

LESSON PLAN

Title: Links Lesson Grade: 1
Subject: Social Studies Topic: Groups

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <p>✓ -demonstrate an understanding that within each group there are certain characteristics that bring people (local, national, and global) together.</p>	<p align="center">Assessment Tasks Product <input type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: observation for understanding and participation</p> <p>Recording Device(s): anecdotal records</p>
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<p>Resources: Teacher's Materials</p> <p>We recommend <u>Gestures: The Do's and Taboos of Body Language Around the World</u> by Roger E. Axtell Published in Canada by Wiley, 1997 ISBN 0-471-18342-3.</p> <p>This book (or others) is a great way to get culturally appropriate ideas for examples of different gestures that can be done during this activity. You can use any sort of gesture but ones that have actual reference to other cultures that you can explain to your class are most effective.</p>	<p>Resources: Learner's Materials</p> <p>Observations Skills</p>
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TEACHING / LEARNING

<p>Groupings: Whole Class</p>	<p>Strategies/Prior Knowledge: Games, Discovery, Discussion, Critical Thinking No Prior Knowledge Necessary</p>
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<p>Steps:</p> <ol style="list-style-type: none"> 1. Chose one person to be 'it' and send them out of the room. Have the other students do a subtle action - ie. not making eye contact or switch yes and no head cues (see teacher resources for more examples). When 'it' returns he will try to figure out the cue by observation. 2. Once it makes his guess chose another it and continue this process for a while so that many people get to be 'it' and so many different examples are shown. 	<ol style="list-style-type: none"> 3. Explain that different cultures have different rules and gestures. Discuss how this links members of that group and how it excludes outsiders. 4. Discuss gestures we have in Canada that link us as a group and how that might confuse new comers. 5. Brainstorm other ways that link groups together such as religion, beliefs, dance, language, music, geographic area, ethnicity, gender etc.
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LESSON PLAN

Title: Communication Makes It Happen Grade: 1
Subject: Social Studies Topic: Groups/Communication

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <p>✓ 1.1.1. – Demonstrate an understanding that interactions depend on communication.</p>	<p align="center">Assessment Tasks</p> <p align="center">Product <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: Performance Task – Secret Code, Observation</p> <p>Recording Device(s): Checklist – is code complete and does it make sense Anecdotal</p>
<p>Resources: Teacher’s Materials A guest speaker who speaks a different language.</p>	<p>Resources: Learner’s Materials Paper, pencils for rough copies, large lined paper to draw symbols on, crayons.</p>

TEACHING / LEARNING

<p>Groupings: Whole Class, Individual</p>	<p>Strategies/Prior Knowledge: Discovery, Application</p>
<p>Steps:</p> <ol style="list-style-type: none"> 1. Play a game of telephone. 2. The teacher will choose a message. She/he will whisper it into the first student’s ear. That student will then whisper it into the next student’s ear and so on until it gets to the last student. The last student will tell the class the message and the teacher will compare it to the original. This can be repeated with different students giving the initial message. 3. Discuss how important communication is to groups and how things can get lost in translation. 4. If possible, have someone who speaks a different language come in and speak to the class in their language. Have them say a few sentences in their language. Sign language is particularly neat for this. 5. When the students don’t understand (some may and that’s alright because you can explain that they are a member of that group) explain how this is the way that people communicate in that particular group and only they will understand. 6. As an extension, your guest could teach the students some words in their language. 	<ol style="list-style-type: none"> 7. Explain that in other groups students will not understand English (or French). Have students imagine what it would be like for a new comer to Canada who doesn’t speak English. How would they feel? Are they part of the group? 8. Explain how communication is one way in which groups are different and one way in which groups are formed. 9. Explain that families are another type of group with their own special way of communicating (ie pet names, special terms etc. give an example from your own family if you can or ask students for examples from theirs. My family, for example, calls cute cats boodles). 10. Have students each create their own secret picture codes to use with their family. The code should be things their family will understand. Some words are permitted in order to encourage the use of complete sentences (ie. is, a, does, to, from, etc.) 11. Have students write a letter to someone in their family using this secret code (see exemplar).

