21 <sup>st</sup> Century Healthy Living Lesson					
Grade: 10-12 Unit: EAL Support Independen	t Novel Study Choose an item.				
Driving Question: Why do some people leave their countries to live in another country?					
Goals:					
<ul><li>Understanding setting.</li><li>Making connections</li></ul>					
Choose an item.					
Expected Time: One 80 minute high school block					
Resources: Home of the Brave by Katherine Applegate (copy for each student)					
Against All Odds This online game allows players to experience life as a refugee. http://www.playagainstallodds.ca Google Earth Refugee Map Use Google Earth to take a virtual-reality tour of areas with refugee camps. http://www.google.com/earth/ Thinglink Tutorial: http://youtu.be/34xblQ_KITk  Katherine Applegate introduces her novel: https://www.youtube.com/watch?v=U2RmJHckK8A					
Audioboom book talk: https://audioboom.com/boos/1778418-home-of-the-brave-book-talk					
Lesson Procedure	21 <sup>st</sup> century skills				
Teacher does (I Do): Teacher has students look at cover of the novel and tells them that this character is a boy that had to leave his country to move to the United States. "Why do some people have to leave their country?"  Discuss with students the difference between refugee and international students. (Some EAL teachers may have refugees in their group so it is important to be aware of this and sensitive.)  Explore GoogleEarth together to look at Sudan and other refugee camps.	☐ find, validate ☐ remember, understand ☐ collaborate, communicate ☐ analyze, synthesize ☐ critical thinking ☐ evaluate, leverage ☐ create, publish ☐ citizenship				

	Students will individually play the game 'Against all odds' to	☐ remember, understand
	become familiar with life as a refugee. <a href="http://www.playagainstallodds.ca">http://www.playagainstallodds.ca</a>	☐ collaborate, communicate
	Ittp://www.piayaganistanouus.ca	☐ analyze, synthesize
	**Students should choose the option of playing without	$\square$ critical thinking
	registering. They do not have to give any personal information	$\square$ evaluate, leverage
	when they play this way.	$\square$ create, publish
		□ citizenship
	Group work (We Do):	☐ find, validate
	In naive students will find information about Sudan and	☐ remember, understand
	In pairs, students will find information about Sudan and refugee camps. They will input their information (text, video,	☐ collaborate, communicate
	link) into a Thinglink image. Guide students to find one fact,	☐ analyze, synthesize
	one video about refugee camps, and one link).	☐ critical thinking
İ	Students have used Thinglink in a previous lesson (Where Are	□ evaluate, leverage
İ	you From?)	☐ create, publish
	https://www.thinglink.com	$\square$ citizenship
	If students do not know how to use Thinglink, they can watch	
	the tutorial on the following screencast:	
	http://youtu.be/34xblQ_KITk Class share (We Share):	□ find validate
	Class share ( we share):	☐ find, validate
		☐ remember, understand
	Students will look at each other's Thinglinks.	☐ collaborate, communicate
	Students will look at each other's Thinglinks. Group will each share something they have learned about	<ul><li>□ collaborate, communicate</li><li>□ analyze, synthesize</li></ul>
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