

Lesson Plan Guide: *Amani the Boda-Boda Rider*

OVERVIEW & PURPOSE

Amani the Boda-Boda Rider by Paul Sutherland is a story about a brave girl who persists in seeking her dream. The setting of Uganda, Africa provides a fresh, new, less known story of hard work rooted in African culture. It's a story that has the potential to teach your child so much: East African culture, hard work, coping skills, important historical figures, grit, and literary terms. There are so many opportunities for you to explore specific themes that all children and students relate to. These lessons provide both parents and teachers a structured way to present the themes found in the story. Additionally, each lesson provides time and space for you to guide your child through personal reflection activities.

How to use these lessons:

As an experienced teacher and an always-learning mother, I know that how you create meaning out of text highly depends on your audience. All the lessons provided are lessons that I would use in my own secondary classrooms, or with my own young children. While the topics and themes you could discuss with your classroom and child are the same, the delivery would certainly be different. I truly believe that the lessons provided can be used on children of all ages, and children in any context. As you review this lesson plan guide, I strongly encourage you to focus on how you can use all or part of the lesson for your child, children, or students. In my own experiences, I know that flexibility is tantamount to being an effective educator. So, be flexible! These lessons are meant to be used either verbatim, or as an inspirational starting point. There is meaning in this text already that appeals to all ages, but *how* you create that meaning is up to you as a parent or teacher to decide!

The lessons provided are written for an elementary classroom teacher. However, each lesson and activity can very easily be adapted to be used between a parent and child, or a secondary classroom. If you are a teacher, I suggest that you follow the activity procedures I have provided. Every class is different, so adjust these lessons to meet the needs of your group.

If you are a parent, I strongly suggest you focus on the "Activity in a Nutshell" procedure. Instead of delivering content to the masses, you have the opportunity to shape this content to meet the needs of your child. It's a great opportunity to share your experiences, to teach about new ideas, and to explore a new topic in a fun way. You also have the flexibility to touch on all of these lessons for as little or as long as you want. However you decide to adapt the lessons to fit the needs of your child or family, I encourage you to remember that you are your child's greatest teacher! Whatever you teach your child from this story will be of value and importance. So even if you're not a trained teacher, or feel uncomfortable at times, I encourage you to work hard for your child, just like Amani does for herself!

Amani the Boda-Boda Rider: Lesson Plan Guide

Lesson 1: Where Do Heroes Live?	Lesson Plan Procedure:
<p>Quickview:</p> <ol style="list-style-type: none">1. Students draw and describe where they live.2. Students learn the term “setting.”3. Students evaluate the setting of <i>Amani the Boda-Boda Rider</i> through re-reading the text and/or illustrations from the book.4. Students determine where they live on a map, and where Amani lives on a map.5. Students compare where they live to where Amani lives. <p>Common Core State Standards:</p> <ol style="list-style-type: none">1. CCSS.ELA-LITERACY.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.2. CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <p>Learning Objectives:</p> <ol style="list-style-type: none">1. Students can define the term “setting”2. Students can identify where they live on a map.3. Students can identify Uganda and Africa on a map.4. Students can compare and contrast where they live with the character in the book. <p>Materials Needed:</p> <ol style="list-style-type: none">1. World map (either projected via Google Earth, or handout)	<p>Lesson Plan Procedure:</p> <ol style="list-style-type: none">1. Distribute setting handout to all students. Place the handout “setting” side up.2. Ask all students to close their eyes and think about where they live. Ask them to pay attention to where things are placed, what is outside, what colors things are in their homes.3. Once you have given students ample quiet think time, ask them to briefly sketch where they live. This can be their homes, buildings, towns, cities, etc... If a student struggles to think of what to draw, ask them to draw their school. Set a timer for 3-4 minutes.4. Ask students to share their drawings with their partners. Ask partner 1 to go first. When you say “switch” it will be the next partner’s turn. Encourage them to be as descriptive as possible.<ol style="list-style-type: none">a. While students are describing, walk around and take notes of any descriptions that stand out to you. Make sure you write the student’s name.5. Once both partners have shared their drawings and descriptions, share some of the great descriptions you heard. Be sure to credit the creator by adding the student’s name to the description.6. Next, write the word “SETTING” on the board.7. Tell students the word “SETTING” means the place and time where a story occurred.<ol style="list-style-type: none">a. Ask students to repeat the definition either in partners or chorally as a whole class.b. Ask students to think of their favorite movie. Once they’ve had thinking time, ask students to report the setting of their favorite movie to their partners.8. Next, ask students to evaluate pages 1-3 of <i>Amani the Boda-Boda Rider</i>. You can either project these pages on your screen, or ask students to share the books in partner groups. Ask students to use any words they recognize from the text, and the illustrations to help them.9. Once students have had the opportunity to discuss the setting of the story, ask for students to share what they determined with the entire class. As students share, write their responses on a whiteboard or XL post-it. It will be important for students to have the words written in front of them.10. Once the class has shared their responses and you’ve created a class list, display a word map.11. Ask students to stand and either:<ol style="list-style-type: none">a. Point to where they live (if they know this).b. Create a line and touch where they live on the map with your guidance.12. Now, show them where Amani lives in Kampala, Uganda, Africa. Point out any continents or oceans in between. If you have the capabilities to use Google Earth, or if you’ve made a slideshow of images of Kampala, now is a great time to show them to students. Then, describe all the ways you could get there from where you live.<ol style="list-style-type: none">a. Ask students to stand again and point to where Amani lives, or have them touch where Amani lives.b. Ask students to report to their partners how they might travel to Uganda (ex: by boat across the Pacific, by plane over the Atlantic, etc...).13. Ask students to turn their handout over to the “setting” comparison Venn Diagram.

