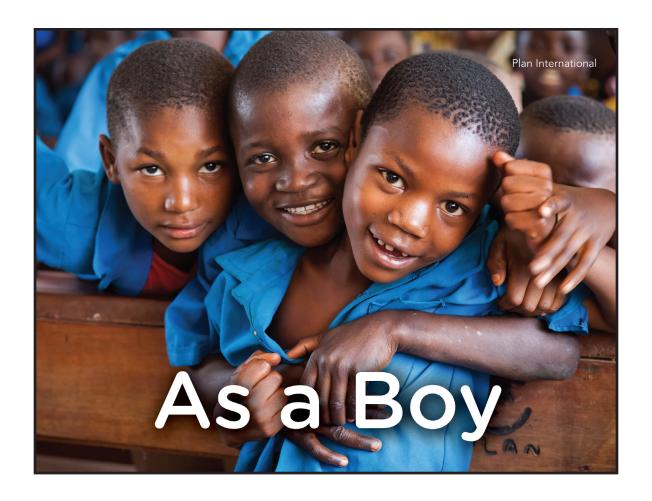
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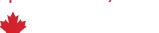
WRITTEN BY HELEN WOLFE



As a Boy

ISBN: 978-1-77260-016-2

Lexile: 300L Guided Reading: N



Book Summary

As a Boy is a picture book that depicts the inequalities in the status, rights, and opportunities afforded to boys and girls all over the world. Through beautiful, evocative—and sometimes disturbing—photography, the book describes the many challenges faced by children in developing countries. Many children in Africa, Asia, South and Central America face a daily struggle for survival, where poverty, crime, political strife, and natural disasters pose a constant threat to their lives. In some countries, the obstacles facing girls are even more overwhelming. Because of outmoded and sexist views and centuries-old traditions, many girls in developing countries continue to be denied the right to an education. Instead they remain at home to help care for younger siblings, or to spend their childhoods doing menial labour to support their families while their brothers go to school.

The photos and accompanying text present both positive and negative images of the lives of boys and girls around the world. Some pictures show boys by themselves at school and play, or sometimes doing hard physical labour, and we wonder what their sisters are doing. Other photos show boys and men who are clearly supporting the girls and women they love.

As a Boy was written by Plan International in 2016. Founded in 1937, Plan International is one of the world's largest and oldest charities. Inclusive of all faiths and cultures, its goal is to improve the lives of children and their communities through child sponsorship. The themes explored in this book are gender inequities in developing countries, the importance of education, fostering healthy relationships between boys and girls, and empowering girls to make choices and achieve their potential. As the title suggests, the book challenges boys from all cultures to accept girls as their equals, and to work together to make everyone's life better.

As a Boy is appropriate for students who are native speakers from Kindergarten to grade four, as well as ESL learners and children the same age who have learning and literacy challenges. This hard cover picture book with limited text has twenty-four pages.

PART A

Pre-Reading Activities



What Boys and Girls Can Do

This is a simple worksheet and discussion activity where students can express their opinions about the social roles and potential of boys and girls. It is appropriate for students in grades two to four who have basic reading and writing skills, You may want to allow your ESL students to take the worksheet home to ask their parents for help.

Give the students this worksheet.



What Boys and Girls Can Do

c. First, circle YES or NO after each sentence and give a reason for your answer. If you are not sure

Try to work with students whose families came from different countries.

a. Make a group of four with three other classmates.

Directions:

	about some answers, you can ask your parents to help you.		
d. The	n, talk to your group members about their answers.		
Boys an	d girls in North America go to school.		
YES	NO		
Why?			
Boys an	d girls in all countries always go to school.		
YES	NO		
Why?			
Roys an	d girls your age in North America don't work at jobs.		
YES	NO		
	1.0		
Why?			
Why?			
	nes boys your age in other countries work at jobs.		
	nes boys your age in other countries work at jobs.		

