

Grade 4/5/6 S.S. Project Plan

Human Rights and Homelessness

March 2016

Class Description

Our main classroom is a grade 4/5/6 Montessori class in a Vancouver public school. This class is made up of 12 grade 4 students, 6 grade 5 students, and 9 grade 6 students for a total of 27 students. The class is almost exactly half girls and half boys, with 13 girls and 14 boys. The range of ages in this classroom is noteworthy, as the students are between the ages of 9 and 12. There are a wonderful variety of racial and cultural backgrounds within this class. We are aware of one student who has learning challenges due to a rare developmental disorder, and in two of our three lessons he had an Educational Assistant helping him. The students were well behaved and on task for the majority of our lessons, and expressed interest in the topics we were learning about.

Rationale

Our Social Studies topic of Human Rights and Homelessness stemmed from what the students were doing in class with their teacher the first day we met them. They had been learning about government, and had created a classroom country. The students had arranged themselves into three political parties, and during our first observation, the party leaders were giving speeches in preparation for a class election. We considered their prior knowledge on government, and their interest in elections, and arrived at the relevant topics of Human (specifically children's) Rights and Homeless. These topics connect to the Social Studies Big Ideas and Learning Standards for grade 4, 5 and 6 which are found within the new B.C. Curriculum, and directly tie to Canadian issues and governance.

Overview

Assessment Methods:

All of our assessment methods are formative. We used exit slips as assessment as learning to help our students reflect on what they had learned and where they saw, and/or wanted to see their learning going. We also used exit slips as assessment for learning – this allowed us, as the teachers, to see if their learning aligned with what our objectives were, and it also allowed us to adjust our sails as necessary for the rest of our time together. Observational assessment methods were a large part of our strategy as well, having students discuss in groups while we circulated and asked probing questions. In our final lesson, students created posters that reflected their learning, and we assessed these for participation.

Strategies:

Various teaching strategies were used throughout our lessons to promote enacted learning. Firstly, Our lessons were relevant to both of our classes, and we had our host teachers' input on what was of interest to their students. They had been studying government in our first class (they even held a class election the first day we met them), and human rights in our second class (global human rights, including in Australia). The lessons are also relevant as we are discussing the local social issue of homelessness. These lessons provided students with the opportunity to engage with real world issues, which are naturally integrated (human rights, government, local social issues, activism). These lessons aim to engage students through meaningful content and experiences.

Our lessons were inclusive and strengthened the classroom community (e.g. our yarn activity in our first lesson, which is outlined in detail in our lesson plans). Our lessons were also active, and the students spent quite a bit of time up and out of their desks, with kinesthetic components involved in the yarn activity, the card game activity, and our outside exploration. The lessons were also intra-active, as students engaged, discussed, and reflected in a meaningful way.

Outline

	Big Idea	Learning Standards	General Overview	Materials
Lesson 1	Systems of government vary in their respect for human rights and freedoms.	<p>Global poverty and inequality issues, including class structure and gender</p> <p>Human rights and responses to discrimination in Canadian society</p> <p>Students will be able to differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments, and speculate about alternative outcomes</p>	<p>Community building activity related to Children’s Rights</p> <p>Wants vs. Needs Activity in groups, students will assess and discuss the differences between wants and needs, and the value they place on each</p> <p>Discussion around the relation of Children’s Rights/Human Rights to different governments around the world</p> <p>Exit slips</p>	<p>Ball of yarn</p> <p>Smart board or whiteboard for brainstorming</p> <p>Wants and Needs cards (20 cards per group → 7 groups of 3 or 4 students in each)</p> <p>Exit slips (index cards)</p>
Lesson 2	Systems of government vary in their respect for human rights and freedoms.	Same as above.	<p>Communication activity in partners using images related to Human Rights and Homelessness</p> <p>Sharing of personal stories to make topic more real for students</p> <p>Short video that introduces students to local homelessness issues, and what our communities and government are doing to help.</p> <p>Card game activity related to equity</p>	<p>Jumbo playing cards</p> <p>Smart board/ whiteboard/chart paper and pens for brainstorm</p> <p>YouTube Video on Homelessness (link below in lesson plan)</p>
Lesson 3	Systems of government vary in their respect for human rights and freedoms.	Same as above.	<p>Take students outside; have them explore the schoolyard through the perspective of a homeless person – where would you sleep? Use the washroom? Get food and water?</p> <p>Have students reflect on their experience outside, and what they learned about Human Rights and Homelessness onto a poster. Class discussion.</p> <p>Gallery walk to share ideas.</p>	Paper and pens for posters