LESSON PLAN

Title: Communication Blunders Grade: 1
Subject: Social Studies Topic: Communication

DESCRIPTION

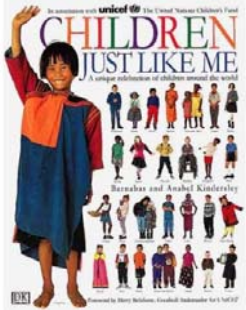
<p>Curriculum Expectations / Outcomes</p> <p>✓ 1.1.1. – Demonstrate an understanding that interactions depend on communication.</p>	<p>Assessment Tasks Product <input type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: Observation</p> <p>Recording Device(s): Anecdotal</p>
<p>Resources: Teacher’s Materials A list of messages to communicate. You could get the students to create their own or use famous quotes.</p>	<p>Resources: Learner’s Materials N/A</p>
<p>TEACHING / LEARNING</p>	
<p>Groupings: Partners</p>	<p>Strategies/Prior Knowledge: Discovery</p>
<p>Steps:</p> <ol style="list-style-type: none"> 1. Have a series of messages you would like students to communicate to each other or have them create their own. 2. First give them a few seconds to try to communicate the message using no body language and no speech (this should be impossible). 3. Second give them a bit more time (a min. or two) to try to communicate the message using only body language. This should be possible but difficult. They may think they have it or they may have gotten part of the message by this point. 	<ol style="list-style-type: none"> 4. Lastly, allow them to communicate the message using speech. 5. Discuss which was easiest and which was more difficult. Explain that body language and gestures are a type of communication. Discuss how difficult/impossible interacting with other people would be without communication or with limited communication. 6. Discuss ways people have adapted to communicate without speech (ie sign language).

LESSON PLAN

Title: Children Story Time Grade: 1
Subject: Social Studies Topic: Groups/Children

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <ul style="list-style-type: none"> ✓ -recognize that children (local, national, and global) form a group. ✓ 1.12-demonstrate an understanding of the similarity and diversity of social and cultural groups. 	<p>Assessment Tasks Product <input type="checkbox"/> Process <input type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: N/A This is an introduction. If desired you can evaluate how well they listen or participate as a group.</p>
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<p>Resources: Teacher’s Materials</p> <p>-Text to read to the class. (We recommend Kindersley, Barnabas and Anabel. <u>Children Just Like Me</u>. Toronto: Fenn Publishing Co. Ltd., 1995. available at most libraries - ISBN 1 551 68 019 X).</p> 	<p>Resources: Learner’s Materials</p> <p>N/A</p>
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TEACHING / LEARNING

<p>Groupings:</p> <p>Whole Class</p>	<p>Strategies/Prior Knowledge:</p> <p>Reading/Listening, Discussion</p>
<p>Steps:</p> <ol style="list-style-type: none"> 1. Read <u>Children Just Like Me</u> or a similar book that illustrates that children across the world have different traditions and cultures but are still all connected as a group by virtue of being children. 	<ol style="list-style-type: none"> 2. Discuss what differences children have (girls/boys, different families, different cultures, different appearance etc.). 3. Discuss what similarities children have (love of play, age etc.) and how they make up a group.

As a follow up to this activity we recommend the excellent lesson plan “We’re All The Same On The Inside” at <http://www.atozteacherstuff.com/pages/404.shtml>

LESSON PLAN

Title: Coming To Canada Grade: 1
Subject: Social Studies Topic: Groups/Needs and Wants

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <ul style="list-style-type: none"> ✓ 1.4.2 - Identify different ways people’s needs and wants are met ✓ Give examples of services/facilities that meet the needs and wants of people ✓ Recognize the importance of volunteer work 	<p align="center">Assessment Tasks</p> <p>Product <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: Performance Tasks – Pictures Observation - Look for understanding in the environment game.</p> <p>Recording Device(s): Pictures -Scale (1-4). 1 mark for each appropriate way to meet that need. You may need to discuss with each child what their pictures are of.</p>
<p>Resources: Teacher’s Materials Items to set up 2 environments (ie, chairs, cushions, food, drink, toys etc.) Items for the obstacle course (ie string, skipping rope, bat, bars etc.) Blackboard or Chart Paper</p>	<p>Resources: Learner’s Materials N/A You may wish to have children bring in some things such as toys to put in the environments.</p>

