



# PROJECT PLAN

EDCP 331

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Living on One a Day

### **Description of the Class**

Our inquiry class consisted of 26 Grade 6/7 students. 9 of these students were in Grade 6 and 23 were in Grade 7. The class consisted of students from many different cultural backgrounds; however, majority of the students were of South Asian descent. When we surveyed the student's preferred learning styles, majority of the class expressed an interest in hands-on and interactive learning activities. This class consisted of active and engaged students who were eager to participate in class discussions. Many of the students contributed thoughtful ideas and perspectives during critical thinking activities. All students were enthusiastic learners and they respectfully engaged in lessons presented by us.

This class also included a selective mute student and a refugee student. We created lessons to accommodate different learning abilities. We designed class activities which were independent tasks and also interactive activities. This would cater to students who prefer different levels of peer engagement. We aided the refugee students' English comprehension by providing tools such as Google translate and altered worksheets. Additionally, we had revised vocabulary and literacy goals for this student. For example, we highlighted a few key terms from the lessons that we desired for the student to learn. We introduced specific terminology which the student would be most likely to encounter in the future. Our aim was that the student would be able to build a toolkit of key terminology.

### **Rationale**

At the beginning of classroom observations, we surveyed the students about topics they would be interested in learning. One of the students raised an interest in learning about global poverty. Upon consideration, we felt this would be a good topic to explore with the students. As teacher candidates, we wanted the students to reflect on their roles as global citizens. This would include encouraging students to think about their responsibilities not only in the local community but also the world beyond. We realized that an exploration of this topic would allow us to raise awareness about global and local poverty concerns and also allow students to make personal connections. We would shed light on concerns that perhaps they don't see often or consider to be distant phenomenon in another part of the world. Therefore, we wanted students to make ethical judgements about where and how poverty takes place around the globe. Furthermore, how the actions of students in a small local community can potentially ripple and create a lasting effect in raising awareness about global poverty. As we reflected further on this idea, we realized exploring global poverty would also align with both the Grade 6 and 7 Social Studies curriculum. This lesson series was firstly intended to cater to the interest of the students and our personal teaching goals, but was also grounded in pedagogy and curriculum. Given our reasoning and the curriculum alignment, we decided to pursue this topic with the students over the course of seven lessons.

## Resource Critiques

The resource that we focused on during these seven lessons was created by a non-profit organization titled *Living on One*. *Living on One* is an organization which was originally started by four college friends who embarked on a life changing journey. As a class, we watched their YouTube series called *The Change Series*. This was a video series divided into eight consecutive episodes. It followed four young friends who live on less than \$1 a day for two months in rural Guatemala. These episodes explored six different critical issues of extreme poverty. The different issues explored included clean water, hunger, natural disasters, jobs, extreme budgeting and education. Each lesson plan with the students focussed on one critical issue.

This resource is available on YouTube and Netflix. One of the strengths of this resource is that it is readily available on the internet and can be accessed easily. The videos series is divided into eight different episodes focussed on different critical issues which means they were well organized. Each episode was mostly focussed on one topic only which means it was easy for students to follow. The visuals and artistic filmography in these episodes was also very engaging. *The Change Series* shows the impact that just four college students can have. They were passionate about exploring global poverty and experiencing the living conditions of the extreme poor. This personal project transformed into a well-known platform that is used to make a difference around the globe. If you act on wanting to make a difference, you will be able to do so. The actions of every individual in alleviating poverty are paramount in order to make an impact on a large scale.

Although this resource was excellent in regard to raising awareness about global poverty, such as in Guatemala, it did not focus on local poverty concerns which would be most relevant to the students. As teacher candidates, we were aware of this limitation, therefore, we included class discussions on local poverty concerns in most lessons. For example, after discussing concerns of clean water and hunger in Guatemala, the class was also engaged in discussions about how these concerns take form closer to home.

