

Class Pictogram

Pillar: Positive Social Environments
Division: I
Grade Level: 1-2
Core Curriculum Connections: Social Studies and Math

I. Rationale:

In this activity, students will learn about various kinds of social groups, the nature of social groups, and compare the different kinds of groups they belong to in their schools and communities. As active members, students will explore their diverse roles, responsibilities, and individual contributions to the well-being of the group. The class will create a pictogram to represent the groups that each of the students belong to.

II. Pillar Objectives (Positive Social Environments):

The students will:

- describe the importance and benefits of belonging to social groups.
- demonstrate pride in their membership in various social groups.
- understand the rules, roles, and responsibilities involved with being an active member of a social group.

III. Curriculum Outcomes: Social Studies and Math

Social Studies Grade 1	Mathematics Grade 2
<p>1.1 My World: Home, School, and Community</p> <p>General Outcome Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.</p>	<p>General Outcome Collect, display and analyze data to solve problems.</p> <p>Specific Outcomes:</p> <ol style="list-style-type: none"> 1. Gather and record data about self and others to answer questions. [C, CN, PS, V] [ICT: C4–1.3, C7–1.1] 2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V] [ICT: C7–1.3]
<p>Values and Attitudes <i>Students will:</i></p> <p>1.1.1 value self and others as unique individuals in relation to their world</p> <p>1.1.2 value the groups and communities to which they belong</p>	
<p>Knowledge and Understanding <i>Students will:</i></p> <p>1.1.3 examine how they belong and are connected to their world</p> <p>1.1.4 determine what makes their communities thrive</p>	

IV. Materials:

- scrap paper and pencils
- poster-size piece of construction paper
- five white, two-inch squares of construction paper for each child
- colored pencils, crayons, or markers

V. Procedure:

1. Remind children that when they make sets in math they make groups of like things (example: a set of cubes, a set of crayons, a set of paper clips). Explain that people are members of groups, too.
2. Review the kinds of groups that exist in the school and community such as grade levels, recess groups, lunch groups, reading buddies, school clubs, sports teams, car pools, bus riders, and walkers.
3. On scrap paper, have each student list five groups that they belong to, including their families. Then make a list on the board of pictures or symbols that represent each of the groups children have identified. For example, a reading buddy group could be a picture of an open book, the symbol for a hockey team could be a picture of a hockey stick, a family symbol could be a group of smiley faces, and so forth. Have children copy the symbols onto squares of construction paper to match their personal lists of groups.
4. Spend time discussing and comparing the different types of social groups. The following questions may be used to guide discussions:
 - Why do you belong to each group?
 - Name two groups that are the same in some way?
 - What two groups are very different from each other?
 - How are family groups different from school and community groups?
 - How does being a member of different social groups make you feel about yourself?
 - Why are you important to each of these groups?
 - Give me an example of how you participate in each group or a job that you are expected to do? What are some other responsibilities that you have?
 - How are you expected to behave in each group?
5. After discussing individual group membership, make a class pictogram by pasting children's paper-symbol squares on a labelled chart to show how many students belong to each group.
6. Have each student create an individual pictogram to show the groups they belong to. Hang the pictograms in pairs and encourage children to compare with their classmates the groups to which they belong.

VI. Extensions and Variations:

- Use the pictogram pairs as a basis for developing more math problems for students to solve.
- Have students survey other classes to collect data about their membership in social groups and have them graph, interpret, and compare this data to their own class' results.

VII. Assessment Ideas:

- assess individual pictograms and problems for comprehension.

