

Communities of the World

Exploring the World

2
CLUSTER

GRADE
3



Learning Experiences



3.2.1 Mapping the World

KL-014 Locate on a map or globe the equator and the Northern and Southern hemispheres.

KL-015 Locate on a map or globe the continents and oceans.

KL-016 Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.

3.2.2 Community Connections

KI-008 Describe countries as types of communities defined by borders.

KG-030 Describe similarities and connections between communities around the world.

VG-009 Be willing to accept differences among people, communities, and ways of life.

VG-010 Appreciate their connections to people and communities elsewhere in the world.

3.2.3 Human Rights

KC-005 Recognize that people around the world have basic human rights.

Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...

KG-028 Identify organizations that support communities in all countries of the world.

Examples: United Nations and UNICEF, Red Cross, Médecins sans frontières...

KG-029 Identify ways in which community services can help people acquire their basic human rights.

Examples: ensure quality housing, education, security, food and water...

VC-003 Respect the equality of all human beings.

3.2.4 Personal Responsibilities

KC-006 Explain the importance of fairness and sharing in groups and communities.



KG-027 Give examples of concerns common to communities around the world.

KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.

Examples: charitable donations and projects, recycling...

VC-001 Support fairness in social interactions.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students are introduced to world geography and the use of maps and images to represent geographic concepts such as borders, hemispheres, and the equator. They explore common concerns and connections between world communities. They also examine human rights, the role of community services, and the effects of personal decisions.



Engaging Students in the Cluster

- Create a display of various representations of the Earth (e.g., globe, atlas, satellite images, physical map, political maps, various map projections...).
- On a world map, students post self-stick notes indicating connections with various communities throughout the world (e.g., country of origin, places to which they have travelled, a place they have read about...).
- Students focus freewrite on the topic “If I had a magic airplane I would take a trip to explore...”
- As an Admit Slip, students share items from home imported from another country.
- Student browse pictures depicting various communities around the world.
- Students contribute pictures to a bulletin board display illustrating their connections to communities elsewhere in the world.
- Students share examples of ways in which they have supported people and places elsewhere in the world (e.g., UNICEF, sponsoring a foster child, recycling...).
- Students view video of communities elsewhere in the world.

Learning Experiences

3.2.1 Mapping the World

3.2.2 Community Connections

3.2.3 Human Rights

3.2.4 Personal Responsibilities



Learning Experience: 3.2.1 Mapping the World

- KL-014 Locate on a map or globe the equator and the Northern and Southern hemispheres.
- KL-015 Locate on a map or globe the continents and oceans.
- KL-016 Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.

Description of the Learning Experience






Maps, globes, atlases, aerial photographs, and satellite images are useful and important geographic tools for learning about people and places in the world. Students are introduced to the concepts related to world geography through the use of maps, globes, and images.

Vocabulary: compass rose, equator, hemisphere, continent, ocean, aerial photographs, satellite images (See Appendix D for Vocabulary Strategies.)











3.2.1 Mapping the World

Assessment	Outcomes	Strategies
	KL-014 KL-015 KL-016	<p>Activate</p> <p>Students identify and compare the similarities and differences between various types of maps and globes. Students list geographic features found on maps and globes (e.g., bodies of water, political boundaries, landforms...), and discuss differences in how they are illustrated.</p>
	<p style="text-align: center;">or</p>	<p>KL-014 KL-015 KL-016</p> <p>Display examples of various geographic terms. Students write phrases or draw images to illustrate their understanding of the various terms. Students discuss the meaning of each term and share phrases or images they chose to represent the terms.</p> <p>TIP: Students will not be familiar with all of the mapping words in the BLM, and as an activating strategy this task will help identify areas needing emphasis.</p>
		<p> BLM: Mapping the World - Geographic Terms</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		




3.2.1 Mapping the World

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KL-014 KL-015 KL-016	Using an outline map of the world, students label any geographic features they can identify (e.g., equator, continents, oceans, cardinal directions...), and indicate where in the world the features are located. Students compare and discuss their maps with peers.  BLM: Mapping the World - World Outline Map
or		
	KL-014 KL-015	Students play “Cardinal Directions” scavenger hunt. In a large open area (e.g., gym, playground...), collaborative groups of students hide a card labelled with the word “equator” or the name of a continent, ocean, or hemisphere. These groups then create clues, using the cardinal directions to direct their peers to the hidden location (e.g., “Go 10 paces north, seven paces west, 15 paces east...”). Peers follow the clues and attempt to find the hidden object. TIP: Before the scavenger hunt begins, post the cardinal directions in the playing area and review the terms with students.
Acquire		
	KL-014 KL-015 KL-016	Using maps, atlases, and globes, collaborative groups of students locate the equator, the Northern and Southern hemispheres, the continents, and the oceans. Groups volunteer to show the location of a continent, ocean, or feature to the rest of the class on a wall map. TIP: Review or introduce geographic terms. The terms cardinal directions, title, and legend were introduced in Grade 2; compass rose, equator, hemisphere, continent, and ocean are new terms.
or		
	KL-016	Students browse a variety of satellite images and aerial photographs and compare these representations of the Earth with images found in maps and atlases. Students select satellite images or aerial photographs of continents or oceans, and challenge peers to identify the location on a map or globe. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i> or
 Appendix A Skill 6a	KL-014 KL-015 KL-016	Students sort geographic terms related to the continents, oceans, cardinal directions, and hemispheres and, using maps or globes, identify the location of each term.  3.2.1 c BLM: Mapping the World - Word Sort
		or
  Appendix A Skill 11a	KL-014 KL-015 KL-016	Using print and electronic resources, students research and record the meanings of geographic terms, including map, globe, aerial photograph, satellite image, equator, hemisphere, continent, and ocean. Students draw or insert a clip-art image to represent the meaning of each term. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  3.2.1 d BLM: Mapping the World - Mapping Terms
		Apply
  Appendix A Skill 10	KL-014 KL-015	Students use a sphere to create a model of the Earth. Students locate and label the continents, oceans, equator, Northern and Southern hemispheres, then compare their results to a globe and correct any mislabelled features. TIP: A model globe may be created from a polystyrene ball, papier mâché, or a beach ball.
		or
  Appendix A Skill 11g	KL-014 KL-015 KL-016	Collaborative groups of students create a multimedia presentation locating the major geographic features of the Earth. Using a blank map of the world as the opening slide, students create links to additional slides, identifying the continents, oceans, and equator, and the Northern and Southern hemispheres. Students include aerial photographs or satellite images of each continent or ocean on the appropriate slide.  3.2.1 b BLM: Mapping the World - World Outline Map
		<i>(continued)</i>
Teacher Reflections		

