

## **God Loves Uganda Lesson Plans**

**Grade 12**

### **Key elements**

Concepts and terminology of social justice, e.g., anthropocentrism, discrimination, diversity, equity, equality, empowerment, ethics, hegemony, human rights, oppression, peace, prejudice, stereotype.

### **Activity**

Students will complete this activity to understand how complex oppression can be, and how oppression maintains the status quo.

[bctf.ca/uploadedFiles/Social\\_Justice/Issues/Homophobia/SociometryOfOppressionsLesson.pdf](http://bctf.ca/uploadedFiles/Social_Justice/Issues/Homophobia/SociometryOfOppressionsLesson.pdf)

### **Planned Learning Outcome (PLO) B1**

- Describe social injustice based on characteristics including:
  - age
  - marital or family status
  - mental or physical ability
  - political belief
  - race and ethnicity
  - religion and faith
  - sex
  - sexual orientation
  - socioeconomic status.

### **Activity**

Students will view the documentary *God Hates Uganda* examining the oppression of LGBTQ Ugandans who live under the threat of antigay law, American evangelical Christian groups, and fearmongering in national media.

### **PLO B6**

- Analyze social justice issues related to globalism and globalization.

### **PLO B2**

- Analyze causes of social injustice.

### **Activity**

Students will complete a viewer response to the documentary that reflects their understanding of the oppressed group and the implications of globalism/continuation of colonialism.

### **PLO A5**

- Assess how belief systems can affect perspectives and decisions in relation to social justice issues.

**Activity**

Students will watch the video [www.youtube.com/watch?v=sXUm5y43iYI](http://www.youtube.com/watch?v=sXUm5y43iYI).

Students will generate a list of their questions in response to viewing *God Loves Uganda*.

**PLO C3**

- Implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue.

**Activity**

Students will research and outline a plan for responsible action on the oppression of LGBTQ people in Uganda, including steps such as the following:

- Identify competing or conflicting perspectives and rights.
- Identify realistic options for participation (e.g., launching an informational or advocacy campaign, volunteering with existing service groups, organizing a letter-writing campaign, consulting elected officials, making presentations to community groups, organizing workshops or forums, creating and presenting a drama, creating a public service announcement video, launching a website, creating a podcast).
- Assess each alternative and its potential results in terms of considerations such as risks and benefits, intended structural change or long-term results, real needs and wants of those affected, and personal growth. Articulate a detailed plan for addressing the issue or problem, including:
  - a timeline for each component
  - resources to carry out the plan (e.g., personal, financial).

### Skills and processes

- Apply critical thinking—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgements about a range of issues, situations, and topics.
- Demonstrate knowledge of the challenges faced by Aboriginal people in Canada during the 20 century and their responses to residential schools, reserves, self-government, and treaty negotiations.

### Activity

**Topic:** Colonialism through history

**Issue:** Changing the face of systemic colonialism

Compare the experiences of Ugandans who self-identify as LGBTQ with the experiences of Indian Residential School (IRS) survivors wherein individuals' rights have been removed as part of a systemic culture of erosion of rights.

Students will watch the following documentaries:

- *We Were Children* [www.aptn.ca/wewerechildren](http://www.aptn.ca/wewerechildren)
- *God Loves Uganda*.

### Skills and processes

- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration.

### Activity

Identify attributes associated with active citizenship, including:

- ethical behaviour (e.g., honesty, fairness, reliability)
- open-mindedness
- respect for diversity
- empathy
- questioning and promoting discussion
- tolerance for ambiguity
- individual and collective responsibility
- remaining informed over time
- advocating responsibly for own and others' rights
- ongoing examination and reassessment of own beliefs
- willingness.

Students will choose two or three attributes of active citizenship, and either individually or in groups, create a Venn diagram to act as a lens through which to explore the images and themes highlighting the experience of IRS survivors and Ugandan antigay laws.