In addition to the above resource, we used additional materials to supplement lessons. During lesson 4, we explored natural disasters with the students. For the associated activity, we provided students with books about different natural disasters (ex. fire, earthquake, avalanche) to do their own research and make posters to share with classmates. Although this was an engaging activity, we felt the students required more time to complete and share their in-class research. The resources themselves were excellent in regard to visuals and providing information to students. Some of the books used during this lesson were:

- National Geographic Kids Everything Volcanoes and Earthquakes: Earthshaking photos, facts and fun! by Kathy Furgang
- Wildfires by Simon Seymour
- Avalanche and Landslide Alert! By Amanda Bishop
- Tsunami! By Kimiko Kajikawa

In lesson 5 & 6, we created an interactive Monopoly simulated game board to engage students on the topics of jobs, extreme budgeting and education. The intention of this resource was to stimulate real world socioeconomic classes and expenses that individuals of different financial status make daily. One of the strengths of this lesson was that we combined three topics to portray how these concerns are interconnected with each other in reality. Students were able to view these three critical issues in unison with each other, rather than stand-alone concerns regarding poverty. Through this resource, we were able to give our students an opportunity to engage in experiential and enacted learning. They were able to experience extreme budgeting first hand through the medium of play and a game board. Overall, another strength of this resource was that students enjoyed playing this board game with their peers because it allowed them to interact and make friendly comparisons with each other. In hindsight, we would have liked to provide students with more time to engage in this game, especially so that students could experience two different perspectives. For example, we would have liked students to make decisions from both lower and higher socioeconomic financial statuses; however, time only allowed students to play from one perspective.

<b>LESSON PLAN #1</b>	
<b>THEME: Poverty in Canada and around the world</b>	
<b>Rationale: (Why this lesson at this time)</b>	
<ul style="list-style-type: none"> <li>To introduce the topic of poverty as well as raise awareness in how it manifests around the world.</li> </ul>	
<b>Curriculum Competencies/ Big Ideas</b>	
<ul style="list-style-type: none"> <li>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</li> <li>Develop a plan of action to address a selected problem or issue</li> </ul>	
<b>Learning Intention</b>	
<ul style="list-style-type: none"> <li>Students will be able to develop an understanding of poverty and how it can be shown within their community and globally.</li> </ul>	
<b>Learning Standards in Student Language</b>	
<ul style="list-style-type: none"> <li>I can define poverty and describe how it is shown in my community.</li> </ul>	
<b>Enacted Learning (relevance, real experience)</b>	
<ul style="list-style-type: none"> <li>Students will participate in the Money Bag Activity (described below). The students will be able to experience inequality in the classroom environment. This will encourage students to think critically about poverty. This activity has been modified from:  <a href="http://girlsactionfoundation.ca/en/amplify-toolkit-/workshop-guide/power-structures-and-anti-oppression/candy-bag-an-activity-to-explore-poverty-inequality">http://girlsactionfoundation.ca/en/amplify-toolkit-/workshop-guide/power-structures-and-anti-oppression/candy-bag-an-activity-to-explore-poverty-inequality</a></li> </ul>	
<b>Assessment (evidence of learning)</b>	
<ul style="list-style-type: none"> <li>Students can show in writing, their understanding of poverty and show one form of poverty they have seen in their community by writing or drawing.</li> </ul>	
<b>Lesson Hook:</b>	
<ol style="list-style-type: none"> <li>Students write Know and Wonder on a post-it and will put it up on a poster. <ol style="list-style-type: none"> <li>We will pick two students to share their Know and Wonder</li> </ol> </li> <li>Watch video "Living on One" <ol style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=RCT5HsUi7VE&amp;list=PLvzOwE5IWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=1">https://www.youtube.com/watch?v=RCT5HsUi7VE&amp;list=PLvzOwE5IWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=1</a></li> </ol> </li> </ol>	Time 5 min
<b>Teacher, Student Activity/Response</b>	
Part 1: discussion as a group <ul style="list-style-type: none"> <li>Feelings after watching the video <ul style="list-style-type: none"> <li>What was most surprising?</li> <li>What do you think would be the hardest thing for you if you were living on a dollar in that village?</li> <li>What are necessities of life?</li> <li>"When you think of the word 'poverty', what does it make you think of?"</li> <li>Living in poverty means you are not able to... (finish the sentence)</li> </ul> </li> </ul>	Time 5 min