My: In other countries, sometimes boys and girls are afraid to be outside. YES NO Why? In some countries, girls often have to stay at home while their brothers go to school. YES NO Why? In some countries, girls have a harder life than boys. YES NO Why? Brothers and sisters should always help and take care of each other. YES NO	YES	NO		
In North America, boys and girls aren't afraid to be outside YES NO Why? In other countries, sometimes boys and girls are afraid to be outside. YES NO Why? In some countries, girls often have to stay at home while their brothers go to school. YES NO Why? In some countries, girls have a harder life than boys. YES NO Why? Brothers and sisters should always help and take care of each other. YES NO	Why?			
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YES NO Why? In some countries, girls have a harder life than boys. YES NO Why? Brothers and sisters should always help and take care of each other. YES NO	Why?			
YES NO Why? In some countries, girls have a harder life than boys. YES NO Why? Brothers and sisters should always help and take care of each other. YES NO				
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In some countries, girls have a harder life than boys. YES NO Why? Brothers and sisters should always help and take care of each other. YES NO	YES	NO		
YES NO Why? Brothers and sisters should always help and take care of each other. YES NO	Why?			
YES NO Why? Brothers and sisters should always help and take care of each other. YES NO				
YES NO Why? Brothers and sisters should always help and take care of each other. YES NO	In some	countries, girls have a harder life than boys.		
Brothers and sisters should always help and take care of each other. YES NO				
YES NO	Why?			
YES NO				
Why?	Brother	and sisters should always help and take care of each other.		
· 		• •		
	YES	• •		



Describing Characteristics of Mothers and Fathers

Our students' mothers and fathers are their primary role models. In this activity, students draw a picture of one of their parents, and describe the character traits of good parents. In recognition of the fact that many students come from single-parent families, the activity allows them to choose which parent they want to write about. Students who have two parents can complete one sheet for each parent if they wish.

To differentiate instruction or practise their verbal and presentation skills, students could complete the information below as an oral presentation.



About My Mother or Father

Directions:

Fill in the blanks and finish each sentence with ideas about your mother or father
--

1.	This is a picture of my
	(Draw a picture or paste a photo here.)

•	My job is to
•	He/She helps me when
	Mytells me to
•	My is special because
	The most important thing that he/she does for me is
	I love him/her because



About My Brother or Sister

One of the themes of this book is the responsibility of brothers and sisters to help each other to achieve their potential. Students can use the questions from Activity 2 to describe a brother or sister.



Reading and Writing Activities



Guided Discussion: Reading and Writing Questions

These are questions for each page of the book. There are no page references in the book, so each picture has its own activities. Each page has one or more pictures and sentences or phrases underneath them. Show each picture, read the print underneath and use the pictures as visual cues to promote discussion. The questions under each activity guide students to explore the themes and issues depicted in each photograph. Older students and those with better literacy skills can write the answers to any questions that you think are appropriate for their age and reading level.

These questions also ask students to make comparisons and personal connections to the status of boys and girls in North America and those in developing countries.



Picture One: Boy or girl?

- 1. Name or make a list of all the countries on the page.
- 2. Beside each country on your list, write the name of the continent where the country is found. Use your school's subscription databases to find a map of the world so that you can locate the countries.

Your list can look like this.

COUNTRY CONTINENT

- 3. Using a pencil, number all of the pictures like this: Zimbawe is 1, Indonesia is 2, Zambia is 3, Bangladesh is 4, Guatemala is 5, and Nepal is 6.
- 4. Which pictures are boys? What makes you think that they are boys?
- 5. Which pictures are girls? What makes you think that they are girls?
- 6. Sometimes, is it hard to tell whether they are boys or girls? Why is it difficult?
- 7. In North America, can you usually know whether a baby is a boy or girl by the way he or she is dressed? How can you tell?
- 8. Do parents in your first country or culture dress baby boys and girls differently? Can you explain how they are dressed differently?
- 9. Bring in and show baby pictures of yourself and your brothers or sisters. Choose a partner. Take turns describing the baby pictures to each other.



