

SCHOOL GUIDE:

## HOME IS WHERE YOU FIND IT



### ABOUT THIS GUIDE

BYkids School Guides help educators expand student learning from passively watching a film to active, deeply personalized learning. Three Pathways provide questions for discussion, reflection or writing prompts, plus Problem/Project-Based Learning (PBL) activities to motivate and engage students, individually, in small groups or full class(es). Alignments to English Language Arts (ELA), Mathematics, Science curriculum standards plus CASEL's five Social Emotional Learning (SEL) competencies are included. We encourage you to customize the activities for your students' journeys through each BYkids film's themes and content. And for more resources, see [bykids.org/for-educators](https://bykids.org/for-educators) including our *Take Action, Talk with Your Kids* and new content that is added often.

BYkids believes that lived experience and story sharing are vital to educate the whole child, preparing and inspiring global citizens who see our shared humanity. As you adapt and use our BYkids activities, please share your discoveries and ideas with us at [education@bykids.org](mailto:education@bykids.org).

## **ABOUT THE FILM**

Alcides Soares, 16 years old, is one of the 500,000 children in Mozambique who has lost both parents to AIDS. BYkids Film Mentors, television producer Neal Baer (Law & Order: SVU) and movie director Chris Zalla (2007 Sundance Grand Jury Prize winner), mentored Alcides in camera work, directing and editing, helping him to tell his courageous story through film.

Filmed, directed and narrated by Alcides himself, HOME IS WHERE YOU FIND IT illuminates the ravages of AIDS for a whole generation in a way that is rarely seen in mainstream media—through the eyes of the child. Alcides brings us into his world as he tries to create a new sense of family - with friends, with his siblings who have been scattered, with strangers.

Alcides records intense conversations with his “grandmother,” an elderly woman who gives him a place to sleep in exchange for cooking, cleaning and caring for her small home. His friends share tearful memories of their parents. He interviews his sister, who didn't know that their father had died of AIDS. Alcides also interviews a friend, only to discover for the first time that his friend is also an AIDS orphan. He struggles to find his 13-year-old brother with whom he lost all contact ten years ago when their parents divorced. Alcides films their deeply emotional reunion where he tells his brother about the loss of both of their parents to AIDS. Alcides' film, personal and courageously insightful, is a valuable tool for understanding the deeper social and economic implications of AIDS.

“The camera opened my eyes to our world,” Alcides says in the film. Alcides' film opens our eyes to their world and to our world.

## **BACKGROUND**

AIDS-related diseases are fast emerging as a major cause of mortality among children in Mozambique. A growing proportion of all child deaths are a result of HIV-related illnesses. In 2012, UNAIDS estimated that 10,375 children under the age of 15 died as a result of the disease.

Many children with HIV infection do not gain weight or grow normally. Severe malnutrition, especially wasting, is highly associated with HIV, and current mortality rates for severely malnourished patients in most health facilities are high in Mozambique.

Children living with HIV suffer the usual childhood bacterial infections more frequently and more severely than uninfected children. These illnesses can cause seizures, fever, pneumonia, recurrent colds, diarrhea, dehydration and other problems that need urgent medical attention.

Food insecurity and insufficient knowledge of nutrition as well as low coverage of water and sanitation facilities and insufficient knowledge on hygiene practices put the health of HIV infected children further at risk.

In developing countries such as Mozambique, the difficulties in treating children with HIV or AIDS are compounded by the lack of medical facilities and technologies for early diagnosis of HIV, poor healthcare infrastructure and systems and insufficient skilled health staff.

## **ABOUT BYKIDS**

BYkids produces real-world films for kids, by kids. Talented young storytellers from around the world are paired with seasoned filmmakers to create powerful documentaries about their lives. In partnership with public television and education innovators, we share the films and their educational resources to help make global issues feel personal, relevant and actionable for millions of students. Our work serves as a catalyst for change, igniting important conversations and inspiring a new generation of social activists.

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## PATHWAY 1

### HOW CAN YOU SURVIVE POVERTY?

In HOME IS WHERE YOU FIND IT, BYkids filmmaker Alcides Soares reveals some of the challenges and the responses of AIDS orphans in Mozambique. They are left alone to fend for themselves and their siblings.

#### FROM THE FILM

*"What can I find for my siblings to eat? That's what I think about at night, and when I wake up. When I wake up in the morning, everybody looks at me waiting for me to do something. I feel so bad that I am responsible for five people. It's very difficult." –Alcides's friend Irenio*

#### DISCUSSION STARTERS

- How do you define "poverty"?
- What is the effect of poverty on Alcides and his friend?
- What do you need to survive? Explain.

#### SUGGESTED PROJECTS

- Create a character for a game, book or film, who is happy and only lives on \$1.20 a day. Where does your character find his/her happiness? What does your character do to make himself/herself happy?
- Compare and contrast the standard of living between Mozambique and the United States. Then build an annual household budget for a family in each country. How are the budgets alike? Different?
- Your school is serving as Chief Advisor to the United Nations for an international development summit. The theme is reducing poverty in developing countries. Mozambique is the model country. Do research and prepare a speech or presentation to recommend what the world should do.

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## PATHWAY 2

### WHAT IS FAMILY?

Alcides lost both parents to AIDS and has created family with Vovo, who he met 3 months before he made this film.