<ul style="list-style-type: none"> <li>○ Is there poverty in your community/town/city?</li> <li>○ Some questions taken from (<a href="https://www.dropbox.com/s/n5qweqefwfs6jy3/Living%20on%20One%20Dollar%20Screening%20Packet%202015.pdf?dl=0">https://www.dropbox.com/s/n5qweqefwfs6jy3/Living%20on%20One%20Dollar%20Screening%20Packet%202015.pdf?dl=0</a>)</li> <li>- <a href="http://databank.worldbank.org/data/download/site-content/wdi/maps/2017/maps-wdi-2017-sec-1-poverty.pdf">http://databank.worldbank.org/data/download/site-content/wdi/maps/2017/maps-wdi-2017-sec-1-poverty.pdf</a></li> </ul>	
<p>Part 2: Money Bag Activity</p> <p>The goal of this activity is to illustrate the inequality that exists around the world.</p> <ul style="list-style-type: none"> <li>● Students will be grouped into groups of 2-5. Each group will receive a bag containing tokens/plastic coins but in different quantities. In order to represent inequality, smallest group will receive the largest amount of tokens and largest group will receive smallest amount. Students will be told that they can exchange the tokens for candy later on. Then, the students will count the tokens all together and share the amount their group had.</li> <li>● Then, discussion questions will be addressed as a group. <ul style="list-style-type: none"> <li>○ How did the activity make you feel?</li> <li>○ How does having less or more tokens than your friends make you feel?</li> <li>○ How can we relate this to how things are in the world?</li> <li>○ What gave some people more advantage in this game?</li> <li>○ What gives some people more advantage in life?</li> <li>○ What can we do to make a difference?</li> <li>○ What could we do as a group?</li> </ul> </li> </ul>	15 min
<p>Part 3: Worksheet to show their understanding</p> <p>Questions will include:</p> <ul style="list-style-type: none"> <li>○ What is poverty? What does it mean to you?</li> <li>○ Show where you can see poverty in your community in words or by drawing</li> </ul>	10 min
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b></p> <ol style="list-style-type: none"> <li>1) What will you do with a dollar a day?</li> <li>2) What do you want to know more about poverty?</li> </ol>	
<p><b>Lesson Closure</b></p> <ul style="list-style-type: none"> <li>● Show map of share of population living on less than \$1.90 a day <a href="http://databank.worldbank.org/data/download/site-content/wdi/maps/2017/maps-wdi-2017-sec-1-poverty.pdf">http://databank.worldbank.org/data/download/site-content/wdi/maps/2017/maps-wdi-2017-sec-1-poverty.pdf</a> and discuss</li> <li>● Recap of discussions in class, share feelings about poverty</li> </ul>	Time 5 min
<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>● Discuss some of the things we are privileged to have access to such as water, electricity and food.</li> <li>● Lesson two will address water quality in different regions of the world.</li> </ul>	Time 2 min

## LESSON PLAN #2

### THEME: Access to Clean Water

#### Rationale: (Why this lesson at this time)

- After an introduction to global poverty in Lesson #1, the class will now begin to tackle different aspects of poverty in the upcoming lessons. This lesson will focus on understanding how access to clean water differs around the world

#### Curriculum Competencies/ Big Ideas

- Develop a plan of action to address a selected problem or issue
- Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

#### Learning Intention

- to raise awareness about the global water crisis and encourage students to critically reflect on how access to clean water differs around the globe

#### Learning Standards in Student Language

##### I can.....

- I can comment on the unequal distribution of water and how access to clean water is different around the world
- I can identify my role in the global water crisis and think of strategies that would help stop this crisis
- I can comment on how international cooperation would be required to help tackle the global water crisis
- I can identify the difference between two types of water scarcity: physical scarcity and economic scarcity

#### Enacted Learning (relevance, real experience)

- Students will participate in an activity called Scarcity Scramble (described below). This activity enacts the experience of individuals around the world and their access (or lack of) to clean water. This activity will encourage students to reflect on the types of water scarcity around the world. This activity has been modified from:

<https://thewaterproject.org/>

#### Assessment (evidence of learning)

- During the concluding class-wide debrief, students will be asked to share their understanding of water scarcity and strategies that they have developed in their groups to help alleviate this scarcity

#### Lesson Hook:

- Students will watch Episode 2: Water From A Pipe?  
<https://www.youtube.com/watch?v=coxgFQvqmZQ&list=PLvzOwE5lWqhS4jY8K27Xjp9r5p1DuMFY5&index=2>

Time  
5 min

## Teacher, Student Activity/Response

Time  
30 min

- **Part 1 (Discussion)**

Following the video, the class will discuss their immediate reactions. Leading questions for this discussion will include:

- How do you feel after watching this episode?
- Where would you place yourself in the global water crisis?