Picture Two: It's simply a matter of chance

- 1. Discuss and decide which pictures are of boys, and which ones are of girls. Give reasons for your decisions.
- 2. What do you think, "It's simply a matter of chance" means?
- 3. Look at the faces of all the children. Do you think that all of the children look happy? Which ones look happy?
- 4. Why would some children be happier than others? Give some reasons.
- 5. Do some of the children have different feelings? Describe these feelings and reasons for them.



Picture Three: As a boy, I will have choices from the day I am born. Some will be made for me...

- 1. How old are the children in the picture?
- 2. Where are these children?
- 3. What are they doing?
- 4. Are the children whose hands are raised higher boys or girls? Whose hands are raised lower?
- 5. Why do you think some children have raised their hands higher, and others are lower? What are some reasons for those differences?
- 6. What choices do you think the boys in this picture have?
- 7. Do you think that they have different choices than the girls? What are the differences?
- 8. Draw a picture of yourself sitting at your desk at school. If it helps you, use a mirror. Look at yourself in the mirror to help you draw the picture. When you finish the picture, write a sentence to describe how you feel when you are at school.

For example,

I am happy sitting at my desk at school because I am learning new things.



Picture Four: and some I will make for myself.

- 1. What is the boy in the picture doing?
- 2. What kind of choice is he able to make?
- 3. In some countries or cultures, are both boys and girls allowed to play sports? Why or why not?
- 4. Do you think that girls in some countries can make the same choice? Why or why not?
- 5. Do girls and boys in our country play the same sports? What sports do they play together?
- 6. Do you like to play on teams with both boys and girls? Why or why not?
- 7. Do you think that boys and girls should sometimes play sports separately? Why or why not?
- 8. What other choices can boys make? Make a list.



Picture Five: As a boy, I will be told to be a man, to work, to fight, to be brave.

- 1. What are the boys in the picture doing?
- 2. Why do you think they have to do this work?
- 3. What does it mean that a boy is told to "be a man"?
- 4. Think about all of the men in your family: your father, grandfather, older brothers, uncles and older cousins. How do you think they act "like men"? What are the important character traits of men?
- 5. Do you think the boys in this picture are brave? Why?
- 6. When do you think "boys" should have to fight? What age should they be? Why would they be fighting?



Picture Six: But as I am *just* a boy, sometimes I will be afraid.

- 1. How do you know that the boy in this picture is afraid? What are some clues?
- 2. What are some reasons that he could be afraid?
- 3. What are some things that you are afraid of?
- 4. Do you think it's all right for boys to show that they are afraid? Why or why not?
- 5. Are you afraid sometimes? What are some things that you are afraid of?



Picture Seven: As a boy, there will be times when I am very lucky.

- 1. How is the boy in this picture feeling?
- 2. Why do you think that he is lucky?
- 3. Do you think that boys are sometimes luckier than girls? Why?
- 4. Look at the picture again. Why do you think the boy's sister is not in the picture? What do you think she could be doing?



Picture Eight: I will be able to go to school and learn each day...

- 1. Where are the boys in the picture going?
- 2. Look at their faces. What are some words to describe how they are feeling?
- 3. What do you think their sisters are doing while the boys are at school?
- 4. In our country and many other parts of the world, parents must send both boys and girls to school because that's the law. Do you think that's a good idea? Why or why not?



Picture Nine: while my sisters must work

- 1. What work are the girls in the picture doing?
- 2. What other kinds of work do girls do in many countries?
- 3. Why do you think girls in some countries have to work while their brothers are at school?
- 4. When do boys and girls in our country start working?
- 5. Do you think that boys and girls in our country have to work? Why or why not?
- 6. Do boys and girls in our country do the same or similar jobs? What kinds of jobs do they do?
- 7. How would you feel if you were a girl, and you had to go to work instead of going to school? Why would you have these feelings?



Picture Ten: and wish for an education... because they are "just" girls.

- 1. Look at the girl in the picture. Who is she looking at?
- 2. Look at her face. How is she feeling?
- 3. What does it mean that girls in some countries are "just girls"?
- 4. In our country, do you think that girls are just as important as boys? Why or why not?
- 5. Do you think that girls are just as important as boys in all countries? Why or why not?