<ol style="list-style-type: none"> 2. Pencil 3. Where Do Heroes Live? Graphic organizer 4. <i>Amani the Boda-Boda Rider</i> by Paul Sutherland 5. Optional: Google Maps or images of Kampala, Uganda 	<p>Explain to students that it's their turn to compare where they live to where Amani lives. Encourage students to use the list of ideas that you wrote on the board to help them.</p> <ol style="list-style-type: none"> a. Ask students to work individually first. They can draw or write their ideas. b. Once students finish the Venn Diagram, ask students to share in partners. Ask partner 2 to start until you say switch. <p>14. Lastly, ask students to share their responses for the whole class.</p> <ol style="list-style-type: none"> a. Tip: one way I like to foster classroom community and engagement is to ask students to give a thumbs up or peace sign if they also wrote/drew what the student who just shared did. This allows students to feel connected, empowered, and engaged while they listen to others.
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<p>Lesson 2: Dreams and Discrimination</p>	<p>Procedure:</p>
<p>Quickview:</p> <ol style="list-style-type: none"> 1. Students identify a personal goal or dream. They write or illustrate this dream. 2. Students (unknowingly) participate in an activity that illustrates what discrimination can look and feel like. 3. Students discuss the feelings associated with the activity. 4. Students analyze how Amani was discriminated against, and they identify ways she copes with discrimination. 5. Students think of or learn about examples in which others have been discriminated against. 6. Students brainstorm ways to cope with the feelings associated with discrimination. Whole class thinks of concrete actions to take (or not take) to cope. 	<ol style="list-style-type: none"> 1. Distribute to students: a colored square paper and the Dreams and Discrimination graphic organizer. Ask students to leave their squares on their desk. Distribute the colors at random. 2. Very excitedly ask students one of any of the following questions: <ol style="list-style-type: none"> a. How many of you have a dream or goal of doing something extra special? b. What if money, time, or anything else did not stop you from doing something amazing... what would you do? c. What is something that you want to try or want to be that you secretly think about? d. What would you do if there were no limits? 3. Once students have become excited by these questions, ask students to draw their response to one/any of the questions from number 2 in the "Dream Cloud" on their organizer. <ol style="list-style-type: none"> a. Tip: if students are struggling to think of something, ask them to draw what job they would like to explore or have. b. If students are still struggling, assign them an ambitious job (first doctor in space, learning the language of animals, creating a new fruit, etc...) 4. Ask students to share their dreams with partners. 5. Ask students to share their dreams to the whole class. While they share with the whole class, ask them to stand. Ask students to clap twice once someone has shared. 6. Next, ask students to hold up their colored square. Then, simulate an activity that will clearly demonstrate discrimination. Choose one color to be the "privileged" color. Then... <ol style="list-style-type: none"> a. Tell all students with the privileged color that they can... <ol style="list-style-type: none"> i. Get out of their seats. ii. Talk while you're talking. iii. Eat snacks in class (or give them a piece of candy). iv. Have extra recess time v. Have extra time on electronics vi. Continue this with any other incentives your school offers.
<p>Common Core State Standards:</p> <ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges. 	

2. CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

Learning Objectives:

1. Students understand what the term discrimination means.
2. Students can find solutions for coping with discrimination.
3. Students can create a personal goal.

Materials Needed:

1. Two different colored paper squares. Enough squares so that each student will get one square total (Example: red paper and blue paper, cut into squares).
2. Dreams and Discrimination graphic organizer
3. Pencil
4. *Amani the Boda-Boda Rider* by Paul Sutherland
5. Optional: create a brief slideshow of historical photos that are meaningful to your group of students that demonstrate discrimination (ex: If I live in the United States, I might find a picture of the enactment of the Jim Crow laws in the south... If I live in Saudi Arabia I might find pictures that show women who can not leave the home without a male, etc...)