- **Part 2 (Scarcity Scramble Activity)**

The goal of this activity is to illustrate the difference between two types of water scarcity: physical and economic.

- Students will be told that in this activity, strips of paper represent water. The class will be divided into 3 groups. There will be 3 stations around the classroom.
- Each group will appoint 1 leader who will read the directions at each station. The time allocated at each station is 5 minutes. Following the 5 minutes, they will rotate to the next station. Each leader will also be given a piece of paper if they would like to write down the groups observations at each station.
- Station 1 is the **Abundance Station**. There will be a large bowl filled with a large abundance of paper strips. The directions at this station will say: "Abundance: take as many paper strips as you would like"
- Station 2 is the **Physical Scarcity Station**. This station will have a medium sized bowl with the directions: "Physical Scarcity: take only 1 paper strip"
- Station 3 is the **Economic Scarcity Station**. There will be 1 bowl present containing pieces of paper but it will be covered with plastic wrap and a large X on top. Directions here will read "Economic scarcity: you may NOT take any paper strips from this bowl. WALK across the room, one at a time, to the small bowl to retrieve 1 paper strip." When students walk across the room, they will find that paper strips are disproportionate and unequal in size.

- **Part 3 (Activity Debrief)**

Following the activity, the class will be brought together to discuss what they have learned. A map will also be displayed that represents projected physical and economic water scarcity in 2025.

[http://www.fewresources.org/uploads/1/0/5/2/10529860/7857068\\_orig.gif](http://www.fewresources.org/uploads/1/0/5/2/10529860/7857068_orig.gif)

The leading questions for this discussion will include:

- What did you like or dislike about each station?
- What did you interpret about water scarcity?
- Do you think the stations represented physical and economic scarcity well? How so? How would you modify the stations to represent these concepts better?
- In the real world, do you feel individuals at all 3 stations should cooperate and help each other? How so?
- What are some short-term solutions or potential long-term solutions?

<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b></p> <ul style="list-style-type: none"> <li>• Once everyone is finished participating at each station, they will be encouraged to discuss the symbolism represented at each station as a small group. They will later be asked to share these thoughts with the class during the class-wide debrief.</li> </ul>	
<p><b>Lesson Closure</b></p> <ul style="list-style-type: none"> <li>• Following the activity, the class will be brought back together for a concluding discussion. The leading questions for this discussion will include: <ul style="list-style-type: none"> <li>○ How big of an effect can clean water have on your life?</li> <li>○ Is access to clean water a big problem in our neighborhood? How would you compare our neighborhood to our global neighbors around the world?</li> <li>○ What can you do to help alleviate the global water crisis?</li> </ul> </li> </ul>	<p>Time <b>5 min</b></p>
<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>• Students will be informed that the next two lessons will focus on hunger and natural disasters on Friday, October 27, 2017.</li> </ul>	<p>Time <b>2 min</b></p>