Lesson 1

<u>Lesson Plan</u>													
GRADE 4/5/6 Social Studies: Children's Rights (50 minutes) For Friday February 25 th , 2016 Class 1 from 9:40am – 10:30am Class 2 from 10:50am – 11:40am													
<u>Objectives of the lesson</u>													
<u>Curriculum:</u> <u>Big Ideas:</u> Systems of government vary in their respect for human rights and freedoms.													
<u>Students will begin to know:</u> <ul style="list-style-type: none"> • Global poverty and inequality issues, including class structure and gender • Human rights and responses to discrimination in Canadian society 	<u>Students will be able to:</u> <ul style="list-style-type: none"> • Students will be able to Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments, and speculate about alternative outcomes (cause and consequences) 												
<u>Assessment/Evaluation</u>													
<u>How will we know?</u> -We will observe students during the activity, looking for participation (for the yarn web, we can assess students' participation as it is required for the activity to work – if students are not participating, we can provide encouragement to assist them) -Evaluating students lists of needs and wants -Group discussion -Exit slips	<u>How will they know?</u> -Through participation in activities and group discussion - Coming up with a list of needs vs. wants -Participation in card game activity and meaningful reflection on discrimination -Exit slip												
<u>Evaluation Strategies:</u> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">◆ Observation</td> <td style="width: 33%;">◇ Learning log</td> <td style="width: 33%;">◇ Presentation/oral report</td> </tr> <tr> <td>◇ Anecdotal notes</td> <td>◇ Rubric</td> <td>◇ Work sample</td> </tr> <tr> <td>◇ Model</td> <td>◇ Interview/Conference</td> <td>◇ Peer evaluation</td> </tr> <tr> <td>◇ Self-evaluation</td> <td>◇ Criteria list</td> <td>◆ Other: Exit slips</td> </tr> </table>		◆ Observation	◇ Learning log	◇ Presentation/oral report	◇ Anecdotal notes	◇ Rubric	◇ Work sample	◇ Model	◇ Interview/Conference	◇ Peer evaluation	◇ Self-evaluation	◇ Criteria list	◆ Other: Exit slips
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Materials:

- Ball of yarn
- Smart board or whiteboard for brainstorming
- Wants and Needs cards (20 cards per group → 7 groups of 3 or 4 students in each)
- Exit slips

Plans for learning

Learning Sequence:

Hook (10 minutes):

Community Web: Have students make a circle around the classroom (it's okay if there are desks in the middle). Verbally tell students we are going to do a brainstorm about our rights. Teacher will start with the ball of yarn and model what we are doing, saying, for example: "I have the right to play outside," and then throwing the ball of yarn to someone else across the circle. **Only the person holding the yarn may speak.** Continue until everyone has gone, allow students to repeat a right if they are stuck.

With the students now all part of the web, note how we are all connected in our classroom community. Allow for discussion/comments on the web. (Perhaps take photo).
Have students take a seat back at their desks.

Wants vs. Needs (15 - 20 minutes):

Based on UNICEF Activity found at

http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/helpmake.pdf

Divide students into groups of 3 or 4 students (preferably have this decided before starting the lesson). Hand out an envelope to each group. In each envelope will be instructions:
Welcome to our Parliamentary meeting in the House of Commons. With the newly elected Success Party leading our country, we have an opportunity to discuss the needs and wants that are necessary for our community to live and grow. In this envelope you will find 16 cards with different needs and wants we think you may require. As a group, you must also add four more of your own needs/wants – please decide amongst yourselves what these are, and draw the four items onto the four blank cards.

