How Does One Person Make a Difference?

Social Studies, Grade 2

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| *Overview*  The unit is divided into three parts: 1. Knowing self, 2. My actions in the community, 3. Understanding the global impact.  Each part can be completed in one lesson or in multiple lessons, at the discretion of the teacher. This allows for flexibility, as the teacher can decide how long each part should take to complete.  Through this unit, students think about and reflect on how they can make changes in themselves, in their local community, and globally. The unit begins by asking students to identify who they are as a person and what makes them who they are. From this self-analysis, the unit moves on to examine how one person can affect the story of another person’s life, and then how that story can have an impact on a group, the community, and the world.  Students will come to understand that everyone has different opinions, perspectives, and ways of doing, being, and knowing through examples in their local communities. Students will also understand how opinions, values, and perspectives are created and influenced by family, environment, community, law, and other factors. And they will understand how the differences in opinions, values, and perspectives impact their inner self, their community, and the world. |

### Key questions

* Who am I?
* What are the different ingredients that make up ME?
* What/who influences me and my actions?
* Why is it necessary/important to understand the factors that influence me and my decision making?
* Why is it necessary/important to understand the factors that influence others and their decision making?
* How am I contributing to my community?

# Part 1: Knowing self

This part of the unit asks students to reflect on and identify who they are and the influences that make them who they are — family, hobbies, heritage, peer groups, and so on. Through this reflection, they will understand how other people influence their decision making and that they also can influence and have an impact on other people’s lives.

### Big Idea

* Individuals have rights and responsibilities as global citizens.

### Learning standards (Curricular Competencies and Content)

* Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events (Curricular Competency)

### Core Competencies

Critical Thinking:

* I can analyze my own assumptions and beliefs and consider views that do not fit with them.

Positive Personal and Cultural Identity:

* I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).

### First Peoples Principles of Learning

* Learning requires exploration of one’s identity.

### Cross-curricular connections

Career Education:

* Share ideas, information, personal feelings, and knowledge with others

English Language Arts:

* Everyone has a unique story to share

## Learning activity

Begin with a cake analogy: What makes a cake? What are the ingredients? Are they all the same? What different flavours are there? What varieties are there? Help students connect the cake analogy to people’s identities: Just like cakes, people are made up of different ingredients. Our main bits are the same, but we all have a hint of different flavours.

Ask students to explore the key questions, one at a time.

Start with “Who am I?” and ask students to create a mindmap on paper or iPads. (You can provide a sample of your own mindmap of who you are.) Then give students time to share their mindmap with a partner or a group.

Ask students the second question: “What are the different ingredients that make up ME?” Using their mindmap (or other methods), they can use different colours to identify categories of influences, such as family, friends, hobbies, and interests. This can be modelled and done as a whole class or in small groups. As students identify categories of influence, ask some prompting questions, such as:

* How do you make decisions like not to run in the hallway in the school?
* Why do you decide to run in the hallway or not to run in the hallway?
* How do you make a decision about who to play with or not to play with?
* How do you make a decision about when you should go to bed?
* How do you decide what books to read?

### Plenary

Once they have heard other people’s stories, ask students to reflect on how they can influence other people; explore both positive and negative influences. Have students write their reflections or create posters or an art presentation of their learning in this activity. For example, a poster could include a self-portrait and words or cut-up photos from a magazine that reflect the things that make them who they are. It could also include a final sentence of reflection on how they can have a positive impact/influence on other people in their classroom.

### Applying First People’s Principles of Learning

Try having the discussions while sitting in a circle. Introduce the First Peoples Principle of Learning, “Learning requires exploration of one’s identity.” Invite an Elder to come to the lesson and share their identity with the students.

### Differentiation

1. Help struggling learners and ELL students with a template that includes the categories of influences to guide them, including family, hobbies, interests, friends, sports, and country.

2. Give students the option of drawing instead of writing the words. For example, they can draw their family members, or a soccer ball, instead of writing the words for those things. Have them share their identity orally.