***While you are doing this, monitor the students who have the “non-privileged” color. If any students are in distress whisper in their ear that it’s a joke, or not serious, but not to give away your secret.

*** Pay attention to the mood and attitude of your students while this activity happens. It’s okay for students to be uncomfortable, but if many students begin to get upset, stop the activity immediately.

7. After you’ve simulated the activity, collect the squares. While collecting, tell students that you did this on purpose, and that nothing that you said was really true.
8. Ask students to recall what happened with a partner or small group.
9. Ask students to share what they discussed with their partners/groups. Students should come to the following conclusions independently, or with your help:
 - a. If you had a certain color, you got to do certain things.
 - b. The things the students with the privileged color got to do were fun and beneficial to them.
 - c. It was hard to be a student with a non-privileged color.
 - d. Some students with privileged colors were confident, happy, and boastful. Students with non-privileged colors felt left out, sad, quiet, and that the situation was unfair.
10. Explain to students that discrimination is when people decide that one group of people is “better” or “worse” based on their race, age, sex, religion, etc...
11. Ask students if they know of any examples of discrimination.
12. Once students have shared, share some other examples of discrimination. Be sure to select examples ahead of time that will appeal to your group of students, and will challenge them.
 - a. Example: If I teach in an impoverished, rural area I might choose an example that is relatable to my students AND I might choose an example that challenges their communal norms or beliefs. Both examples are equally important. Your examples can be historical or current.
 - b. If you can, present a photo slideshow that will clearly depict these examples.
13. Next, read pages 3-11 from *Amani the Boda-Boda Rider* to your class.
 - a. Tip: If possible, ask students to open to the same pages, and follow along with you in their own copies of the book.
 - b. Tip: To increase student participation, read the majority of the text, but tell students that when you stop reading a word, that they should read the next one word in a normal voice. View the example below.... Students read the italicized text, teacher reads bold text.
 - i. Example: **But Amani’s dream was to become a boda-boda rider, even though she stood alone.**
 - ii. Students read the non-bolded words.
14. Ask students to quietly complete the questions about this text on their “Dreams and Discrimination” graphic organizer.
15. Once students finish their responses, ask them to share with a partner.
16. Next, review students’ responses as a class. Praise any thoughtful and accurate responses. Focus particularly on the last question and how Amani responds to people who tell her that her dream is not possible because she is a girl.

17. Next, remind students that at the beginning of the lesson, they had a dream or a goal that they drew about. Ask them to think of two ways they might respond if they were discriminated against in the “Solutions” column.
18. Lastly, ask students to share their solutions. Encourage students to add solutions that they didn’t think of.
 - a. Tip: praise peaceful, thoughtful solutions that students created
 - b. Tip: if students think of any negative, destructive, or violent solutions discuss why this is not a good solution. Remind students that this is a great example of what not to do.
 - c. Tip: if no students provide negative, destructive, or violent solutions then you can ask them why examples of these types of solutions are a bad idea. Make sure to focus on the consequences and outcomes.

Lesson 3: Goals and Grit

Procedure:

Quickview:

1. Students will reflect on difficult tasks that they have accomplished.
2. Students will re-read the middle of the story.
3. Students will recall the important plot events by recounting the major steps Amani took to accomplish her goal despite the discrimination she faced.
4. Students will work together to complete a tedious challenge.
5. Students will reflect on ways to assess and overcome challenges.

Common Core State Standards:

1. CCSS.ELA-LITERACY.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2. CCSS.ELA-LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges.
3. CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

1. Introduce this lesson by reminding the students of the following concepts discussed so far:
 - a. First we learned that the setting of the Amani story is in Kampala, Uganda, Africa. We learned that we can get there by...
 - b. Next, we learned about a brave, determined girl named Amani who wants to be a boda-boda rider, but she faces a challenge. The challenge is that girls in Uganda face discrimination: they don’t ride boda-bodas.
 - c. Lastly, we discussed solutions for coping with discrimination. We talked about ways we can handle discrimination, and ways that we should not handle discrimination.
 - d. Today, we will learn how Amani ultimately achieved her goal. We will also learn how we can make a plan to accomplish challenges or goals in our own lives.
2. Next, ask students to quietly think of something they’ve learned how to do that is hard. Feel free to provide personal examples. Then, allow students at least one minute of quiet time to think.
3. Ask students to write their accomplishments on the board or XL Post-It. Invite 4-6 students to the board at a time. Stand at the board and assist students with spelling, spacing, etc...
 - a. While students are writing their accomplishments on the board, ask the other students to review the parts of the story they’ve read so far in pairs. They can either verbally discuss what they remember, or if they have copies of the story, ask them to re-read/review illustrations on pages 1-11
4. Once students have all written a difficult task that they’ve accomplished, read some out loud. Offer praise and awe to your students’ accomplishments.
5. Next, read pages 12-38 out loud to your class. If students have copies of the book, ask them to follow along.
6. Once you’ve read pages 12-38, use the Amani Grit and Goals organizer to review major events in the plot. Specifically focus on the steps that Amani took to achieve her goal of

4. CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

Extension Activity:

1. CCSS.ELA-LITERACY.RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
2. CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Learning Objectives:

1. Students can recall the major plot events in a story.
2. Students will collaborate to complete a classroom challenge.
3. Students will reflect on ways to cope and work through difficult situations.

