

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

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.

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
- *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.