3. Write the key vocabulary (*influence, identity, self, decision making, ingredient, factors*) on the board and review before beginning the lesson to ensure that all learners understand the meanings*.*

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| **Assessment considerations** | |
| This table shows the alignment between different activities in Part 1 of this unit and “I statements.” You may ask students to find evidence to support each of the “I statements.” You can also identify evidence for students and may compare it with their self-assessments. These statements can also be modified for peer assessment. | |
| **Learning intentions** | **Assessment** |
| Identify factors (such as family, friends, law, school, personal experience) that influence their decision making and who they are | *I can identify and share the things that influence who I am and the things I like through drawings, writing, or orally.* |
| Understand that by identifying the things that influence them, they will better understand themselves and other people’s actions | *I understand why people have different interests, ideas, and opinions than I have*  *I can find similarities and differences between my identify and the identity of others*  *I can identify ways that I can contribute to other people’s learning* |

# Part 2: My actions in the community

In this part of the unit, students will identify a local issue in their community and its impact on different groups of people. They will learn facts, hear people’s opinions, and draw their own conclusions on the issue. Students will be given a variety of ways to share their ideas, such as video making, writing, and creating an image.

### Key questions:

* What are some current issues in my community? (Or if the current issue is too difficult, discuss some past issues.)
* Who is involved in this issue and how does it impact different groups of people?
* How can we find a solution?
* How am I contributing to my community?

### Big Idea

* Local actions have global consequences, and global actions have local consequences.

### Learning standards (Curricular Competencies and Content)

* How people’s needs and wants are met in communities (Content)

### Core Competencies

Critical Thinking:

* I can tell the difference between facts and interpretations, opinions, or judgments.

Positive Personal and Cultural Identity:

* I can describe my family and community.

### First Peoples Principles of Learning

* Learning involves recognizing the consequences of one’s actions.

### Cross-curricular connections

Career Education:

* Strong communities are the result of being connected to family and community and working together toward common goals.
* Work respectfully and constructively with others to achieve common goals

English Language Arts:

* Through listening and speaking, we connect with others and share our world.

## Learning activity

Discuss some current issues in the local community. If this is challenging, discuss some past issues or issues in the school. It may be helpful to prepare a list in advance to prompt students.

Examples in the community could be lack of playgrounds in the community, homeless people in the streets, parking issues in the local town, vandalism around the school, cigarette butts in the streets, drivers speeding in school zones, or garbage in the streets.

Examples in the school could be students running in the hallway, lack of play time at recess, lack of playground equipment, students coming to school late, students not washing hands, or recycling and composting in the school.

Have each student, groups of students, or the whole class identify one issue to focus on. Then have them conduct research on the issue using books, the Internet, and interviews with local politicians and the organizations involved. If students have had no previous experience doing research like this, it might be a good idea to choose one issue to research as a whole class.

Research questions:

* What is the issue? (Find the facts.)
* Who is involved in this issue and how does it impact different groups of people?
* What are the different opinions regarding the issue?
* Why is this an important issue?
* What are the different needs of the different groups involved?
* How does this issue have an impact globally?
* Why don’t we all act the same way? (Connect this question to the previous learning activity on knowing self.)
* How do we find a solution to the issue?
* What are your opinions?

### Applying First Peoples Principles of Learning

Try having the discussions while sitting in a circle. Introduce the First Peoples Principle of Learning, “Learning involves recognizing the consequences of one’s actions.” As students discuss some of the key questions in the learning activity, focus on imagining the world through exaggerated actions. For example, what would the world be like if everyone threw garbage on the ground? Switch the view and imagine the opposite: What would the world be like if no one threw garbage on the ground? What if everyone vandalized buildings? What if no one vandalized buildings? Which world would you prefer to live in? Why? Relate these ideas to First Peoples ways of connecting with nature and how First Peoples work with nature to benefit the community.

### Differentiation

1. Give students options for presenting their research:

* Video: conducting interviews with different people
* Writing: using writing prompts or a framework; or writing to a local politician or to the principal about a change they would like to see in their school or the community
* Visual arts: creating an image (painting, collage, etc.) of what the world would look like if everyone acted the same way and threw garbage on the ground and no one picked it up (Invite parents to a show of student works.)

2. Write the key vocabulary (*opinions, facts, judgment, global perspective, issue, impact*) on the board and review before beginning the lesson to ensure that all learners understand the meanings.

