



Primary (grades 4 – 6)
Can also be adapted for grades 6, 7, 8.
Social Studies
English Language Arts

**Preventing
Prejudice**

**Respecting
Diversity**

**Living
Respectfully**

Lesson 6 of 6

Unit 5: Current Events Scavenger Hunt—Linking the Classroom and the World

Contributor Chelsea Rutkowski, M Ed, International Development/Global Education, Edmonton Alberta, Edmonton Public Schools

Unit Plan Objective

This unit will encourage students to develop a sense of world events and issues. Media awareness will be introduced with a focus on understanding the role played by the media in influencing students’ attitudes and perceptions about developing nations and development issues. Areas of the world that are experiencing continual and episodic difficulties will be highlighted. The involvement of Canada through CIDA activities will also be highlighted. Students will share their knowledge with their peers.

Time

This unit comprises six lessons. It will take 18 hours to complete, depending on the extension activities chosen. It is recommended that this unit be taught on a weekly basis (one lesson each week for five weeks) as each lesson covers a two-to-three hour block of time.

Lesson 6: Linking the World to the Classroom

Objective

In this cumulative lesson students will celebrate their understanding of development issues, in particular the Millennium Development Goals, and explore what can be done to help those in need.

Time

This lesson will cover approximately three to four hours of class time; it is recommended that the lesson be completed over two afternoons or back-to-back classes if possible.

Materials

- Journals
- Large world map
- Atlases (class set)
- Student Handout1 “Humanitarian Aid”
- Student Peer Assessment

- Student Self-Assessment
- Materials for poster display

Getting Started

Knowledge Now

- Students review the map of the world's countries and those that are suffering hardship of varying degrees. Discuss the additional hardships that might occur in countries that were not identified as suffering (including incidences such as hurricanes in the US).
- Students respond to the following questions in their journals:
 - Is there a general pattern of difficulty that also follows a pattern of poverty? In other words, do countries that struggle with the hardships addressed with the Millennium Development Goals have a history of poverty in their country?
 - If yes, what can we do, as individuals and as a country, to help these nations?

Engaging Interest

- Humanitarian Aid: Divide students into pairs. Present them with handout 1. Ask students, based on their experiences with the previous lessons, their learnings and any prior experience or knowledge, to decide collectively in pairs which countries should receive aid, according to their needs and the resources available. Students should hand in the completed worksheet to the teacher.
- As a large group, list the countries chosen on the chalkboard. Discuss the following questions:
 - Which countries were chosen more than once by more than one group? Why do you think that is?
 - Are there countries that share the same geographical region? Why?
 - How do these countries relate to what we learned during our last lesson?
 - How does humanitarian aid relate to the Millennium Development Goals?

Learning Activities

- Students should return to their original Millennium Development Goals groupings. Each group should now create a poster display and presentation that includes the Millennium Development Goal display from Lesson 3.
- In addition to that display, students should also, in some manner, address those countries largely affected by the issues relating to this goal, the role of Canada in meeting the MDGs and any additional information they would like to add. This can be done at the students' discretion (what kind of display and presentation they feel would be most effective). Some ideas might include
 - brochure or pamphlet outlining the various issues and Canada's role;
 - a display that incorporates the previous poster, a map and visuals that highlight geographic areas;
 - a newspaper format;
 - a PowerPoint presentation and
 - a Website.
- In terms of their presentations, possible ideas might include, but are not limited to
 - skits or theatrical performances that represent issues of importance,

- a newscast or television program and
- PowerPoint presentation.

Assessment/Analysis

- Student Self-Assessment as well as Peer Assessment should be used to assist with the assessment of this lesson.

Application

- Students prepare a mini-conference for other division II students. Students present on their Millennium Development Goals and the state of development for countries around the world (that they have studied). Display items should include country information that they have gathered.

Activities for Extension and/or Integration

- Be the change you want to be: take action! Ask students what they think the future will look like in 20 years. Have students briefly describe the future as if it were a picture. Ask students what they want the future to look like in 20 years. How will the world look differently if the Millennium Development Goals are achieved? Students can research ways in which youth are taking action for the Millennium Development Goals, and find out how the class/school/community can get involved in actions that address the MDGs. Students might want to integrate these findings into their presentations.

