STATION ONE
Bodily Kinesthetic: Directions for Walk n Talk

At this station you are instructed to GO FOR A WALK with your partners around the school (or even outside). Take a stack of cards from the ZOBMONDO box with you and read “Would you rather” questions – a game of making decisions. (15 – minutes)

As you read questions, argue what you would rather do. Pay attention to how you justify your decisions and who of you tries to convince others to think differently.

When you return, decide as a team a few “would you rather” questions that could be paired with Lost Boy, Lost Girl and decisions made by refugees worldwide. What are some real-world decisions that need to be made? Write your group’s thinking in the space below.
STATION TWO
Verbal, Linguistic:

At this station, create a word list of the 20 most important words you have encountered from reading *Lost Boy, Lost Girl* and/or the other course readings (there are no correct 20!). What are your words? Decide together and write them here:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20.

Do this part alone: When you are finished with your group list, choose any four of them. Write one of these four words in each of the four quadrants provided below. Then, to the right, write a paragraph that explains how the four words chosen relate to one another. Feel free to stretch your imagination and use the back if necessary. When you are finished, share what you wrote with others in the group and think about how this activity assesses your knowledge of vocabulary and the need for content knowledge.
STATION THREE

Visual/Spatial:

At this station are two activities that require your spatial/visual intelligence. In *Lost Boy, Lost Girl*, Dau discussed the childhood activity of sculpting cows (for a model of the cows, look at the photos he provided or those given here).

1. Your first task is to sculpt a clay cow to the best of your ability. Take a chunk of ready-to-dry clay and roll it into a ball. From there, work your magic, emulating the models provided.

2. Your second task is to work as a team to put together the provided puzzle. If you are successful, take the puzzle apart for the next team to try their hands. If you are not successful, do the same.

When you finish, reflect in the space below about these activities. Are they helpful to your learning? Do they have a place in your classroom?
STATION FOUR

This station asks you to think about music in relation to your reading of *Lost Boy, Lost Girl*. The task for your team is to create a playlist of 20 songs that might be used to highlight themes, ideas, learning, and thinking about Dau’s and Akech’s text. There is no playlist better than the other, but the choices you make should be justified.

You are free to use cellphones and/or laptops to locate songs/lyrics for your play list. You might need to use separate paper as you brainstorm but then use the space below to name your choice of songs. Be ready to defend them.
Logical-Mathematical:

This station requires you consult the website: Most Popular Refugee Camps at: http://storymaps.esri.com/stories/2013/refugee-camps/
This is a very recent website with much content.

As you peruse this website with your team, work on the “reading guide” provided.
STATION SIX

Intrapersonal: (working by one’s self)

Read “I Had To Learn To Live With Peace” by Alphonsio Deng.

Working alone, complete the K-W-L chart we began before reading *Lost Boy, Lost Girl*. Considering the personal essay and *Lost Boy, Lost Girl*, our class activities, and learning from Abu, Lossine, and Edem last week, bullet 10 specific details you’ve learned about refugees and/or the Lost Boys of Sudan.

Use a copy of the K-W-L chart provided.
STATION 7

Interpersonal (discussion/talk)

At this station, you will conference with Bryan about the final project for this course with ideas, questions, and collaborative dialogue.
Monday Night Station Exercises.

Step One: Name Your Team

Step Two:

Who are your members.