Materials Needed:

1. Amani Grit and Goals Graphic Organizer
2. Pencil
3. *Amani and the Boda-Boda Rider*
4. A long rope or stick (mop/broom stick), two chairs or desks -OR- 3-4 puzzles that are 50 pieces or less → see step 1 to determine what is best for your group of students.
5. Whiteboard and markers -OR- XL Post-It notes with washable markers

becoming a boda-boda rider.

- a. This activity can be done as a whole class, in small groups, partners, or individually based on your class's experience with such tasks or your class's current learner behaviors and aptitudes.
 - b. If done in groups or individually, you should review their work as a class before moving on.
7. Now that students have realized that Amani took concrete steps to achieve her goal, tell your class that they will now need to achieve a goal together. Choose one or both of the following tasks to complete with your class. Tell them that you **will not** assist them in accomplishing this goal.
 - a. **Option 1: Electric Fence.** Position a rope or stick on two chairs or desks. It should ultimately be around waist height for your students. Then tell them: everyone must cross the electric fence without touching it. You must also be touching one classmate at all times. If a student is no longer touching a classmate, or if a student touches the electric fence, you must start over.
 - b. **Option 2: Puzzle Party.** Divide your students into the same amount of groups as you have puzzles (if you have 3 puzzles that are 50 pieces or less, divide your class into 3 groups). Give each group a puzzle. Take 5-7 pieces from each puzzle, and give them to a different group (yes, mix up puzzles). Tell students that they need to finish the puzzles in a certain amount of time (20-25 minutes). Tell them some of their puzzle pieces are mixed with other groups. Encourage them to work within their group to choose roles: puzzle workers, puzzle piece finders.
 8. Once students have completed the activities, and/or your class runs out of time, ask them to return to their normal learning seats/setting. Ask students to reflect as a class about the challenge(s):
 - a. Was it hard or easy?
 - b. What made it hard or easy?
 - c. Did anyone step up to lead?
 - d. What were some strategies your group tried to use?
 - e. What were some successes you had?
 - f. Did you learn anything unexpected?
 9. Relate this challenge back to Amani's challenge. Remind students that Amani did not give up. Amani continued to try new things, seek out help, and learn new skills in order to achieve her goal.
 10. Complete the "Goals and Steps" portion on the "Grit and Goals" organizer. Ask students to think of one way they can work toward their goal.

EXTENSION: Think of a historical figure who worked hard to achieve a goal despite the discrimination they faced. Obtain an informational article or book meant for children about the person. Some of my favorite resources come from my local library or Britannica Kids. Read an informational text about the person and compare how he/she took concrete steps to achieve their goal like Amani. Make a list like we did with Amani's plot steps, or make a Venn Diagram like we did to compare our everyday places to the setting of Amani's story.

Some examples of people you could choose: Ruby Bridges, Malala Yousafazi, Barack Obama, Sandra Day O'Connor, Gandhi, Jackie Robinson, Nelson Mandela, Harvey Milk, Muhammad Ali, Dolores Huerta, Ko Un, Samuel Cotton, and Ayaan Hirsi Ali.

Lesson 4: Mysterious, Meaningful Work

Procedure:

Quickview:

1. Students will re-read a section of the story and evaluate the ways in which Amani helped her community.
2. Students will learn about a historical figure who served their community in a large way.
3. Students will select one of Amani's boda-boda deliveries and write a narrative about how that delivery impacted her community in a positive way.

Common Core State Standards:

1. CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2. CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
3. CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

Learning Objectives:

1. Students will review and record plot details, specific to Amani's work.
2. Students will analyze how one person can be a catalyst and make a difference.
3. Students will create a narrative based on one of Amani's boda-boda jobs. They will use their imaginations to complete part of Amani's