### FROM THE FILM

*"I am lucky to have Vovo. She took me in after everything happened. I cook and I clean and I push her to church everyday and she gives me a place to live. It is a mile and a half to church."*  
—Alcides

### DISCUSSION STARTERS

- How do you define "family"? What can you do to make a strong "family"?
- What are the most important qualities of family?
- As part of a family, what are each person's responsibilities?

### SUGGESTED PROJECTS

- Use any medium you (or your group) choose(s) to communicate what makes a family strong even when hardship happens. Share your presentation with the class.
- Create a Public Service Announcement for expectant parents, written from the baby's viewpoint. What should the new parents know about raising a child? What are some ways to build a strong family? How can obstacles be overcome when the family encounters them?
- Who is an important, key person that you consider to be part of your "family"? How have they helped you survive and grow? Film, write or perform an imaginary interview or conversation with them to say 'thank you.'

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## PATHWAY 3

### DISEASE AFFECTS EVERYONE.

#### FROM THE FILM

*"I don't like to tell anyone that I am just an AIDS orphan. People think that all AIDS orphans are HIV positive. People, you know, they discriminate against you. Not all orphans have someone to live with, to take care of them, but that's what we all want. Some live in shacks, some live on garbage dumps." —Alcides*

#### DISCUSSION STARTERS

- How does disease like HIV/AIDS affect a community?
- How can diseases like HIV/AIDS and others (e.g. malaria) be prevented?
- Why do people discriminate against those who have certain diseases such as HIV/AIDS? How can discrimination be stopped?

#### SUGGESTED PROJECTS

- With your group, research the current and historical data on AIDS or another disease in an African country and in the U.S. Create a presentation to compare and contrast the differences and similarities between the two countries. Add your recommendations for actions that the data suggest for both countries to take to improve the quality of life for those with the serious disease you researched.
- Alcides's story is the story of 500,000 AIDS orphans. What can you do to help children whose lives are impacted by disease? Select a disease or health issue and create a campaign to educate your community about it. If possible, use technology to help your campaign reach more children. How can you help to improve the health and well-being of others? What can you do to start a change for the better?
- Science and technology have made great strides in treating diseases, but prevention is important, too. Research ways to use science and technology to improve disease treatment and prevention. Explain specific examples. Share what you learned in a presentation using technology.

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## COLLEGE & CAREER READINESS ANCHOR STANDARDS

Dear Educator,

You and your students, in defining the creative and collaborative details of each Pathway and Project, will implement many different standards not limited to any one content area but focused on critical and rigorous, evidence-based thinking. Below are provided some College and Career Readiness Anchor Standards that appear in the majority of state PK-12 curriculum standards in ELA and Math, and in the Next Gen Science Standards, but you and your students will go beyond those limited standards. Also identified are Social Emotional Competency areas identified by CASEL, a charitable organization that has helped to lead the way in defining and evaluating social emotional learning. We hope you will share your experiences and ideas at [BYkids.org](http://BYkids.org).

### PATHWAY 1

#### ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS

CCRA.R.7 Integrating and evaluating the use of diverse media.

CCRA.W.7 Conducting research based on focused questions.

CCRA.W.8 Researching and using relevant information.

CCRA.SL.1 Preparing for and conducting successful collaborations.

CCRA.SL.2 Integrating information in and from diverse media.

CCRA.SL.4 Presenting ideas and knowledge clearly, and audience-appropriately.

CCRA.SL.5 Using digital media and data effectively in a presentation.

CCRA.SL.6 Adapting speech appropriately to the task.

CCRA.L.1 Using conventions of standard English in writing or speaking.

CCRA.L.3 & 5 Using nuanced language in context for meaning and style.

#### STANDARDS OF MATHEMATICAL PRACTICE:

MP2 Reasoning abstractly and quantitatively

MP3 Constructing viable arguments and critique the reasoning of others

## **PATHWAY 2**

### **ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS**

CCRA.R.6 Assessing how purpose shapes content and style.

CCRA.R.7 Integrating and evaluating the use of diverse media.

CCRA.W.2 Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.

CCRA.W.3 Writing narratives.

CCRA.W.4 Producing clear, organized writing to persuade.

CCRA.W.6 Using technology to produce writing and to collaborate.

CCRA.SL.1 Preparing for and conducting successful collaborations.

CCRA.SL.3 Evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCRA.SL.6 Adapting speech appropriately to the task.

CCRA.L.3 Using nuanced language in context for meaning and style.

## **PATHWAY 3**

### **ELA COLLEGE & CAREER READINESS ANCHOR STANDARDS**

CCRA.R.1 Reading to make logical inferences from text, and citing textual evidence to support conclusions.

CCRA.R.7 Integrating and evaluating the use of diverse media.

CCRA.W.1 Writing arguments in analyzing substantive topics using reasoning and evidence.

CCRA.W.2 Writing informative/explanatory texts to examine and convey complex ideas and information.

CCRA.W.6 Using technology to produce writing and to collaborate.

CCRA.W.7 Conducting research based on focused questions.

CCRA.W.8 Researching and using relevant information.

CCRA.SL.1 Preparing for and conducting successful collaborations.

CCRA.SL.2 Integrating information in and from diverse media.

CCRA.SL.4 Presenting ideas and knowledge clearly, and audience-appropriately.

CCRA.SL.5 Using digital media and data effectively in a presentation.

CCRA.L.1 Demonstrating command of standard English conventions when writing or speaking.

### **STANDARDS OF MATHEMATICAL PRACTICE**

MP2 Reasoning abstractly and quantitatively

MP3 Constructing viable arguments and critique the reasoning of others