When all groups are ready, teacher will announce to the group that there has been a change to the agenda, and only 14 items, instead of all 20, may be selected. They must work as a team to decide on 6 items to eliminate. They must place them to the side.

Once all groups are ready, teacher will inform the students that there has been another amendment and now citizens will only be able to choose 8 items, instead of 14. Have students eliminate 6 more items, leaving only the 8 that they consider most essential for survival.

Once each group has decided on their 8 final items, open up for group discussion (facilitated by teacher) around what cards were kept, and why.

Use this information to segue into *what rights are*. Specifically address the *rights of children* (use UNICEF resource, link above).

Group Discussion (5 – 10 minutes):

Discuss how our rights tie into this activity. What do we value? Why? Why is belonging important? What sort of discrimination happens in Canada? Is this fair?

What do we know about how children's rights may be compromised around the world? Is this fair? Collect all envelopes (have students paper clip their 8 final choices so we can refer back if needed).

Closing:

Teacher led reflection on what we did today, ask students for comments/feedback.

Have students fill out an exit slip, telling us two things: one thing they learned, and one thing they would like to learn more about on the topic of human rights.

(Use this information to tailor our next lesson).

Extensions/Modifications:

If time permits, gather data from Wants vs. Needs game on the smart board/whiteboard, to visually and mathematically chart out which rights the class felt were most important. Lead a discussion around this.

Can adapt group sizes if needed for the Wants vs. Needs game to allow more discussion, or do a jigsaw after the activity to allow students to share with each other.

If the block could be extended, and weather permitted, this lesson could be done outside.

Enacted Learning

This lesson is relevant to our classroom as they had a class election last week (in which the Success Party was voted in as the leaders of their classroom country). This lesson will discuss the rights that each person (including children) has, and naturally integrate these ideas into a relevant context – our classroom community and responsibilities of the government.

This lesson is inclusive from the get go through our community yarn web activity, showing students that we are all connected and strengthened through our diversity. Students will be up and out of their desks for parts of the lesson, with kinesthetic component involved in the yarn activity.

Lesson 2

Lesson Plan 2:

GRADE 4/5/6 Social Studies: Human Rights and Homelessness Part I (50 minutes)

For Friday March 11th, 2016

Class 1 Part I from 9:40am – 10:30am

Class 2 Part I from 10:45am – 11:40am

Objectives of the lesson

Curriculum:

Big Ideas: Systems of government vary in their respect for human rights and freedoms.

Students will begin to know:

- Global poverty and inequality issues, including class structure and gender
- Human rights and responses to discrimination in Canadian society

Students will be able to:

- Students will be able to Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments, and speculate about alternative outcomes (cause and consequences)

Assessment/Evaluation

How will we know?

- Observation of participation in activities: partners working cooperatively, giving each other lots of information, respectful listening to our personal stories.
- We will observe students during the card activity, looking for respectful participation and contributions to group discussion.

Evaluation Strategies:

◆ Observation	◇ Learning log	◆ Presentation/oral report
◇ Anecdotal notes	◇ Rubric	◆ Work sample
◇ Model	◇ Interview/Conference	◇ Peer evaluation
◇ Self-evaluation	◇ Criteria list	◇ Other: Exit slips

Materials:

- Smart board/projector for Picture Set activity and to play YouTube video
- Smart board/whiteboard/chart paper and pens for brainstorm
- Jumbo playing cards
- City of Vancouver video on homelessness: <https://www.youtube.com/watch?v=L9qEoxgR65M>

Plans for learning

Learning Sequence:

Hook: Picture Set (10 minutes) **Please see page 8 for images

Students will be seated at their desks, and split into pairs (based on who they are closest to – if there is an odd number, have one of the teachers go with that student).

Explain activity: (Communication Activity)

Students will arrange themselves so that they are facing each other, with one partner facing the smart board (partner A) and the other with their back to the smart board (partner B). Partner A will have approximately 30 seconds to one minute to describe what they see to their partner, with as much detail as possible. Partner B, when instructed to do so, will repeat back to Partner A what they heard.