Picture Eleven: Yet, as a boy, I am also a son and a brother.

- 1. Look at the boy in the picture. How does he feel about his mother and little brother?
- 2. Is he being a good son and brother? How do you know?
- 3. If you are a boy, what do you do in your family to be a good son and brother?
- 4. If you are a girl with a brother, what are some things that your brother has done for you or is doing for you now?



Picture Twelve: One day I might even be a father.

- 1. Is the man in the picture being a good father? How do you know?
- 2. Why is your father a good father? Give some reasons.
- 3. If you are a boy, do you want to be a father some day? What things would you do with your children if you become a father?



Picture Thirteen: I want my mother...

- 1. How do the boy and his mother feel about each other? How do you know how they feel?
- 2. Do you think that mothers do things differently for boys than for girls? How are they different?
- 3. If you are a girl, what is your special relationship with your mother?
- 4. If you are a boy, what your special relationship with your mother?



Picture Fourteen: my sister...

- 1. Do you think that the brother and sister in this picture get along well? Why do you think so?
- 2. Are there brothers and sisters in your family? Do they always get along well?
- 3. What are some situations or times that cause problems between brothers and sisters? Make a list of those situations.
- 4. How do brothers and sisters sometimes feel about each other? Are those feelings positive (good) or negative (bad) or both? Make a list of those feelings.



Picture Fifteen: my daughters...

- 1. What are the girls in the picture doing?
- 2. Where are they going?
- 3. How do we know that they are all going to the same place?
- 4. Do you think that these girls have good parents? Why do you think so?
- 5. Why would the parents of these girls be proud of them?
- 6. Are your parents proud of both the boys and girls in your family? How do you know that?



Picture Sixteen: all children to be free to choose what they want to be

- 1. What are the children in this picture doing?
- 2. Where are they going? How do you know?
- 3. How do they feel about what they're doing? How do you know?
- 4. Do you think that it's a good idea for these boys and girls to go to school together? Why or why not?
- 5. What choices will the girls and boys in this picture be able to make?
- 6. Do you have older brothers and sisters? If you do, do they get to make the same choices? What kinds of choices?



Picture Seventeen: Because I love her...

- 1. How do we know that the boy in the picture really loves his sister?
- 2. How can he help his sister?
- 3. Make a list of the different ways that big brothers can help their sisters.
- 4. Do you think that all brothers help their sisters? Why or why not?
- 5. Are you a big brother? If you are, what are some ways that you help your little sister?
- 6. If you have a photograph of yourself with your brother or sister, bring it and show it to your partner. Describe what you are both doing and how you feel about each other.
- 7. Draw a picture of yourself doing something with your brother or sister.
- 8. Under the picture write a short story about the picture. Write about what you are doing. What about how you are both feeling?



Picture Eighteen: I want my sister at school with me.

- 1. How do we know that the brother and sister in the picture go to the same school?
- 2. Look at the faces of the brother and sister. How does the little girl feel about being in school? How does her big brother feel about her being at school with him?
- 3. Look at the other children in the picture. What gift has the big brother given his little sister to wear? Why do you think he has given her this gift?
- 4. If you are a girl, has your brother ever given you a special gift? What was it? Why was it special to you?
- 5. If you are a boy, have you ever given a special gift to your sister? What was it? Why did you give the gift to your sister?



Picture Nineteen: Because / have a voice...

- 1. Where is the boy in the picture?
- 2. What is he doing?
- 3. How does he feel about what he's doing?
- 4. Why does he say "I have a voice"?



Picture Twenty: I will want my daughter's voice heard.

- 1. How is this picture the same as the picture on the opposite page?
- 2. What is the girl in the picture doing?
- 3. Look at her face. How does she feel about what she's doing?
- 4. What family members could be writing the words "I will want my daughter's voice heard."? Why would they say that?
- 5. What do you think the words at the bottom of the picture mean?
- 6. What are other words that we could use instead of the word "voice"?



Picture Twenty-One: I want people to see that we all have voices and choices.