TEACHING / LEARNING

<p>Groupings: Whole Class</p>	<p>Strategies/Prior Knowledge: Experiential, Discovery, Discussion</p>
<p>Steps:</p> <ol style="list-style-type: none"> 1. Discuss the difference between needs and wants. 2. Brainstorm a list of needs and wants on the board and place them into the appropriate column. 3. Brainstorm different ways these needs can be met. 4. Create 2 “environments”. One environment should only have one or two chairs. The other environment should be filled with lots of good things that they would need or want. There should be food or candy, juice, comfy cushions, lots of room etc. 5. In between these two environments set up some obstacles for students to go through. Perhaps they have to walk in a straight line along a string on the ground or they have to go over and under some things, maybe they have to do a dizzy bat or hop on one leg 10 times. Whatever you would like. 	<ol style="list-style-type: none"> 6. All of the students start in the first ‘undesirable’ environment. You can decide who gets the chairs. Everyone else must stand. Discuss with students which environment they think will best meet their needs and wants and why. Inevitably they will say the other environment. 7. Line up students and one at a time they will go through the obstacle course to the other side. Once they arrive at the other side they will have to answer some skill testing questions. These can be fun riddles or something you’ve been studying in class. They should be fairly difficult. The first few people to attempt it should probably not get in. If they cannot get in they must go back through the obstacle course and go to the back of the line. One example is: “What is white and black and (red) read all over?” The answer is a book. <p align="right">Continued on Next Page</p>

<ol style="list-style-type: none"> 8. Once someone is in the new environment they may help others to enter. They can help them figure out answers to the riddles/questions. 9. This way once a few people get in it will be much easier for others and the rest will file in quickly. 10. Allow them some time to enjoy the results of their labour. Back in desks or in a circle, explain how this is like coming to Canada. Newcomers may not have what they need or want in their own country. Discuss why this may be (ie war, famine, lack of money, bad government etc.) Explain that they come to Canada to meet their needs and wants. 11. You can explain how it is difficult to get to Canada. In the past people had to take ships and sometimes they were packed with people, they could get sea sick or get caught in storms. Now people take airplanes. Many times it is the first time they have ever been on one and there may be turbulence or problems at security. Discuss why people want to come to Canada and how Canada can meet people's needs and wants (money, education, health care, plentiful food and clean water, housing, etc.) 12. Discuss how it is difficult to get into Canada because Canada wants the best people. Explain that you need to have the right papers and the right qualifications (hence the riddles). 	<ol style="list-style-type: none"> 13. Discuss how it was easier to get in once there were people helping them to get in. Ask students if they had to help? Were they forced to help? Were they paid to help? No, they were volunteers. Explain how volunteer groups such as the YMCA, Churches, Cultural centers, Red Cross etc. help immigrants get into and settle in Canada. How would it have been harder if no one had volunteered to help? Brainstorm other ways in which volunteers help people. 14. Post jobs in your class (ie emptying the garbage, watering plants, handing out papers, etc.) that students can volunteer for on a week by week basis. Have a changing schedule so one person doesn't always get the best job or so that everyone who wants to has a chance to volunteer and feel important. Make sure volunteers are thanked and rewarded so they develop a positive experience. 15. Chose a need or a few that students can chose from (food, water, shelter, happiness etc.) and have students draw 4 ways in which these needs can be met. Divide a sheet of paper in four by folding it and have students draw one way to meet each need on each section. Mount these on construction paper and label the need they are drawing at the top.
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This is a great lesson to do just prior to your visit to Pier 21. It gives students the background knowledge they will need to understand more thoroughly the information that tour guides and workshop leaders will provide them with.

LESSON PLAN

Title: Multicultural Fair Grade: 1
Subject: Social Studies Topic: Groups

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <p>✓ 1.12-demonstrate an understanding of the similarity and diversity of social and cultural groups.</p>	<p>Assessment Tasks Product <input type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Assessment Strategies: Interview Recording Device(s): Anecdotal (take notes of what each student says they learned from the experience).</p>
<p>Resources: Teacher's Materials Multicultural Centers (games, foods, activities, dances etc.) Prizes (optional) Multicultural music to play during the fair.</p>	<p>Resources: Learner's Materials</p>

TEACHING / LEARNING

<p>Groupings: Whole Class or Small Groups</p>	<p>Strategies/Prior Knowledge: Discovery, Centers or Field Trip</p>
<p>Steps:</p> <ol style="list-style-type: none"> 1. Create or attend a multicultural fair. 2. If you are creating your own multicultural fair, set up booths or centers that include different crafts, food s and activities from different cultures. 3. This may be something to get the whole school involved with and each classroom can pick a culture to represent and have activities from that culture in their room. Classes can cycle around the school so that they can experience all of the cultures presented. 	<ol style="list-style-type: none"> 4. Also, you may wish to use community resources to help in your planning. You can ask dance troops, restaurants, multicultural associations or even parents to come in and set up centers. 5. After the fair, discuss with your class what they learned. What did they find out about other cultures. How were those cultures similar to their own? How were they different? 6. <p>*Alternatively, you may wish to do a family potluck (insert link to Primary – Family Pot Luck Lesson here).</p>

