

Primary Teacher Ideas for *Going on a Lion Hunt*

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Predicting

Before reading the book, read the title aloud. Ask students what they think the story might be about, noting their answers on chart paper. Show the front cover and ask the question again. Read the story. Ask the students what the story was about (you choose whether or not you will highlight the AIDS connection). Compare the answers from before and after reading the story.

Making Connections

The children in this story like playing together. They pick up rocks and sticks and explore with excitement. Can you think of a time when you did these sorts of things? Draw a picture of a fun time you had with friends. How is your experience the same as the characters in the story?

Respect

Thandi's family meet some friends who are a little different (no shoes, ripped clothes, reading a book instead of talking to them). Instead of being rude the family is respectful. In groups of four, have students create a short skit showing how they would like to be treated. You may choose to give them situations (eg. you don't have winter boots, you are new to the school)

Names

Without telling them that these are character names, have students created a pose for each of the names in the book (Hope, Joy . . .). Write names and their meanings on chart paper. Read the story and each time you read a character name, have students take their pose for that name.

Compare and Contrast

Do a picture walk through the book. As a group, discuss (recording on chart paper) what is the same and what is different between the way that characters live and they way the students live (type of house, animals in surrounding area, clothes . . .).

“Neighbourhood” Walk

If you walked through your neighbourhood, who would you meet? What challenges face them? Take students on a walk around the room, imagining you are in the neighbourhood. At certain stops have them imagine they have met somebody. Describe the person (older than your parents, your age, wearing ripped pants, hard to get along with . . .). Have them draw a person they “met” and describe how they can help them.



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