**Class:** Social Studies, Gr.3 **Instructor:** Miss Kobbert

**Date:** Monday, September 12th 2016

**Time:** 30 Minutes

**Topic: Belonging and Identity**

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| **Objective:**   * **Students will appreciate the similarities and differences within their classroom community by listening and sharing with others.**   **Key Questions:**   * **How does belonging to groups, such as my class/school community contribute to your identity?** |
| **General and Specific Learner Outcomes:**  Students will:   * **General Outcome 3.2: Global Citizenship**   Students will demonstrate an understanding and appreciation of Canada’s roles and responsibilities in global citizenship in relationship to communities in India, Tunisia, Ukraine and Peru.   |  |  |  | | --- | --- | --- | | * Specific Outcome 3.1.1.1 |  | Students will demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own | | * Specific Outcome 3.2.1.1 * Specific Outcome 3.S.8.2 |  | Students will recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them  Students will listen with others in a socially appropriately manner | |

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| **Differentiation/Modifications:** | **Materials/Technology:** |
| * Verbal and written instructions, chunking, students assisting each other with instructions, teacher one-on-one assistance, showing the model * Instead of using the bio glyph instructions have students draw themselves and write about their interests. * Extension of time, if needed | * Name Jar * *Whoever You Are*, by Mem Fox * Bio Glyph Outlines * Construction paper |

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| **Time** | **Content/Description** | **Assessment Strategy** |
| 10 mins. | **Introduction**   * Share a couple of the student’s fun facts from the class Name Jar and have students raise hands to guess who it could be. * After sharing a fact, have other students raise their hands if they also share the fact, to learn class similarities and differences. | Sharing of experiences |
| 15 mins. | **Procedures/Activities:** Bio Glyphs   * To continue to build classroom community the students will create a personal Bio Glyph based on their qualities and characteristics. * Each student will receive a piece of paper and a Glyph legend. Explain to students to that a bio glyph is a symbolic representation of you and tells your life story without words. We are going to use them to learn more about each other. * Together as a class, we will complete the first three steps of the bio glyph. I will create my own on the board as we read through the steps together and the students begin to fill in theirs. * Afterwards these will be put together to form a class globe on the bulletin board. * Students will be asked to point out underlying characteristics/qualities that the members of the class share. (Ex. Most people in the class were born in Lethbridge or not that many people in our class play soccer). The goal of this is to understand our class community and for the students to get to know each other. | Pre-assessment check for understanding and previous knowledge  Generate ideas and create classrooms foundations  **Observation** of students’ interactions and abilities. Students will receive a **completion check** based on their written explanation of what characteristics contribute to the classroom community. |
| 10 mins. | **Closure**   * The book *Who Ever You Are* will be read after the activity. Before reading ask:   1. Take a close look at the cover of the book  a. What do they see?  b. What are the people doing?  c. Where are they?  d. What appears to be with the people on the cover of the book?  2. What do you think the story is about?   * Ask students these questions after reading:   1. Review with them those characteristics and qualities that are different and those that are the same.  2. What words does the author keep repeating? Why does she repeat those words? “Whoever they are, wherever they are, all over the world?” People all over the world share similarities and differences.  3. What are things that make you special and different?  4. How do our differences make us happy?  5. How do our differences make us sad? Sometimes differences create conflict. What can we do when our differences make us sad? We can talk it out so that we do not feel alone or left out.  6. What are things that may make you smile, laugh, and cause you pain? Do you think those may be the same for other people, “whoever they are, wherever they are, all over the world?” | Review ideas and observe students |

**Lesson Reflection/Notes:**