1. Review the messages students have taken away from Amani's story so far:
 - a. She's a brave girl living in Kampala, Uganda, Africa. Because she is a female, she faces discrimination while trying to pursue her dream of becoming a boda-boda rider. She copes with her feelings and takes concrete steps to achieve her goal. Now, she has achieved her goal and gets to live out her dream.
2. Re-read pages 40-49 as a class.
3. Ask students to complete the list of Amani's deliveries on the "Mysterious, Meaningful Work" graphic organizer. Students can do this individually, in pairs, or in small groups.
4. Review all the deliveries Amani made as a class. Create a large, visual list of the deliveries she made.
5. Ask students to clear their learning spaces and write the name: MAURICE HILLEMAN on the board. Then ask students:
 - a. Does anyone know who this person is?
 - i. Allow students to guess if they'd like. It is highly unlikely that they will.
 - b. Next, ask students "How many of you know what a vaccine is?"
 - i. Allow students to share and define the term vaccine.
 - ii. Explain how vaccines have saved thousands of lives.
 - iii. Use influenza or the COVID-19 pandemic as an example.
 - c. Tell students that Maurice Hilleman is the creator of dozens of vaccines that have saved lives. Then...
 - i. If you have technology, have students watch "Maurice Hilleman, The Man Behind the Science." Stop the video every few minutes to check for understanding... this video was not specifically made for younger children, so this is a necessary step.
 - ii. If you do not have technology, either tell the story of Maurice Hilleman, or choose another important person who impacted many people. Be sure to select someone that is not well-known. It's important that students understand their work can impact people they'll never know.
6. Tell students that Hilleman, like Amani, chose to do a job that would in turn affect thousands of people he would never meet. Amani and Hilleman's jobs seemed small, but they caused chain reactions that helped many people.
7. Next, ask students how Amani could have impacted others. Discuss the following questions as a class or in pairs:
 - a. What did the Nyaka School do with her books? What happened to the lion cub she dropped at the conservation in Nairobi? What exactly did that farmer do with those two cows? Who were the people harvesting tea, and how did they feel when they saw a girl riding a boda-boda? How did Amani inspire them?
8. Explain to students that Amani's deliveries could have had large impacts. Now, it's their turn to complete Amani's story.
9. Students should select a delivery that Amani made... use the list you made as a class in Step 4.

<p>narrative.</p>	
<p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Mysterious, Meaningful Work Graphic Organizer 2. <i>Amani the Boda Boda Rider</i> 3. Pencil 4. Technology to play a YouTube video: "Maurice Hilleman, The Man Behind the Science" <ol style="list-style-type: none"> a. If technology is a challenge, think of and be able to tell the story of someone who did small things, yet affected many people in a positive way. Attempt to choose a person who is not well-known, but made a large impact on humanity. 	<ol style="list-style-type: none"> 10. Then, students should complete the Mysterious, Meaningful Work comic strip. Students should tell the story of what happens to the delivery after Amani makes it. <ol style="list-style-type: none"> a. Example: The matooke goes on to feed a child who invents a way to quickly recycle plastic, which ends up slowing down global warming. 11. Once students finish their comic stories, allow students to share in partners or small groups. 12. Finally, display all students' comic strips on their desks. Allow students to have a gallery walk and view their peers' comic strips. Direct students to walk around the room in a clockwise manner, reading their peers' stories. 13. Finally, determine if any student created a story that impacted massive amounts of people in a realistic way. Praise those students for their creative, thoughtful comic strips. If your classroom allows, hang the comic strips in a place where students can continue to reference them.

<p>Lesson 5: Helpful Heroes</p>	<p>Procedure:</p>
<p>Quickview:</p> <ol style="list-style-type: none"> 1. Students will define hero. 2. Students will re-read the conclusion of Amani's story and recall how her community members view her as a hero. 3. Students will research the heroes alluded to in the story and complete a basic graphic organizer to record their findings. 4. Students will create a poster of themselves as a hero. It will include their accomplishments. <p>Common Core State Standards:</p> <ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2. CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. 	<ol style="list-style-type: none"> 1. In partners, ask students to define a hero. 2. Ask students to share their discussion points with the class. Create a list of the qualities students name. Post this list somewhere in the classroom for later use. 3. Re-read pages 50-53. Before you read, ask students to make note of how Amani's community members view her as a hero. 4. Ask students to complete the "Reasons Amani is Viewed as a Hero" list on the "Helpful Heroes" graphic organizer. <ol style="list-style-type: none"> a. This activity can be done individually, in pairs, or as a class. b. If this activity is done individually or in pairs, review student lists. Ask students to add examples they missed to their list. 5. Next, break students into small groups or pairs. Tell them that the author of this story included the names of many, many heroes in Amani's story. Today, students will be researching the question: What makes the included people in this story heroic? 6. Students will then use the internet or pre-selected sources by the teacher to answer the question for each person. Students should record their findings on the "Helpful Heroes" research organizer. 7. Once students have finished this task, review all the information as a class. Ask students to add any information to their findings. 8. Now, remind students that during their study they've learned a lot of things, like... <ol style="list-style-type: none"> a. How Amani overcame discrimination to live her dream b. How people can take concrete steps to work toward a goal c. How one person can affect many people

Learning Objectives:

1. Students will determine traits of a hero.
2. Students will research important heroic figures that are alluded to in the text.
3. Students will envision themselves as a hero.
4. Students will create a poster that projects themselves as heroes.