<b>LESSON PLAN #3</b>	
<b>THEME: Hunger</b>	
<b>Rationale: (Why this lesson at this time)</b>	
<ul style="list-style-type: none"> <li>• After an introduction to global poverty in Lesson #1, the class will now begin to tackle different aspects of poverty in the upcoming lessons</li> <li>• This lesson will focus on understanding the severity of hunger in other parts of the world and also allow students to self-assess their own food choices</li> </ul>	
<b>Curriculum Competencies/ Big Ideas</b>	
<ul style="list-style-type: none"> <li>• Develop a plan of action to address a selected problem or issue</li> <li>• Investigate and analyze influences on eating habits</li> <li>• Identify and apply strategies to pursue personal healthy-living goals</li> </ul>	
<b>Learning Intention</b>	
<ul style="list-style-type: none"> <li>• to raise awareness about world hunger and help students self-assess their own food choices according to Canada’s Food Guide</li> </ul>	
<b>Learning Standards in Student Language</b>	
<b>I can.....</b>	
<ul style="list-style-type: none"> <li>• I can describe what malnutrition means</li> <li>• I can identify two different types of malnutrition</li> <li>• I can describe how hunger contributes to the cycle of poverty</li> <li>• I can identify factors that influence my personal eating choices</li> </ul>	
<b>Enacted Learning (relevance, real experience)</b>	
<ul style="list-style-type: none"> <li>• Students will create a food pyramid of their personal food choices which makes this exercise personally relevant to them. At the end of the lesson, students will also record one personal health goal to improve or maintain their eating habits</li> </ul>	
<b>Assessment (evidence of learning)</b>	
<ul style="list-style-type: none"> <li>• Evidence of learning will be drawn from the personal food pyramids that students will create. The food pyramid created by the students will indicate whether they have been able to make healthy food choices for themselves after this lesson</li> </ul>	
<b>Lesson Hook:</b>	<b>Time 7 min</b>
<ul style="list-style-type: none"> <li>• Students will watch Episode 3: Hunger and Tortillas <a href="https://www.youtube.com/watch?v=mynnhDFRFYY&amp;list=PLvzOwE5IWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=3">https://www.youtube.com/watch?v=mynnhDFRFYY&amp;list=PLvzOwE5IWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=3</a></li> </ul>	
<b>Teacher, Student Activity/Response</b>	
<ul style="list-style-type: none"> <li>• <b>Part 1 (Short Discussion)</b> Following the video, the class will discuss their immediate reactions. Leading questions for this discussion will include: <ul style="list-style-type: none"> <li>○ Why do people choose certain foods to eat?</li> <li>○ What influence does socioeconomic status have on food choices?</li> <li>○ What does “eating well” mean to you?</li> <li>○ What do you know about Canada’s Food Guide? Does everyone have access to the foods listed in Canada’s Food Guide?</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ What is malnutrition? How does it contribute to the cycle of poverty?</li> <li>● <b>Part 2 (Good Nutrition for You)</b> After the video, students will be provided worksheets to self-assess their own nutritional choices. Individually, students will also record one personal goal to improve or maintain their eating habits. <ul style="list-style-type: none"> <li>○ Students will be provided with a blank food pyramid and they will be asked to draw in the food choices they make on a typical day</li> <li>○ Following this activity, we will display Canada’s food guide on the PowerPoint presentation</li> <li>○ Now, students will redraw another food pyramid on the back side of the worksheet with food choices that they <i>should</i> make</li> <li>○ There will be question at the bottom of the page asking: What is one personal goal you have regarding making healthier food choices?</li> </ul> </li> <li>● <b>Part 3 (Brain Break: Ear and Nose Switch)</b> In order to regain focus, the class will participate in a quick brain break before the concluding discussion begins. This brain break will be for about 2-3 minutes. <ul style="list-style-type: none"> <li>○ Students take their right hand and grab their left ear. They take their left hand and touch their nose with their index finger.</li> <li>○ Now, students uncross their arms and move the left hand to the right ear and their right hand to their nose.</li> <li>○ They will switch back and forth as fast as possible</li> </ul> </li> <li>● <b>Part 4 (Concluding Discussion)</b> The leading questions for this concluding discussion will include: <ul style="list-style-type: none"> <li>○ What did you like or dislike about this activity?</li> <li>○ What is your favorite meal/dish? Would this dish be possible to obtain with less than \$1/day?</li> </ul> </li> </ul>	
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b></p> <ul style="list-style-type: none"> <li>● Early finishers will be encouraged to color or artistically enhance their personal food pyramids if they are done early</li> </ul>	
<p><b>Lesson Closure</b></p> <ul style="list-style-type: none"> <li>● Following the activity, the class will be brought back together for a concluding discussion. The leading questions for this discussion will include: <ul style="list-style-type: none"> <li>○ How can your food choices influence the type of lifestyle you lead?</li> <li>○ Does everyone get the opportunity to make the type of food choices that you can make?</li> <li>○ How do the food choices available to you differ from the food choices available to most individuals in Guatemala shown in the video?</li> <li>○ How do you think you could help homeless individuals in our local community reach their required nutritional value?</li> </ul> </li> </ul>	<p>Time <b>5 min</b></p>
<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>● Students will be informed that the next lesson will take place after lunch and it will be focused on natural disasters.</li> </ul>	<p>Time <b>2 min</b></p>

