

Intermediate Teacher Ideas for *Going on a Lion Hunt*

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Important things

The characters in this story live a style of home called a Rondavel, which have one room. If you lived in a one-room home, how would you fill it? Once you have an idea of what stuff you would need, pick five of the “things” and explain its importance. List five things that you have in your home that you would not need in your one-room home and explain those choices.

Point of View

Re-write the story in the first person, first from Thandi’s perspective, then from the point of view of another character such as Bulelani or Vuyelwas. How are the stories different. Do the characters feel different emotions? Why?

Changing history

How would this story be different if Thandi’s and/or Bulelani’s parents were alive?

Drama

In small groups, plan and act out a walk through your neighbourhood. What difficulties do some of your peers face? How can you show these difficulties in a short skit? What can you do to address some of these difficulties?

Ending

After discussing the effects of HIV/AIDS on these children, have students write an ending to the story of no more than a couple of paragraphs. Discuss how realistic the endings are. For example, is it realistic that a western donor provides resources for these children to live in more comfort? Is this a realistic solution for all such children?

Health

Ask students what they know about AIDS. What does it do? How is it transmitted? How can the risk of transmission be reduced? Do we have AIDS locally? Correct misconceptions.

Symbolism

Each reader’s spread in the book has a butterfly on it. A butterfly is alive, then looks dead, then emerges as something new/different/wonderful. Butterflies are often used as symbols of renewal and new life. How is such a symbol applicable to the content of this book.



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What symbol(s) could you use to say something about yourself? Design and draw a set of symbols that reflect you. Be prepared to explain what they mean.

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