Materials Needed:

1. *Amani the Boda Boda Rider*
2. The "Helpful Heroes" graphic organizer
3. Research capabilities → students will either need access to the internet via a computer, or teachers will need to obtain a resource for students to read about each hero. Local libraries and Britannica Kids offer great resources for the heroes discussed.
4. Optional: Hero Poster Template
5. Optional, but strongly suggested: Create an example poster of yourself as a hero. This will give students a vision of what their end project should look like. It will also help you to foresee any questions that could arise. Most importantly, it will help you to help students through the process.

- d. That many heroes, big and small, known and unknown, exist in our world
 - e. Every person can be a hero if they use their gifts and grit
9. Finally, introduce the final project of this unit. Tell students to envision themselves as a hero for the hard thing they accomplished in lesson 2, or for the dream they had in lesson 1. Then, tell them that they will create a poster of themselves as a hero. Their poster must include:
- a. A self-portrait
 - b. At least 3 descriptions of why they are a hero
 - c. An illustration that shows how they are a hero (Ex: teaching a sibling how to read a book).
 - d. Tip: be as open-ended about the self-portrait and visuals as possible. If students want to use a picture... let them! If they want to paint or draw or collage... let them! However, do not compromise on the content. Be sure that students have a written description of how they are a hero.


Graphic Organizers

The following pages contain graphic organizers that match each lesson. Each organizer consists of two pages, which can be printed on both sides of one piece of paper.

Tip: If you're working with students in upper elementary or secondary levels who demonstrate independent learning levels, remove the sentence starters from activities to elevate and challenge your students.

My Daily Setting

Directions: A setting is the time and place of a story. If your life today were to become a story, what would your setting be? Draw where you live and spend time below. Include as many details as possible!

A large, empty rectangular box with a dashed black border, intended for drawing the student's daily setting.