→ When instructed to do so, everyone may look at the picture. Get hands up for words that describe this picture

Partners switch (B now facing smart board, A with their back to the smart board). Continue for all four pictures. Last slide will have all four photos. Have students see if they can guess the theme/big idea for today (Human rights and homelessness in Vancouver).

Introduce topic: (25 minutes)

Discuss how we will be focusing on homelessness in Vancouver, how this relates to what we learned about human/children's rights from our lesson two weeks ago, and if we can find ways that we can help.

City of Vancouver video on homelessness: <https://www.youtube.com/watch?v=L9qEoxgR65M>

Depending on amount of time left, have students chat among their table groups about what we learned (could write ideas on chart paper).

Brief introduction on some of the main issues /causes of homelessness in Vancouver.

Tell our personal stories about homelessness. Can happen to anyone.

Card Game (10 – 15 minutes): *Get classroom teachers to help us with distribution of cards, ensuring that the lower numbers are given to students who we feel confident are able to handle it*****

Tell students we will be doing another activity. Explain that we will be handing out a jumbo playing card to everyone, and **you cannot look at your own card!** When the teacher says go, the students will pickup their card and put hold it against their forehead so everyone else can see their card, but no one can see their own. Once we all have our cards on our forehead, we will walk around the room talking to one another, but treating them based on the value of their card.

Hand out the cards. Say go. Have students walk around. Keep an eye on the time, as well as levels of engagement. Have students group themselves according to where they think they fit.

Either have students discuss from where they are, or return to their desks, depending on energy. Discuss how our rights tie into this activity, and how this ties into homelessness. Did anyone choose the card they were dealt? Is it fair to value people on that? Does discrimination happen in Canada? Is this fair?

*Students reflect on paper or in their Critical Thinking (CT) journals.

Wrap up Part I:

Ask students to be ready to go outside for our next lesson, as we look further into the issue of homelessness.

Extensions/Modifications:

Depending on teacher feedback on this lesson plan, there is also the option to have two students share a card to lessen discomfort around this game.

As mentioned above, get classroom teachers to help us with distribution of cards, ensuring that the lower numbers are given to students who we feel confident are able to handle it.

Students can brainstorm in table groups.

If the block could be extended, and weather permitted, parts of this lesson (particularly the card game) could be done outside.

Enacted Learning

This lesson is relevant to both of our classes. They have been studying government in our first class (they even held a class election the first day we met them), and human rights in our second class (global human rights, including in Australia). The lesson is also relevant as we are discussing the local social issue of homelessness. These lessons (part I and II) will provide students with opportunity to engage with real world issues, which are naturally integrated (human rights, government, local social issues, activism). These lessons aim to engage students through meaningful content and experiences.

This lesson is inclusive from the get go through our communication building activity. This lesson in particular will also challenge students to face disequilibrium as we do the card game activity, with room for sharing and discussion of our experiences afterwards. Students will be up and out of their desks for parts of the lesson, with kinesthetic component involved in the card game activity.

Picture Set



Source:

http://www.remax.ca/bc/vancouver-real-estate/na-2875-alamein-avenue-na-wp_id137759598-lst/show-vancouver-needs-a-better-vision/



Source:

https://www.etsy.com/ca/shop/JonShawPaintings?section_id=13436008&ref=shopsection_leftnav_2



Source:

<http://thelastsource.com/en/2014/04/28/spike-in-homelessness-numbers-show-vancouver-needs-a-better-vision/>



Source:

<https://burndownblog.files.wordpress.com/2009/10/3321920.jpg>

Lesson 3

Lesson Plan 3:

GRADE 4/5/6 Social Studies: Human Rights and Homelessness Part II (50 minutes)

For Friday March 11th, 2016

Class 1 Part II from 1:00pm – 1:50pm

Class 2 Part II from 1:50pm – 2:40pm

Objectives of the lesson

Curriculum:

Big Ideas: Systems of government vary in their respect for human rights and freedoms.

