



Grades 4–6
Curriculum Connection: English Language Arts,
Mathematics, Social Studies and Science

Developing
Self-Esteem

Respecting
Diversity

Unit 11: Our Local Footprint

Contributor

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Unit Objective

Through a variety of activities, students will become more aware of the importance of becoming active global citizens where learning occurs in an atmosphere that reinforces and models a collective global responsibility. The challenge moves away from individuals and into neighbouring schools and school divisions.

Time

This unit will take approximately two weeks to complete, depending on the activities for extension chosen. It comprises three lessons. Each lesson builds upon the previous, so the unit should be delivered in ascending order.

Note: This unit is designed to follow Unit 10: BIG Feet although both units can be taught independently.

Lesson 1: A World Citizen Looks Like...

Objective

Students will begin to understand the connection between the individual and the larger community where positive change begins with each of us and grows exponentially from that point. Our impact on our Earth includes social, global and ecological perspectives.

Time

This lesson will take approximately three class periods, depending on the extension activities chosen.

Materials

- Computer and Internet access
- Post-it notes (for group work)
- Chart paper
- Felts; pastels
- Student Handout: Informal Observer
- Teacher Handout: Mind Map Format

Getting Started

Knowledge Now

Small Group Activity—Affinity Charting (approximately three to five per group)

Ensure that each member is an active participant by assigning roles. Such as: recorder, chairperson, reporter, timer and so on.

- Each member in the group writes down three attributes of a responsible world citizen on three separate Post-it notes. (If there are five members per group then there may be 15 different attributes identified.) Note: The teacher may wish to address the term *attribute* as including behaviours, actions and thoughts of an individual.
- Upon completion, group members will categorize these attributes under three headings by physically manipulating the Post-it notes on the table. Students must understand that *every* group member must have an opportunity to introduce categorizing methodology and provide an explanation to the rest of the group.
- Group members now have the job of coming to consensus with respect to categories and placing attributes under these three headings. Using the chart paper, the recorder will visually reveal the group results (this may be in the form of traditional columns or something different or creative yet easy to understand).
- Finally, each group will share their results with the entire class.

Engaging Interest

Tell students that they will be looking at their roles as responsible global citizens and the school's role as a responsible global learning community.

Class Mural: *The Global Citizen—Looks like; Feels like; Sounds like...Is like*

Each student will contribute to the class mural using words, captions, symbols, pictures and so on. The visual is a constant reminder of what it means to identify with what is bigger than us and what it means to take ownership and action.

Learning Activities

Large Group (direct instruction by the teacher)

Oxfam defines a global citizen as someone who

- is aware of the wider world and has a sense of their own role as a world citizen,
- respects and values diversity,
- is willing to act to make the world a more equitable and sustainable place,
- takes responsibility for actions,

Note: This can be featured in the classroom posted in a place where it becomes a gentle reminder.

Large Class Discussion and preparation for Data Collection

- Is our school a globally responsible environment? How do we know (or not)? What kind of evidence should we look for in order to prove our hypothesis? (Teacher records students' ideas on the board or chart paper.)
- Have students categorize their ideas under three headings: Social, Global, Ecological

Note: Review and Understand the language

- Social—Relates to the social impact the school is having both within the school community and the local community

- What does this mean? What is our school *doing* that may be having a positive social impact? Share examples and past experiences
- Global—Relates to the impact the school is having at a global level both on the global environment and on communities in the south
 - What does this mean? What is our school *doing* that may have a positive impact at the global level?
- Ecological - Relates to the impact the school is having on the environment and to what extent the school is actively promoting sustainable development
 - What does this mean? What is our school *doing* that may have a positive impact on our environment?

Creating an observation checklist

- Discuss with students the importance of walking the talk—where talking about something is not the same as doing. That is the reason for creating an observation checklist as opposed to survey questions for this particular activity.
- If we are looking for evidence that school encourages a global perspective, what might we be looking for?
- Students brainstorm ways of identifying social, global and ecological examples. List on board.
- Students will become informal observers in their learning environment (school) for one day. They will record their findings using the format identified in Student Handout 1.
- Students will carry out their informal observation of students and adult people in their learning community.

Assessment/Analysis

- Students will share their findings with the whole class—examples they observed under the three headings.
- Teacher will record using a mind map format. See Teacher Handout 1 as an example.

Application

- What can we do to help our school increase its social impact?
- What can we do to help our school increase its global impact?
- What can we do to help our school increase its ecological impact?