<b>LESSON PLAN #4</b>	
<b>THEME: Natural Disaster and how it affects people</b>	
<b>Rationale: (Why this lesson at this time)</b>	
<ul style="list-style-type: none"> <li>To introduce the topic of poverty as well as raise awareness in how it manifests around the world.</li> </ul>	
<b>Curriculum Competencies/ Big Ideas</b>	
<ul style="list-style-type: none"> <li>Complex global problems require international cooperation to make difficult choices for the future.</li> <li>Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</li> <li>Develop a plan of action to address a selected problem or issue</li> </ul>	
<b>Learning Intention</b>	
<ul style="list-style-type: none"> <li>Students will learn the different types of natural disasters, its effects on people, and how we can help.</li> </ul>	
<b>Learning Standards in Student Language</b>	
<ul style="list-style-type: none"> <li>I can describe the different types of natural disasters</li> <li>I understand its devastating effects on people and develop a plan to help</li> </ul>	
<b>Enacted Learning (relevance, real experience)</b>	
<ul style="list-style-type: none"> <li>Students will research the given topic in their groups and present their findings to their classmates.</li> </ul>	
<b>Assessment (evidence of learning)</b>	
<ul style="list-style-type: none"> <li>Students can share facts about the natural disasters and gather ideas on how to help.</li> </ul>	
<b>Lesson Hook:</b>	
<ul style="list-style-type: none"> <li>Watch video “Living on One” – Episode 4: Disaster Strikes               <ul style="list-style-type: none"> <li>b. <a href="https://www.youtube.com/watch?v=bk9GL1AnMLM">https://www.youtube.com/watch?v=bk9GL1AnMLM</a></li> </ul> </li> </ul>	Time 7 min
<b>Teacher, Student Activity/Response</b>	
Part 1: discussion as a group	Time
<ul style="list-style-type: none"> <li>What types of natural disasters can occur? Discuss 5 types: Tsunami/Earthquake, Wildfire, Flood/Landslide, Drought, Hurricane/Tornado</li> </ul>	
Part 2: Assign a topic to the groups to research and give each group 4-5 books	10 min
<ul style="list-style-type: none"> <li>Students will read the books and make posters to share with the class</li> </ul>	
Part 3: Brain break (Say the Colour Not the Word game)	25 min
<ul style="list-style-type: none"> <li>Students will engage in Stroop effect activity</li> </ul>	
Part 4: Presentation	25 min
<ul style="list-style-type: none"> <li>Each group will be given 5 minutes to present their findings</li> </ul>	
<b>Lesson Closure</b>	
<ul style="list-style-type: none"> <li>Quick closure on all topics</li> </ul>	Time
<b>Transition:</b>	
<ul style="list-style-type: none"> <li>Discuss next topics: unemployment and extreme budgeting</li> </ul>	Time

## LESSON PLAN 5 & 6

### THEME: Jobs, Extreme Budgeting, Education

#### **Rationale: (Why this lesson at this time)**

- The themes discussed so far under the umbrella of poverty are: clean water, hunger, natural disasters
- This lesson will enhance the students previous understanding by focusing on the themes of jobs, extreme budgeting and the importance of education into two larger lessons

#### **Curriculum Competencies/ Big Ideas**

- Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)
- Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions or developments (cause and consequence)

#### **Learning Intention**

- the intention of this lesson is to showcase how various factors (the types of jobs available, extreme budgeting, lack of education) can intertwine and contribute to poverty

#### **Learning Standards in Student Language**

##### **I can.....**

- I can differentiate between the types of jobs available to the upper, middle and lower classes
- I can describe some of the challenges that the poor face in finding work
- I can identify reasons why extreme budgeting is required in poorer regions of the world
- I can describe reasons that prevent children from continuing their education

#### **Enacted Learning (relevance, real experience)**

- Students will engage in a Monopoly simulated game which will tie together all 3 themes of jobs, extreme budgeting and education. Students will be provided simulated Monopoly boards and Monopoly money. Students will work in groups and make real-life decisions as they earn money and encounter losses while progressing through the game.

