

Sprockets

Toronto International FILM
Festival for children
April 14-18, 2008

A great deal of thanks and appreciation goes out to our teacher committees who volunteer their time to assist in the development of Sprockets lesson plans.

Film Study Guide – Author and qualifications.

TITLE: Make It Real (To Me)

COUNTRY OF ORIGIN: *Australia*

RELEASE YEAR: *2005*

ORIGINAL LANGUAGE: *English/Swahili*

DIRECTOR: *Miles Roston*

RUNTIME: *54 Minutes*

CURRICULUM LINKS:

Health and Physical Education, Growth and Development, Grade 8
Health and Physical Education - Grade 11/12
Healthy Active Living Education- Grade 9/10

CATHOLIC School Curriculum
Religious Education - Grade 10
Catholic Family Life Unit - Grade 9

FOCUSING QUESTION:

In his quest for finding an answer to the question, "How can young people in Africa protect themselves from getting HIV?", how has being a part of a documentary project provided Kevin, the main subject in this film, with access to people and events the average African youth does not have?

SYNOPSIS:

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Recommended for Grades 9 to 12

The HIV pandemic in sub-Saharan Africa has orphaned millions of children. In Kenya, one such orphan set out to educate himself about HIV and AIDS and to find out what his country's government is doing to combat the problem. *Make It Real (To Me)* chronicles his story.

Orphaned at the age of ten, sixteen-year-old Kevin Sumba wants clarity about how to protect himself from HIV infection. However, he receives conflicting messages: some in his village say to use condoms, others say never to use them, while the mayor insists that abstinence is the key. So Kevin sets off for the capital, Nairobi, where he hears from other orphans and asks high-ranking government officials what they are doing to help those affected by HIV and AIDS. Meanwhile, Kevin's story is intercut with the work of his international peers who speak with researchers, activists, politicians, pharmaceutical-company executives, priests and religious leaders, revealing the successes and alarming gaps in the world community's response to AIDS and the crisis in Africa.

Informative, moving and even unexpectedly funny, *Make It Real (To Me)* is not only an insightful look at the AIDS epidemic through the eyes of youth; it is also an engaging portrait of a shy teenager who learns the power of speaking out and who inspires other youth to use their voices to effect change. This film is presented in cooperation with the Toronto chapter of Human Rights Watch, which is dedicated to protecting human rights around the world. Human Rights Watch is an independent, nongovernmental organization, supported by contributions from private individuals and foundations worldwide. For more information, please visit hrw.org

DIRECTOR'S FILMOGRAPHY:

MAKE IT REAL (TO ME) (2005)

14 MILLION DREAMS (2003)

ALIENS AMONG US (2002)

LAST CHANCE FOR PEACE: SIERRA LEONE (2000)

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PRE-SCREENING PREPARATION:

1. Background Information (Strongly Recommended)

Before screening this film teachers should review with students basic facts about HIV: What it is. How it is contracted. Choices and decisions young teenagers must make in order not get HIV.

2. Where in the World Is...

This documentary takes place in several different countries around the world. Students should have a general awareness of these countries. In pairs or small groups, have students locate one of the countries visited in the film and provide a short report (several main facts) for the class about the country. (Nairobi/ Nyumbani, Kenya; Thailand; Basel, Switzerland; Melbourne, Australia; New York, USA.)

3. Comparing Media

a) In small groups, have students create a diagram/web showing the similarities and differences between documentaries, dramas and reality television.

Consider: How does the structure/format differ in each type of show?

How do you know what is factual/fictional information?

How reliable is the source for information?

How is the message is conveyed in each type of show?

How are the scripts developed?

What are some of the differences in how the program is filmed?

b) Post drawings and compare each group's chart.

c) *Make It Real (To Me)* is labeled a documentary. After viewing the film, students could refer to their charts and highlight the ways in which the film bridged the different types of show.

4. Reliable Resources (Strongly Recommended)

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a) In small groups, have students list how they would go about to obtain information about how to prevent HIV (e.g. Internet, friends, relative, doctor, magazine, etc.).

b) Have the groups exchange their lists with another group. Ask students to rate from a scale of 1-5 how reliable/ useful/ accurate they think each resource might be.

c) Compare lists and compile one list of the top resources and explain why each resource received a particular rating.

5. Debating Issues

a) Divide the class into four groups, two groups of As and two groups of Bs. Regardless of their personal opinion, students should develop an argument to support the opinion assigned to their group.

A's are to defend the opinion that the best way for teenagers to prevent HIV is to abstain from sexual intercourse.

B's are to defend the opinion that the best way for teenagers to prevent getting HIV is to use condoms.

b) Allow students eight to ten minutes to discuss their point of view with their group and develop their arguments. Each person accepts responsibility to present one argument for the group.

c) Each group is given three minutes to state their argument for the class. Everyone in the group must speak during the sharing portion of the exercise either by making a statement, stating a fact, giving an example, sharing a diagram, reciting a quote, etc.

d) Have each student write a personal reflection of which argument they would share with a younger sibling and why.

POST-SCREENING ACTIVITY:

New Knowledge

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a) Have students reflect on one aspect of the film that surprised/affected them and jot their idea onto a piece of paper.

b) Ask one student to read their reflection and post it on a wall. Ask the class **Heading** the reflection might fall under (e.g. environment, daily life, education, poverty, etc.). Ask anyone else with a reflection that fits that heading to read their comment and post it.

c) Repeat process for part b) until all the students' reflections are listed under an appropriate heading.

d) Discuss how each of the categories impacts on the HIV situation in Africa.

CONCLUSION/WRAP UP:

What can you do to reach out to orphaned teens, like Kevin, living in Africa? Create an action plan.

ADDITIONAL RESOURCES:

1. All teachers in Ontario have free access to the **Grolier Online Passport**. To obtain a login password, teachers should contact their learning resource librarians or their school administration. This site offers a comprehensive overview of HIV in Africa. Categories of sources include Encyclopedia Articles, Media, News Feature Stories and Magazines.
2. Grolier Online Passport.
<http://go-passport.grolier.com/>
3. ADVERT. HIV and AIDS in Africa.
<http://www.avert.org/aidsinafrica.htm>
4. The World Bank Group. HIV/AIDS in Africa – ACTafrica.
<<http://go.worldbank.org/Q4XRS7VDC0>>

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5. Make it Real (To Me). HIV and AIDS around the World.
<http://www.makeitrealtome.com/abouthivaids.php>

6. ACT. AIDS Committee of Toronto.
<http://www.actoronto.org/>