Students will begin to know:

- Global poverty and inequality issues, including class structure and gender
- Human rights and responses to discrimination in Canadian society

Students will be able to:

- Students will be able to Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, and developments, and speculate about alternative outcomes (cause and consequences)

Assessment/Evaluation

How will we know?

- Observation of participation during outdoor experience
- We will observe students during the activity, looking for participation in their group work (contributing to discussions and contributing to group drawing)

Evaluation Strategies:

- | | | |
|----------------------|------------------------|----------------------------|
| ◆ Observation | ◇ Learning log | ◆ Presentation/oral report |
| ◇ Anecdotal notes | ◇ Rubric | ◆ Work sample |
| ◇ Model | ◇ Interview/Conference | ◇ Peer evaluation |
| ◇ Self-evaluation | ◇ Criteria list | ◇ Other: Exit slips |

Materials:

- Paper and pens for posters

Plans for learning

Learning Sequence:

Introduction (5 minutes):

Welcome students back; have everyone grab their coats and line up at the door. Take students to the undercover area at the back/west side of the school. Have students stand in a circle.

Introduce Activity (10 minutes):

Set the scene: Imagine what it would be like to be homeless. Where would you go? Where would you sleep? What would you have for dinner? Where would you go to the bathroom? Imagine that this is not just for one night, but your everyday life. Your family doesn't live near by... Give students time to walk around and really think about what this would be/feel like.

*To encourage deeper thinking for the poster (and not clichés), ask students to think about all the senses experienced sleeping on the street.

*Explore the playground for places to sleep, and surrounding area for food sources

Group Activity (10 – 15 minutes): Weather dependent we can do the posters outside, in the lunch room, or return to classroom

Break students into 5 groups of 5. Have them share feelings/ideas. Then have them write/draw on poster board to reflect ideas, thoughts, and feelings. Prompt students: using the video that we watched, and the personal stories we shared as inspiration, discuss/record/draw your reflection.

Presentations or Gallery Walk:

Have each group share their ideas, or have each student put their poster down and do a gallery walk.

Conclusion:

Thank students for having us and for participating. Collect students' drawing (if they allow).

Extensions/Modifications:**Letter Writing Activity:**

Write a letter (individually, small groups, or as a class) to Mayor Gregor Robertson. Students may choose what they would like to focus on. Some ideas include: questions/comments about homelessness in Vancouver, questions/comments about human rights in Vancouver, comments about their experiences living in Vancouver and how they enjoy their rights.

We can proofread these and give them back to them for corrections, and then have them write their final copy to send to the Mayor.

Natural Disasters:

Discuss impact (and threat of) natural disasters. How would we cope? How should we prepare?

Enacted Learning

(Carried over from Part I) This lesson is relevant to both of our classes. They have been studying government in our main classroom (they even held a class election the first day we met them), and human rights in our second classroom (global human rights, including in Australia). The lesson is also relevant as we are discussing the local social issue of homelessness. These lessons (part I and II) will provide students with opportunity to engage with real world issues, which are naturally integrated (human rights, government, local social issues, activism). These lessons aim to engage students through meaningful content and experiences.

Having students go outside and think about what it would actually be like to be homeless allows them further insight into this issue. Encouraging students to learn more on this, and other social issues, and maybe writing a letter to our Mayor are very real experiences, and will allow students to engage in a purposeful and intentional way with the content.

Resources

Unicef Canada: Helping to Make Your Classroom a Global Schoolhouse:

http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/helpmake.pdf

→ This resource is from UNICEF and provides information and activities related to Children's Rights. This resource is a PDF that can be accessed through the URL above. It offers great information in child friendly language, and includes UN Convention on the Rights of the Child. This resource also has printable portions to support activities, which we used for the Want and Needs game, which can be found on page 8 of the PDF.

City of Vancouver: Ending Homelessness in Vancouver:

<https://www.youtube.com/watch?v=L9qEoxgR65M>

→ This resource is a YouTube video from the City of Vancouver, which looks at the issues around homelessness in Vancouver, and what our communities and government are doing to help. It offers a lot of great information and perspectives on these issues, but may be a bit long for primary students.