#### **Assessment (evidence of learning)**

- The evidence of learning will be drawn from the worksheet that students will complete at the end of the lesson. The worksheet will contain open ended questions which will check the students understanding.

<p><b>Lesson Hook:</b></p> <ul style="list-style-type: none"> <li>• Students will watch Episode <b>5</b> (We Need a Job) and <b>6</b> (Extreme Budgeting) during the first lesson</li> <li>• <a href="https://www.youtube.com/watch?v=5LCFoY0J5DY&amp;index=5&amp;list=PLvzOwE5lWqhS4jY8K27Xjp9r5p1DuMFY5">https://www.youtube.com/watch?v=5LCFoY0J5DY&amp;index=5&amp;list=PLvzOwE5lWqhS4jY8K27Xjp9r5p1DuMFY5</a></li> <li>• <a href="https://www.youtube.com/watch?v=Nw-Dmmk9lyg&amp;list=PLvzOwE5lWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=6">https://www.youtube.com/watch?v=Nw-Dmmk9lyg&amp;list=PLvzOwE5lWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=6</a></li> <li>• Students will watch episode <b>7</b> (Not Going to School) during the second lesson</li> <li>• <a href="https://www.youtube.com/watch?v=ayTRujPD-14&amp;list=PLvzOwE5lWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=7">https://www.youtube.com/watch?v=ayTRujPD-14&amp;list=PLvzOwE5lWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=7</a></li> </ul>	<p>Time <b>20 min</b></p>
<p><b>Teacher, Student Activity/Response</b></p> <ul style="list-style-type: none"> <li>• <b>Part 1 (Short Discussion)</b> Following the video, the class will discuss their immediate reactions. Leading questions for this discussion will include: <ul style="list-style-type: none"> <li>○ What did you notice about the types of jobs that are available to individuals in poorer regions of the world?</li> <li>○ What are some reasons for why children might not be able to pursue their education further?</li> <li>○ How do individuals maintain their savings? How is money used during extreme circumstances?</li> </ul> </li> <li>• <b>Part 2 (Life-opoly Game)</b> <ul style="list-style-type: none"> <li>○ Students will be playing a Monopoly simulated board game in the groups that they are sitting in class. Each group will be given the board, the Monopoly money and a die.</li> <li>○ The purpose of the game is to simulate real world expenses and decisions that individuals of different socioeconomic classes make. The game is to be played over a longer duration of time but to encourage critical thinking as they make moves.</li> <li>○ Students will play two rounds of the game. One round will be played before lunch and will be wrapped up at the end of the first lesson. A second round will be played after lunch so students are able to experience another perspective.</li> </ul> </li> <li>• <b>Part 3 (Check Your Understanding Worksheet)</b> <ul style="list-style-type: none"> <li>○ In order to wrap up the game, students will be completing a worksheet that asks questions regarding the decisions that they made during the game, their observations and what they learned.</li> </ul> </li> </ul>	<p><b>40 mins</b></p>
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b></p> <ul style="list-style-type: none"> <li>• Students who finish early will be encouraged to play another round of the game so they can have another perspective regarding the decisions that have to be made.</li> </ul>	
<p><b>Lesson Closure</b></p> <ul style="list-style-type: none"> <li>• Following the activity, the class will be brought back together for a concluding discussion. The leading questions for this discussion will include: <ul style="list-style-type: none"> <li>○ What did you like or dislike about this game?</li> </ul> </li> </ul>	<p>Time <b>5 min</b></p>

<ul style="list-style-type: none"><li>○ How does this game simulate the types of decisions that individuals have to make every day in the real world?</li><li>○ How has this activity made you more aware about the types of jobs available, extreme budgeting or the importance of education?</li></ul>	
<p><b>Transition:</b></p> <ul style="list-style-type: none"><li>● Students will be informed that the next lesson (Nov 10) will be the final lesson. We will be wrapping up this documentary series and discussing everything we have learned thus far</li></ul>	<p>Time <b>2 min</b></p>