- 1. What are the ages of the girls in the picture?
- 2. What do you think they are saying?
- 3. Look at their faces. How do you think they feel about their lives?
- 4. Why do you think they are holding balloons? What do the balloons represent or mean to them?
- 5. Do you think that they will keep the balloons or set them free? Why would they keep them? Why would they let them go?
- 6. What will these girls' voices allow them to do?
- 7. What choices do they have?



Picture Twenty-Two: As boys, we can stand up for everyone.

- 1. Why do you think the boys in this picture have their hands in the air? Give some possible reasons.
- 2. Look at their faces. How are the boys feeling?
- 3. How can boys "stand up for everyone"? How can boys help girls to get the same things that they have all the time?
- 4. Do you know of any time when girls in your family weren't treated the same as the boys? Explain what happened. Did the boys do anything to help? Did the girls end up getting the same as boys?



Picture Twenty-Three: As a boy, I know this is right.

- 1. Do you think that the boy and the girls in the picture know each other? Why or why not?
- 2. Why do you think the older girls on the left are smiling?
- 3. What do you think the younger girls on the right are thinking?
- 4. Bring in any pictures that show boys and girls together. Work with a partner or small group. Take turns describing your pictures. Who is in the picture? What are they doing? How are the boys and girls in the picture feeling? What are the reasons for their feelings?



Extension/Enrichment Activities



This activity would be appropriate for students in grades three or four who have stronger writing skills. Make sure the students have their own copies of the book and give them the following directions.



My Picture Story

Directions:

- a. Choose one picture in your book.
- b. Cover the words under the picture.
- c. Write your own story about the picture you have chosen. Answer these questions to help you to write your story
- 1. Who is in the picture?
- 2. Where was the picture taken?
- 3. What are the people in the picture doing?
- 4. How are they feeling? Do people have different feelings or one feeling?
- 5. Why do they have these feelings?
- 6. Why did you choose this picture?



Matching Stories with Corresponding Pictures

After students have finished Activity 27, have them turns reading their stories to the rest of the class. However, they do not identify which picture they've written about.

Make sure that the students have their books closed while the stories are being read. After reading their stories, have the presenters ask the class, "Which picture is my story about?"

After each picture story reading, the students then open their books and find the picture that has just been described.



Bringing Together Boys and Girls Clubs

Typically young children socialize in groups with friends who are the same gender. If there are segregated boys and girls clubs such as Boy Scouts, Girl Guides and other girl and boy groups in your school, have them work co-operatively on a charity project. Enlist the help of your school administrators, social workers, settlement workers, and psychologists to organize an event where young girls and boys have the opportunity to work and learn from each other.



Media Literacy: Computer Research Project

This activity would be appropriate for students in grades three and four who have some computer literacy. If you have access to a computer lab and subscription database, give the students these instructions.

(Please note: If your students are computer literate, have them create a short PowerPoint presentation using the pictures and information they have found.

Also, to differentiate instruction, students can do a short oral presentation using PowerPoint.)



Learning About a Country

Here is a list of the countries that are named in *As a Boy*.

Bangladesh Niger Guatemala Haiti Nepal Egypt

Zimbabwe South Sudan

Indonesia Laos Zambia Nepal Uganda Benin Peru Liberia India Myanmar Guinea El Salvador Burkina Faso Ethiopia Thailand Cambodia

Directions:

- 1. Choose one country from the list.
- 2. Use the computer to find four pictures of the country and the boys and girls who live there. Print out the pictures and put them on a big sheet of Bristol board.
- 3. Find one or two documents about the country that you are able to read and understand. Ask your teacher for help if you need it.
- 4. Read the document that you have found. Answer these questions about that country in your own sentences.

- a. What continent is the country in?
- b. How many people live there?
- c. What languages do people speak and learn in school?
- d. Can both boys and girls always go to school?
- e. If boys and girls sometimes can't go to school, why can't they?
- f. Do boys and girls go to school separately or together?

ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to info@secondstorypress.ca.

FEEDBACK

Let us know about your experience using this guide by completing a short online survey: https://www.surveymonkey.com/r/CQHKZG5