Subject and Level Learner Outcomes

Grade 4 Social Studies

Students will:

4.S.1 develop skills of critical thinking and creative thinking

- evaluate significant local and current affairs, distinguishing between fact and opinion
- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate opinions to broaden understanding of a topic or an issue

Grade 5 Social Studies

Students will:

5.S.1 develop skills of critical thinking and creative thinking

- critically evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas or strategies in situations of individual and group activities

Grade 6 Social Studies

Students will:

6.S.1 develop skills of critical thinking and creative thinking

- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
- critically evaluate ideas, information and positions
- re-evaluate personal opinions to broaden understanding of a topic or an issue

Grade 4 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- compare new ideas, information and experience to prior knowledge and experiences
- ask questions, paraphrase and discuss to explore ideas and understand new concepts
- discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts

1.2 Clarify and Extend

Consider the ideas of others

- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts

2.2 Respond to Texts

Construct meaning from texts

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

5.1 Respect Others and Strengthen Community

Appreciate diversity

- describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts

Grade 5 English Language Arts

1.1 Discover and Explore

Express ideas and develop understanding

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- read, write, represent and talk to explore personal understandings of new ideas and information
- use own experiences as a basis for exploring and expressing opinions and understanding
- select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics

1.2 Clarify and Extend

Consider the ideas of others

- seek the viewpoints of others to build on personal responses and understanding

2.2 Respond to Texts

Construct meaning from texts

- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts

5.1 Respect Others and Strengthen Community

Appreciate diversity

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts

Grade 6 English Language Arts

1.3 Discover and Explore

Express ideas and develop understanding

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests

- read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts

Safe and Caring Topics and Concepts

Living Respectfully

- Examining ways that injustice affects people
- Respecting and appreciating others' ideas, insights, solutions and contributions

Respecting Diversity and Preventing Prejudice

- Respecting different points of view builds community and helps to prevent or resolve conflict
- Studying different cultures, religions and lifestyles in society and in the school

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 	<ul style="list-style-type: none"> • Culminating activity—putting it altogether 	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Mini-conference 	<ul style="list-style-type: none"> • Mini-conference • PowerPoint • Newscast 	<ul style="list-style-type: none"> • Journalling • Theatrical Performance • Peer assessment 	<ul style="list-style-type: none"> • Brainstorming • Visual displays • Self assessment

Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this lesson or unit plan.

- Oxfam's Change the World in Eight Steps: A Set of Posters and Activities for 7–14-Year-Olds Investigating the UN Millennium Development Goals. This thought-provoking poster pack is specially designed to help students easily understand the issues surrounding the UN Millennium Development Goals. Full-colour posters for download as well as teaching materials (www.oxfam.org.uk/coolplanet/teachers/mdg/index.htm#more).

Humanitarian Aid

You are the main decision-maker in a humanitarian organization, which is to distribute nonperishable goods by air. You have the resources for the equivalent of five airplane trips. Identify the countries that will receive the goods and explain your choice.

Country	Reason

Millennium Development Goals: Student Self-Assessment

Place an X in the box below each statement to indicate how you participated during your group's research and presentation.

1. I put my best effort into our research.

Absolutely!	For the most part	Sometimes	Very little	No way

2. I was on task.

Absolutely!	For the most part	Sometimes	Very little	No way

3. I accepted the ideas of others.

Absolutely!	For the most part	Sometimes	Very little	No way

4. I assumed a leadership role.

Absolutely!	For the most part	Sometimes	Very little	No way

1. What was something you were proud of?

2. What would be something you would do different if you were to do this project again?

3. Overall, how would you rate yourself? Why?

Millennium Development Goals: Student Peer Assessment

Name _____

Score _____

	Awesome = 5	Admirable = 4	Acceptable = 3	Attempted = 2
A.	Did a full share of the work—or more	Did an equal share of the work	Did almost as much work as others	Did less work than others
B.	Took the initiative in helping the group get organized	Worked agreeably with others	Could be coaxed into working with the group	Did not seem interested in working with the group
C.	Expressed lots of appreciation for other group members	Often encouraged and appreciated others in the group	At times encouraged and appreciated others. Seemed to take the work of others for granted	Group members often wondered, "What is going on here?"
D.	Accepted feedback from others willingly	Reluctantly accepted feedback	Argued own point of view over feedback	Refused to listen to feedback
E.	Provided many ideas for the presentation	Participated in discussions about presentation	Listened to others; on some occasions, made suggestions	Seemed bored with conversations about the presentation
F.	Work was ready on time or sometimes ahead of time	Work was ready close to the agreed time	Work was sometimes late but was completed	Some work never got completed and other group members completed the assignment

Please assign your peer one score for each letter. Add up each letter and give your peer an overall score (place mark on top of page). Do you have any additional comments to add?