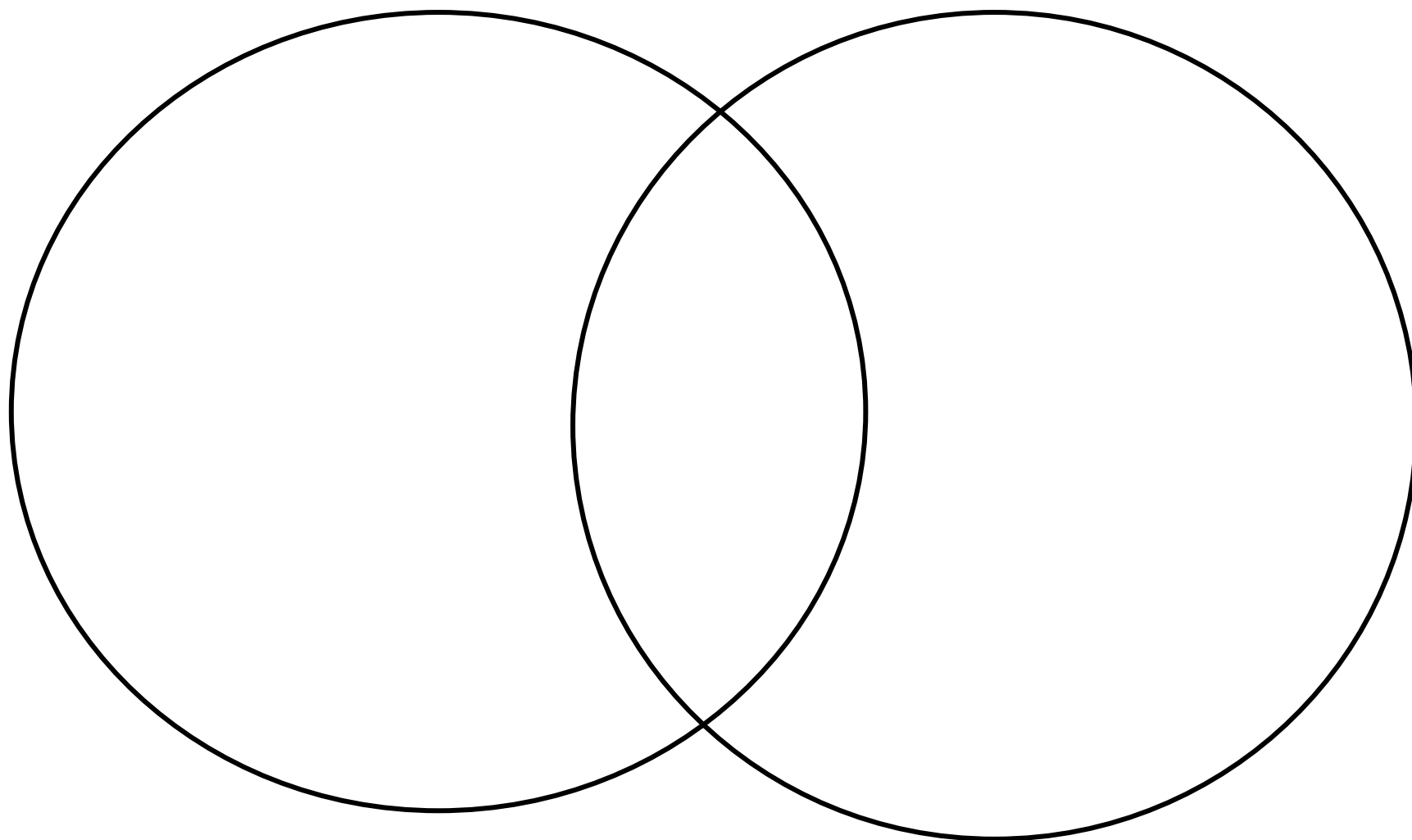


Compare and Contrast: Amani's Setting

Directions: Compare and contrast where you live, and where Amani lives. If you and Amani have things in common, write or draw those details where the circles overlap. If you and Amani have any differences, write or draw those details where the circles stand alone.

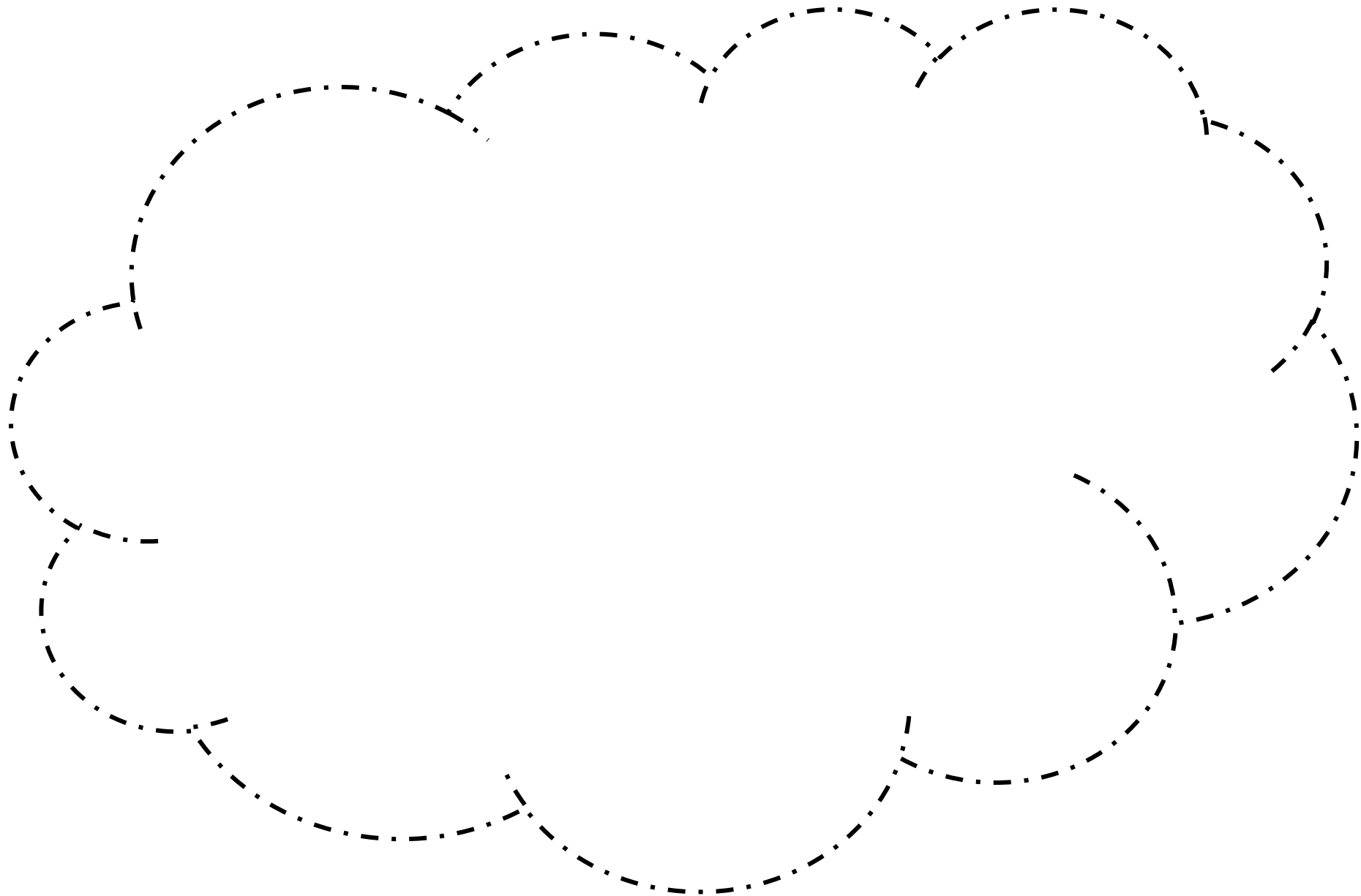
Amani

Me



My Dream Cloud

Directions: Draw or write about a dream you have. Remember, dreams have no limits!



