



Grade 3
Language Arts/Social Studies/Mathematics
Lesson 4 of 5

Developing
Self-Esteem

Living
Respectfully

Respecting
Diversity

Preventing
Prejudice

Note: This unit can be modified for Grade 7
Global Connections/ Communities

Unit 4: A Day in the Life of a Child

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Unit Plan Objective

To explore the impact of geography, history and culture upon the life of a child through research and personal connection, and to understand similarities and differences they share with children around the world.

Time

This unit is comprised of five lessons of approximately two to three hours, duration each.

Lesson 4: A Day in the Life of a Child in the World

Lesson 4 Objective

To understand how geography, history and culture may influence developing countries and to explore how agencies such as CIDA are working to improve the quality of daily life in these countries.

✂ Materials Texts and websites are listed under Supplementary resources.

- CIDA's Developing Countries Handout
- Video: *Communities Around the World, Around the Corner*, World Vision, 2001
Available from CBE Video Library
- Picture book, *W is for World: A Round-the-World ABC*, by Kathryn Cave.
- World map for visual identification
- Star stickers that will show up well on the world map
- Student Handout 2: Media Watch

Getting Started

Knowledge Now

- Ask students to share what they know about developing countries. What is a developing country? What are some similarities and differences between a developing country and a

developed country?

- Discuss how children's lives might be different in a developing country.

Engaging Interest

Have students watch the video, *Communities Around the World, Around the Corner*. How does this video make them feel? Do they feel connected to the communities they saw in the video? Why or why not?

Learning Activities

- We have been exploring daily lives of children in our community and in other parts of Canada.
- Explain that we will now expand our exploration to our global community.
- Have students join you for reading time.
- Read the picture book, *W is for World* to encourage student thinking about a wide variety of developing countries around the world.
- After reading the story, ask students what country or countries in the book stood out for them. Hand out star sticker" to students, who will take turns putting them on the map to indicate where the countries are.
- Ask students what they know about those countries. How do we know about those countries?
- Explain that the media plays a large role in our understanding of the daily life of developing communities and we often hear about these communities in times of disaster, such as the tsunami and Indonesia.
- Ask students for other examples of developing countries from recent media.
Note: Collecting recent articles and sharing them with students may act as a springboard for this discussion. Brad Pitt and Angelina Jolie spending time in Namibia is a good example. Students may also share examples from other source, such as movies, etc.
- Ask students to put a star sticker on the world map to indicate the countries they have heard of.
- Write the acronym: CIDA on the blackboard and ask students if anyone knows what the letters stand for. Discuss possibilities. Canadian International Development Agency (CIDA)—this may be an excellent opportunity for students to examine each word in the acronym and its significance.
- Explain that CIDA is a Canadian agency that is active in many developing countries, working in communities with local people to enhance quality of life and working towards the Millennium Development Goals. (Review MDGs.)
- Hand out the list of 25 countries where CIDA is presently active. Have students compare these countries to those stars on the class world map.
- Add any that are not already there to provide students with a clear picture of how far CIDA's reach extends.

Assessment/Analysis

Have students examine the world map. Based on present knowledge, what patterns do they see in terms of geography, history, or culture as they relate to the developing countries? For example, are many developing countries near the equator? Is there a difference between the north and south? Does geographical location influence quality of life?

Application

Have students select one of the CIDA countries on the handout. They will spend time researching their country to find out facts related to key terms: History, Geography, and Culture. Please see Supplementary Resources for list of resource texts.

Each student will have three sheets of paper for their research: *History*, *Geography*, and *Culture*. Students will be requested to fill in each sheet with point form facts that will form the background for the *Daily Life* project to follow.

Activities for Extension and/or Integration

See other lessons in this unit.

- Read one of the other choices of books provided in Supplementary Resources or view the video in Supplementary Resources.
- Have students take part in a media check for one month and see if, how and when their developing country comes up in the media.

Subject and Level Learner Outcomes for Subject and Level

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

Grade 3: Social Studies

General Outcome 3.1: Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities.

3.1.2: examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry

- What determines quality of life?
- How does daily life reflect quality of life in the communities? (e.g. employment, transportation, roles of family members)
- How does access to public services affect the communities? (schools, hospitals, libraries, transportation)
- How is identity reflected in traditions, celebrations, stories and customs in the communities?
- How do the individuals and groups in the communities maintain peace?
- How do the individuals and groups in the communities cooperate and share with other group members?
- How is cultural diversity expressed within each community?

Grade 3 English Language Arts

General Learning Outcome: Students will listen, speak, read, write, view and represent to manage ideas and information

3.1 Organize Information

- organize ideas and information, using a variety of strategies such as clustering, categorizing, and sequencing
- draft ideas and information into short paragraphs, with topic and supporting sentences

3.2 Record Information

- list significant ideas and information from oral, print, and other media texts.

3.3 Focus Attention

- use self-questioning to identify information needed to supplement personal knowledge on a topic
- identify facts, opinions, main ideas and details in oral, print and other media texts

3.4 Access Information

- use text features such as titles, pictures, headings, labels, diagrams and dictionary guide words to access information

Safe and Caring Topics and Concepts

Living Respectfully

- Examining Rights and Responsibilities
- Working cooperatively in groups
- Developing positive interdependence and relying on each other to complete tasks
- Helping others learn or attain a goal
- Giving and receiving help
- Listening carefully

Developing Self-Esteem

- Taking Responsibility for language and actions
- Respecting and celebrating our unique identities

Respecting Diversity

- Recognize and appreciate that individuals, families and cultures are unique
- Respecting how ‘standing in someone else’s shoes’ helps avoid and/or resolve conflict
- Build respect for diversity

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions</p>		<ul style="list-style-type: none"> • Problem solving 	<ul style="list-style-type: none"> • Lecture

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Literature • Fine arts— extension activity 			<ul style="list-style-type: none"> • Brainstorming

Supplementary Resources:

These resources are available from the Calgary Public Library, other libraries and most book stores.

- Hollyer, B. 1999. *Wake Up World!: A Dog in the Life of Children Around the World*. New York: Holt.
- Jackson, J. dir. 1998. *It Takes a Child*. Videocassette. Mississauga, Ont: McNabb Connolly.
- Lakin, P. 1995. *Growing Up Around the world*. Woodbridge, Conn: Blackbirch.
- Montanari, D. 2001. *Children Around the World*. Toronto, Ont: Kids Can.
- Rayner, A, ed. 2002. *A Life Like Mine: How Children Live Around the World*, New York: DK Publishing.
- Roberts-Davis, T. 2001. *We Need to Go to School: Voices of the Rugmark Children*. Toronto, Ont: Douglas & McIntryre.

**Canadian International Development Agency
List of Developing Countries**

Africa

Benin
Burkina Faso
Cameroon
Ethiopia
Ghana
Kenya
Malawi
Mali
Mozambique
Niger
Rwanda
Senegal
Tanzania
Zambia

Americas

Bolivia
Guyana
Honduras
Nicaragua

Asia

Bangladesh
Cambodia
Indonesia
Pakistan
Sri Lanka
Vietnam

Europe

Ukraine