<b>LESSON PLAN #7</b>	
<b>THEME: Our Role as Global Citizens</b>	
<b>Rationale: (Why this lesson at this time)</b>	
<ul style="list-style-type: none"> <li>The themes discussed under the umbrella of poverty were: clean water, hunger, natural disasters, jobs, extreme budgeting and the importance of education</li> <li>The purpose of this final lesson is to critically reflect on the main points that have been learned and discussed since the first lesson and to contextualize all concepts in relation to our community</li> </ul>	
<b>Curriculum Competencies/ Big Ideas</b>	
<ul style="list-style-type: none"> <li>Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</li> <li>Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions or developments (cause and consequence)</li> <li>Develop a plan of action to address a selected problem or issue</li> </ul>	
<b>Learning Intention</b>	
<ul style="list-style-type: none"> <li>the intention of this lesson is to encourage students to critically reflect on how their perspective on poverty has changed and how they can act as responsible citizens</li> </ul>	
<b>Learning Standards in Student Language</b>	
<b>I can.....</b>	
<ul style="list-style-type: none"> <li>I can identify my role as a global citizen</li> <li>I can describe how my perspective has changed on global poverty</li> <li>I can identify a few of the key factors that contribute to poverty</li> </ul>	
<b>Enacted Learning (relevance, real experience)</b>	
<ul style="list-style-type: none"> <li>Students will be sharing a pledge on how they will be helping their local community members. The purpose of this pledge is to help students realize their role as global citizens. This worksheet will make their learning about poverty relevant to the students. We will be cutting out the images and connecting them together to make a pledge booklet.</li> </ul>	
<b>Assessment (evidence of learning)</b>	
<ul style="list-style-type: none"> <li>The evidence of learning will be drawn from the Know-Wonder-Learn chart that the students will be completing. We will be drawing a comparison between what students understood at the beginning and what the students have now learned.</li> </ul>	
<b>Lesson Hook</b>	<b>Time</b>
<ul style="list-style-type: none"> <li><b>Students will watch Episode 8 (Back in the U.S.)</b>  <a href="https://www.youtube.com/watch?v=EASqF1BwXk4&amp;list=PLvzOwE5IWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=8">https://www.youtube.com/watch?v=EASqF1BwXk4&amp;list=PLvzOwE5IWqhS4jY8K27Xjp9r5p1DuMFY5&amp;index=8</a></li> </ul>	6 min
<b>Teacher, Student Activity/Response</b>	<b>20 mins</b>
<ul style="list-style-type: none"> <li><b>Part 1 (Think-Pair-Share)</b></li> </ul>	

<p>Following the video, the class will discuss their immediate reactions with a partner. After they have discussed in partners, we will collectively share ideas with the class. Leading questions for this discussion will include:</p> <ul style="list-style-type: none"> <li>○ What did the producers of this documentary series do when they were back in the U.S.?</li> </ul> <ul style="list-style-type: none"> <li>● <b>Part 2 (Know-Wonder-Learn)</b> During the first lesson, we began a Know-Wonder-Learn chart with the students. At that time, students completed the Know &amp; Wonder sections. Today, students will be completing the Learn section to document things that they learned during this lecture series. They will be provided a post-it note to write about what they have learned.</li> <li>● <b>Part 3 (My Role as a Global Citizen)</b> Students will be given a worksheet to summarize their learning. The worksheet will contain an outline of a human upon which they will write a pledge or how they will help alleviate poverty in their community. We will then cut out these images and connect them together to make a pledge booklet.</li> </ul>	
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b></p> <ul style="list-style-type: none"> <li>● Early finishers will be encouraged to think about how they can help their local community and share their ideas with a partner.</li> </ul>	
<p><b>Lesson Closure</b></p> <ul style="list-style-type: none"> <li>● Following the activity, the class will be brought back together for a concluding discussion. The leading questions for this discussion will include: <ul style="list-style-type: none"> <li>○ What is the key take away from this entire lecture series?</li> <li>○ What is the most important thing you have learned?</li> <li>○ What kind of changes will you make after being more aware of poverty around the world?</li> </ul> </li> </ul>	<p>Time <b>5 min</b></p>
<p><b>Transition:</b></p> <ul style="list-style-type: none"> <li>● We will be closing the lecture series by thanking the students for participating in thoughtful discussions and allowing us the opportunity to teach. We will be distributing small thank you candy bags to the students.</li> </ul>	<p>Time <b>2 min</b></p>