Directions: Read pages 3-11 of *Amani the Boda-Boda Rider*. Then, complete the following questions. Write full sentences with detail.

1. What is Amani's dream? _____

2. What does Amani's dad say when she tells him her dream? (3)

3. Why do Amani's brothers tell her she can't be a boda-boda rider? (4)

4. What happens at Amani's school? (5-6)

5. What does Amani think of being after her family tells her she can't be a boda-boda rider? (7-8)

6. How does Amani react to people who tell her she can't be a boda-boda rider? What does she do?

Solutions

How can I deal with discrimination?

How can I help others who are being discriminated against?

Amani's Grit

Directions: Re-read pages 12-38 of *Amani the Boda-Boda Rider*. Then, complete each sentence that tells how Amani worked hard to reach her goal. Each step that Amani takes toward her goal, helps her to have grit.

Even though her family tells her she can't be a boda-boda rider, Amani still works toward her goal and dream.

1. First, Amani **listens** to her _____ who tells her many _____ of when he was a boda-boda rider (12-18).
 2. Then, she **asks** her grandma and grandpa: "Do you think _____ that girls can't be boda-boda riders?" (19).
 3. Next, grandma and grandpa help Amani **seek information and** _____ from religious leaders about her question. They all tell Amani "_____,", she can be a boda-boda rider (20-23)!
 4. Then, Amani **prepares** and _____ to be a boda-boda rider (25).
 5. One thing she does, is **learn how to** _____ (25-9).
 6. Finally, Amani's grandpa surprises her with a _____-_____ (31).
 7. Amani **practices** how to drive her boda-boda through _____ and on a _____ (37, 38).
- All of the **bolded** words tell us what Amani **does** to work toward her goal. Write all the bolded words below:

My Goals, My Grit

Directions: Amani had to work hard to reach her goal and dream of becoming a boda-boda rider. What steps can you take to reach your goals? Write a goal you have on the left, and one step you can take to reach it on the right.

My Goal:	Steps I Will Take to Reach It:

My Goal:	Steps I Will Take to Reach It:

Amani's Mysterious, Meaningful Work

Directions: Re-read pages 40-49 of *Amani the Boda-Boda Rider*. Then, create a list of all of the things Amani takes to people, or delivers to people, on her boda-boda.

1. First, Amani carries _____ to the _____ (40).
2. Second, she carries a _____ of _____ for a manufacturer (41).
3. Then, she carries two big _____ for a _____ (42).
4. Next, she carries a master _____ to a game _____ (43).
5. She rode through vast _____ plantations (44).
6. Also, she got to carry the _____ and little _____ (45).
7. She carried a newly wedded _____ (46) and a great load of _____ and _____ (46, 47).
8. Finally, she even got to carry _____ cubs to an animal orphanage in Nairobi, Kenya (49).

Draw one of Amani's deliveries below:





Complete the Comic

Directions: Now that you've completed a list of Amani's work adventures, choose one that you enjoy most. Then, create a comic that tells us what happened to the thing(s) she delivered. For example, if Amani carried a jug of water, what happened to the jug after Amani dropped it off? Who drank it? What did the people who drank it do?

Amani the Hero

Directions: Amani can be called a hero for so many reasons! In the left column, list some reasons that you think that Amani is a hero. In the right column, list the reasons the men in Amani's community think she is a hero (pgs. 50-51).

Reasons I think Amani is a hero...	Reasons men in Amani's community think she is a hero... <i>(re-read the thought bubbles on pages 50-51)</i>
<ul style="list-style-type: none">★ _____★ _____★ _____★ _____	<ul style="list-style-type: none">★ _____★ _____★ _____★ _____

Amani's Heroes

Directions: Throughout the story *Amani the Boda-Boda Rider*, the author includes many people that Amani views as heroes. Using the information your teacher has provided, read about each hero, and then answer the research question in the right column.

	Hero	What did this person do to be a hero?
1.	Tawakkol Karman	
2.	Malala Yousafazi	
3.	Joan of Arc	
4.	Ellen Johnson Sirleaf	
5.	Nelson Mandela	
6.	Barack Obama	
7.	Desmond Tutu	
8.	Pelé	
9.	The Grand Mufti	
10	A Muezzin	
11	Pope Francis	

_____ : the Hero!



I am a hero because..._____

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