Activities for Extension and/or Integration

- Students can surf the Oxfam Canada website (individually or with a partner (see URL under Supplementary Resources). After becoming more familiar with Oxfam's focus, students can choose one area to report to the rest of the class. An example: Join Oxfam in the Campaign to Make Poverty History. What is this all about? What has Oxfam accomplished? How can we get involved individually or as a school?
- Think-Pair-Share; Written Response—Journaling.
Students *read* the following excerpt (teacher can write it on the board or overhead); *write* a response; *listen* to their partner and then *share* with the entire class.

*May I become at all times, both now and forever
A protector for those without protection
A guide for those who have lost their way
A ship for those with oceans to cross
A sanctuary for those in danger
A lamp for those in need of light
A refuge for those in need of shelter
And a servant to all those in need.*

Tenzin Gyatso, His Holiness the Dalai Lama, from "Ethics for a New Millennium"

Subject and Level Learner Outcomes for Subject and Level

Grade 4 Science

Specific Learner Expectations

Students will ask questions that lead to exploration and investigation

Reflect and Interpret

- Communicate with group members, showing ability to contribute and receive ideas
- Record observations and measurements accurately, using captioned pictures and charts, with guidance in the construction of charts
- State an inference, based on observations
- Identify possible applications of what was learned
- Identify new questions that arise from what was learned.
- Communicate with group members, showing ability to contribute and receive ideas

Students will show growth in acquiring and applying the following traits:

- A willingness to work with others in shared activities and in sharing of experiences
- Appreciation of the benefits gained from shared effort and cooperation
- A sense of responsibility for personal and group actions
- Respect for living things and environments, and commitment for their care.

Topic A—Waste and Our World

- Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials.

Grade 4 Social Studies

Core concepts of citizenship and identity

The goal of social studies is to provide learning opportunities for students to

- Understand individual and collective rights and
- Understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels.

Grade 4 Mathematics

Strand: Statistics and Probability (Data Analysis)

- Students will collect, display and analyze data to make predictions about a population.

General Outcome

- Collect first- and second-hand data, assess and validate the collection process, and graph the data

- Construct a bar graph and a pictograph, using many-to-one correspondence, and justify the choice of intervals and correspondence used
- Discuss the process by which the data was collected.

Grade 4 English Language Arts

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

- Compare new ideas, information and experiences to prior knowledge and experiences
- Ask questions, paraphrase and discuss to explore ideas and understand new concepts

1.2 Clarify and Extend

- Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences
- Explore ways to find additional ideas and information to extend understanding

General Outcome 2

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

2.1 Use Strategies and Cues

- Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information
- Comprehend new ideas and information by responding personally and discussing ideas with others

2.2 Respond to Texts

- Develop own opinions based on ideas encountered in oral, print and other media texts

2.4 Create Original Text

- Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

- Focus topics appropriately for particular audiences

3.4 Share and Review

- Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters
- Select visuals, print and/or other media to add interest and to engage the audience

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- Experiment with combining detail, voice-over, music and dialogue with sequence of events

4.3 Present and Share

- Present to peers ideas and information on a topic of interest, in a well-organized form

- Add interest to presentations through the use of props, such as pictures, overheads and artifacts
- Adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities
- Connect own ideas, opinions and experiences to those communicated in oral and visual presentations

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group

- Take responsibility for collaborating with others to achieve group goals
- Use brainstorming, summarizing and reporting to organize and carry out group projects

Safe and Caring Topics and Concepts

Living Respectfully

- Examining methods that help us deal with conflicts and problemsolving
- Working cooperatively in groups
- Helping others learn or attain a goal
- Developing positive interdependence and relying on each other to complete tasks
- Giving and receiving help
- Respecting and appreciating others’ ideas, insights, solutions and contributions

Developing Self-Esteem

- Striving for competency builds self-esteem
- Taking responsibility for our actions
- Communicating thoughts and feelings

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"> • Think-pair-share • Small group work • Class mural 	<ul style="list-style-type: none"> • Researching website 	<ul style="list-style-type: none"> • Oxfam Canada information

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
		<ul style="list-style-type: none"> • Journalling/Written Response 	<ul style="list-style-type: none"> • Affinity Charting • Brainstorming and categorizing

Supplementary Resources

- http://www.globalfootprints.org/issues/footprint/councquiz1_ns.htm
- http://www.oxfam.ca/what_you_can_do/downloads/OxfamCanadaFundraisingToolkit.pdf

Informal Observer

Social Impact

Positive	Negative

Global Impact

Positive	Negative

Ecological Impact

Positive	Negative

Mind Map Format

