



Grade 3–6
Social Studies and Language Arts

Developing
Self-Esteem

Living
Respectfully

Preventing
Prejudice

Respecting
Diversity

Unit 8: Ordinary People—Extraordinary Impact

Subject(s) and Level

This unit relates to the Grades 1–6 social studies curriculum and can easily be integrated into each of the grades. However, the curriculum outcomes listed in this lesson are specific to Grade 6.

Contributor

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Unit Objective

To introduce students, and thereby enable them, to the roles they play in their community, their rights and responsibilities as citizens, and the impact they can have on their local and global community through their actions.

Time

This unit comprises five lessons of two to three hours duration per lesson.

Lesson 4: Think Global—Act Local

Objective

To understand the impact of local citizens upon the global community and to participate in a local community service project with global connections to the millennium development goals.

Materials

- Handout 1 “List of Agencies for Potential Panellists.
- Handout 2 “Agency Representatives and Millennium Goals”
- Prearranged community service project with local agency having global impact such as the Calgary Interfaith Food Bank—relates to Millennium Development Goals
- Bussing to community service project
- Parent volunteers for the community service project
- Parent permission form
- Handout from Lesson 1 “Quality of Life Indicators”

Getting Started

Knowledge Now

- Have students review, as a large group, the Millennium Development Goals for 2015. Do they believe the goals are achievable in this period? Why or why not? Which ones do they think may be reached? Use a mind map approach to visually depict these on the board.

Engaging Interest

- Have students watch the 15 minute video of “Splish and Splash”, available for download from www.un.org/waterforlifedecade/kids.html.
- How does this video impact their view of water? What were some water conservation strategies they saw in the video? Share responses.
- Issue a water challenge. Students write down *all* the times water is used in their homes in one evening.
- Reiterate that environmental sustainability is a global and a local issue.

Learning Activities

- Have students take out their “Dream World of 2015” (this was a homework assignment from Lesson 2 of the unit) and move into groups of three to four students. Share ideas/pictures with the group.
- Encourage students to respond respectfully and ask questions.
- Share, as a large group, some of the ideas discussed.
- How do these relate to our list of Millennium Development Goals?
- Explain that a panel of local people working /volunteering for organizations with global impact is here today to speak to us about their role in reaching the Millennium Development Gals. This panel will be selected by the classroom teacher and will be contacted early in the unit to determine attendance.
- Depending upon the size of the class/es, the panel discussion can be held in the classroom or library. Goal is to have an environment conducive to sharing.
- Go over expectations with the class and hand out the panel Handout 2.
- During the discussion, their goal is to identify which Millennium Goal the person is representing with his/her work.
- Introduce each panel member to the class.
- Panel members will present a short three to five minute oration describing their position, organization and global impact.
- Students will record their impression of millennium goal connections on the handout for each panelist.
- Once panel members have presented, the floor will be open for questions. Encourage students to reflect on the content of what they heard when asking their questions.
- Thank panelists for their contribution to the global community and our understanding of global citizenship.

Assessment/Analysis

- Debrief with students how these ordinary people are acting locally, but are having extraordinary global impact.
- Students will journal their thoughts and feelings about this experience and record any

information that was of particular importance to them.

- Has their view of 2015 and meeting the Millennium Development Goals changed?
- Watch the download from: www.cyberschoolbus.un.org/mdg/intro.asp# and go over each of the eight Millennium Goals.
- Have students retrieve their “Quality of Life Indicators” Handout from Lesson 1 of this unit and check off the Millennium Goal that matches each indicator.

Application

- As a class, brainstorm class community service projects that could be done to act locally but have global impact to meet one of these goals.
- Use the democratic principle of voting to decide on a class project that the class can work on as a community.
- Decide on roles and responsibilities for team members. Set a timeline for the project.
- Some ideas follow in the Resource Section.

Activities for Extension and/or Integration

- See other lessons in this unit.
- Students will write thank-you notes to the panellists describing what inspired them the most.
- Students can journal their experience in the community service project.
- Depending on the scope of the community service project the class chooses, this may involve the whole school as in a fun run or the whole community as in a fundraising bottle drive.

Subject and Level Learner Outcomes for Subject and Level

Grade 6 Language Arts General Outcomes

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

6.1: Respond to Text

- explain own point of view about oral, print, or other media texts
- make connections between own life and characters and ideas in oral, print and other media texts
- construct meaning from texts by identifying or inferring reasons for a character’s actions or feelings

6.2: Understand Form and Genre

- discuss connections among plot, settings, characters in oral, print and other media texts

6.3: Elaborate on Expression of Ideas

- select and use visuals that enhance meaning of oral, print and other media texts
- produce narrative that describes experiences that reflect personal responses

Grade 6 Social Studies General Outcomes

6.1: Communication Skills

- draw conclusions about rights and responsibilities of citizens

6.2: Participation Skills

- demonstrate respect for rights/opinions of others
- participate in a small group discussion by following established rules

Safe and Caring Topics and Concepts

Living Respectfully

- Examining Rights and Responsibilities

Developing Self-Esteem

- Taking Responsibility for Language and Actions

Respecting Diversity

- Recognize and Appreciate that Individuals, Families and Cultures Are Unique

Teaching Strategies

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

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Modelling • Field trip • Panel discussion • Community service project • Thank-you letters 		<ul style="list-style-type: none"> • Skill practice • Journalling • Teachable moments 	<ul style="list-style-type: none"> • Mind-mapping

Supplementary Resources

- Video download from www.nick2015.com—Millennium Development Goals
- www.unicefgames.com/heroes/frames_large.html
- www.giraffe.org/hero_Nick.html
- www.savethechildren.org
- www.oxfam.org.uk/coolplanet/kidsweb

List of Agencies for Potential Panelists

Charity Village.com www.charityvillage.com/cv/nonpr/nonpr9.html is an excellent starting point for contacts within your area. Each city or town will have various groups represented and the impact of the panel discussion will be greater if the people are representatives of the community where your students live and study.

Here is a small sample list of agencies with contacts—thinking global and acting local—working to meet Millennium Development Goals.

AFS Interculture Canada

Canada World Youth

Calgary Interfaith Food Bank

CARE Canada

Arusha Centre

Alberta Literacy Association

Children's Village

Engineers Without Borders—through the Universities Calgary and Alberta

Ten Thousand Villages

Handout 2

Agency Representatives and Millennium Development Goals

Names of Agency Representatives

Millennium Development Goals

1. Achieve universal primary education

2. Promote gender equality and empower women

3. Reduce child mortality

4. Eradicate extreme poverty and hunger

5. Improve maternal health

6. Ensure environmental sustainability

7. Combat HIV/AIDS, malaria and others

8. Develop a global partnership for development