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| **Assessment considerations** | |
| This table shows the alignment between different activities in Part 2 of this unit and “I statements.” You may ask students to find evidence to support each of the “I statements.” You can also identify evidence for students and may compare it with their self-assessments. These statements can also be modified for peer assessment. | |
| **Learning intentions** | **Assessment** |
| Identify an issue that is current in their community | *I can identify some issues in my community that impact me and my way of being* |
| Identify how different groups of people are impacted differently by the current issue in their community | *I can identify some issues in my community that impact other people and their ways of being* |
| Weigh different facts and opinions regarding the issue and construct their own opinion on the matter | *I can listen to other people’s opinions respectfully and without judgment* |
| Tell the difference between facts and interpretations, opinions, or judgments | *I can tell the difference between facts and interpretations, opinions, and judgments by giving an example of each* (adapted from the Communication Core Competency) |
| Share their ideas in a variety of ways | *I can share my research in a written, oral, or visual form* |

# Part 3: Understanding the global impact

In this part of the unit, students examine issues around human rights and children’s rights, bringing together student knowledge of self, community, and global impacts.

### Key questions:

* What are some rights that you have as children?
* Who provides you with these rights? (e.g.,parents, teachers, police, doctors)
* Does everyone have the same rights? (e.g., children versus adults)
* Has everyone always had the same rights? What are some historical events that changed the rights of different groups of people?
* How do people bring about change and fight for their rights?
* What is the difference between human rights and children’s rights?
* What can I do to contribute to the positive changes in my world?

### Big Idea

* Local actions have global consequences, and global actions have local consequences.

### Learning standards (Curricular Competencies and Content)

* Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events (Curricular Competency)

### Core Competencies

Critical Thinking:

* I can analyze evidence from different perspectives.

### First Peoples Principles of Learning

* Learning involves recognizing the consequences of one’s actions.

### Cross-curricular connections

Career Education:

* Strong communities are the result of being connected to family and community and working together toward common goals.
* Work respectfully and constructively with others to achieve common goals

English Language Arts:

* Through listening and speaking, we connect with others and share our world.

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| **Assessment considerations** | |
| This table shows the alignment between different activities in Part 3 of this unit and “I statements.” You may ask students to find evidence to support each of the “I statements.” You can also identify evidence for students and may compare it with their self-assessments. These statements can also be modified for peer assessment. | |
| **Learning intentions** | **Assessment** |
| Understand that as children, they have certain rights | *I can demonstrate my understanding of children’s rights and human rights through writing, orally, visually, or through other forms* |
| Understand that sometimes rights are fought for by certain groups of people | *I can explain one significant event that demonstrates how a group of people fought for their human rights in Canada or the world* |

## Learning activity

Find out what students already know about children’s rights, through methods such as think-pair-share, whole class discussion, or a KWL chart (i.e. student knows (K), wants to know (W), and has learned (L)). Have students define children’s rights and find examples. Discuss the difference between human rights and children’s rights. Discuss the key questions in a variety of ways, such as partner talk, whole class discussion, small groups, or using images that depict issues on children’s rights.

Give students one example in the local context that illustrates a human rights issue — for example, the lack of drinkable water in some First Peoples communities in northern Canada, or homelessness in the local community. Identify the issue and discuss how it impacts their community.

Give students one example of people having to fight for their rights, such as the civil rights movement in the United States. Discuss how different groups fought for their rights and how they are affected now.

### Applying First Peoples Principles of Learning

Try to link children’s rights to residential schools, if appropriate. Do children have the right to be with their families? What are adults’ roles and responsibilities toward children? How can children advocate for themselves when they are smaller and less powerful than adults?

### Differentiation

1. Have strips of paper containing sentences that fall under either human rights or children’s rights. Have students place them in the correct category.

2. Prepare several images that depict children’s rights issues and have students describe what they see and what the issues might be.

3. Prepare a list of key figures who brought about change in the world (e.g., Mahatma Gandhi, Rosa Parks, Emily Murphy, Martin Luther King Jr., Nelson Mandela) and some details on what they did.

4. Write the key vocabulary (*advocate, rights, impact, equality*) on the board and review before beginning the lesson to ensure that all learners understand the meanings.

5. Give students a word relating to the unit (e.g., freedom, rights, equality) and have them create an artwork to represent it.