

Ask students where water comes from?

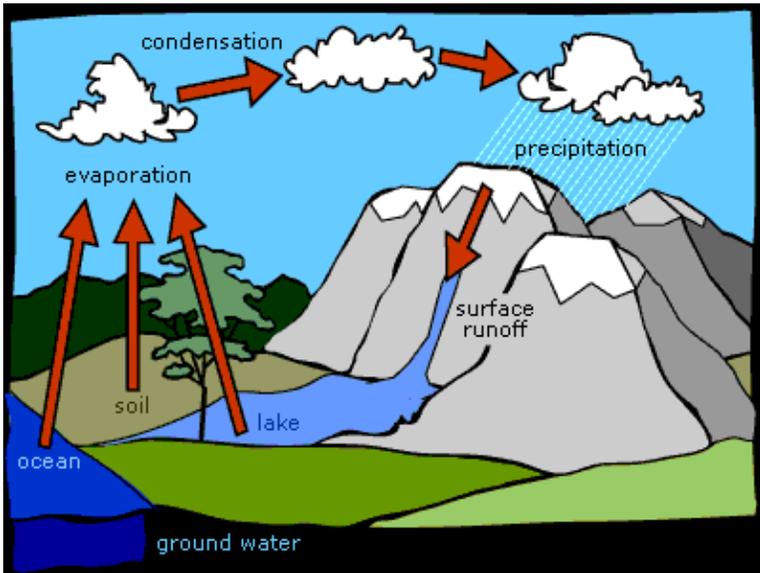
Do they know where their water comes from?

If possible, take students outside on school grounds and ask them if they remember when it last rained? Where did the water go? (in the ground, on the pavement, on the roof)

Pour a cup/bucket of water on the ground and watch what happens; first there is a puddle, then it soaks into the ground.

Introduce the water cycle:

- 1) **Evaporation:** evaporation is when the sun heats up the water in rivers, lakes or oceans and turns it into vapor or steam. The water vapor or steam leaves the river, lake or ocean and goes into the air.
- 2) **Condensation:** the water vapor in the air gets cold and changes back into liquid, forming clouds.
- 3) **Precipitation:** precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain, snow, sleet or hail.
- 4) **Collection:** When water falls back to the earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. On land, it will soak into the earth and become part of the “ground water” that plants and animals use to drink, or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts again.



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### Activities

- Keep a 'cloud journal' for 2 weeks; draw the different clouds you see in the sky each day.
- Keep a weather chart for 2 weeks.
- Fill a clear cup with water and mark the water level with a felt pen, then watch it go down over a week or two, as it evaporates.
- Boil water with kettle, place lid or board a safe distance above (wear gloves) and watch condensation occur, then droplets form, then 'rain'!

### Conclusion

Discuss results of various activities with the class.

How do rain clouds and fair weather clouds look different?

Did you see weather patterns?

Keep the weather chart for another 2 weeks.

Does water evaporate faster or slower than you think?

Could you collect the water when condensation occurred?

### Follow-up

Could you collect rain water? How?

How many ways could you use rain water? (to water the garden, wash the car, bath the pet, etc.)

Could you reduce your water consumption by using rain water?

Could the people in Jimmy's village collect rain water and perhaps purify it?

How can you save rain water?

Find out where your water comes from (private well, city water) and perhaps try to visit the water treatment plant in your town.