3.2.1 Mapping the World

Assessment	Outcomes	Strategies
Apply <i>(continued)</i> or _____		
	KL-014 KL-015	Using an atlas and an outline map of the world, students identify and label their maps with the names of the continents and oceans, the equator, and the Northern and Southern hemispheres. They include a title, legend, and compass rose.  BLM: Mapping the World - World Outline Map
_____ or _____		
	KL-014 KL-015 KL-016	Students create a collage of various representations of the surface of the Earth (e.g., maps, aerial photographs, satellite images...). Students label the continents, oceans, and equator, and the Northern and Southern hemispheres on each representation.

Teacher Reflections		



Learning Experience: 3.2.2 Community Connections

- KI-008 Describe countries as types of communities defined by borders.
- KG-030 Describe similarities and connections between communities around the world.
- VG-009 Be willing to accept differences among people, communities, and ways of life.
- VG-010 Appreciate their connections to people and communities elsewhere in the world.


Description of the Learning Experience

Despite apparent outward differences between various communities of the world, people everywhere have common needs and similar ways of meeting those needs. These similarities connect all people, everywhere, for we are more alike than we are different. Students explore similarities and connections among all communities, and demonstrate how they may accept differences among people, communities, and ways of life.






Note: This learning experience, Community Connections, is intended as a general introduction to the concept of communities elsewhere in the world. As students work through Cluster 3, they conduct in-depth research of two contemporary communities of the world.

Vocabulary: border, connections (See Appendix D for Vocabulary Strategies.)









3.2.2 Community Connections

Assessment	Outcomes	Strategies
	<p>KI-008</p>	<p>Activate</p> <p>Students brainstorm examples of borders in their home, school, and community (e.g., walls, fences, pavement markings, lines in court games, desks representing personal space...). Students discuss why various types of borders are created, their purpose, and advantages and disadvantages of borders.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		



3.2.2 Community Connections

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KI-008 KG-030 VG-009 VG-010	Using an atlas and an outline map of North America, students draw the borders between Canada and the United States, and between the United States and Mexico. Students discuss the purpose of the borders, what they think the actual borders “look like,” and similarities and differences that might exist between the three North American countries.
 3.2.2 BLM: Community Connections - Outline Map of North America or		
	KI-008	On a community walk, students use a digital camera or sketch-and-scan to record images of borders they observe in the neighbourhood (e.g., fences, pavement markings, curbs...). Students sort the images according to student-determined criteria, and discuss how the various types of borders are established, their purpose, and advantages and disadvantages.
or		
	KI-008 KG-030 VG-010	Using concept mapping, students brainstorm similarities, differences, and connections (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations...) between communities separated by borders or great distances. Students discuss how these similarities connect people everywhere, despite the borders/distances between them.
Acquire		
	KI-008 KG-030 VG-009 VG-010	On a wall map of the world, students locate their family’s community of origin, mark it with a push-pin, and use cardinal directions to describe its relative location. Using pieces of string, connect each location to the local community. Students identify borders that are crossed by the strings, and describe similarities and differences between the communities of origin and the local community.
<i>(continued)</i>		
Teacher Reflections		

3.2.2 Community Connections

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
 	KI-008 KG-030 VG-009 VG-010	<p>Using print and electronic resources, collaborative groups of students research similarities and connections between communities around the world. Students record the country each community is located in, and similarities and differences in various factors (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations, et cetera). Students share results with peers and compare differences and connections between researched communities and their own.</p> <p>TIP: This is not an in-depth community research project, as will follow in Cluster 3. Students focus on broad similarities and differences. Student groups may research the same community or, depending on student interests and available resources, they may study different communities as a cooperative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel).</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	KI-008 KG-030 VG-009 VG-010	<p>Students compose questions and email children living in a community elsewhere in the world to learn about their way of life, including similarities and differences. Students share and discuss the responses, focusing on similarities and differences, and record and reflect on the information in their journals.</p>
or		
 	KI-008 KG-030 VG-009 VG-010	<p>Students compose questions and interview, email, or fax a guest speaker (e.g., embassy representative, cultural organization spokesperson, recent new Canadian...) to identify similarities and differences in ways of life in communities around the world. Students share and discuss the responses, focusing on similarities and differences between the communities, and record and reflect on the information in their journals.</p>
or		
 	KI-008 KG-030 VG-009 VG-010	<p>As an Admit Slip, students submit an interesting artifact, food item, or article of clothing from a community elsewhere in the world. Using a spreadsheet, students record the country of origin of each item and graph the results to analyze the connections between their local community and communities around the world.</p>
 3.2.2 BLM: Community Connections - Analysis b		
Teacher Reflections		

3.2.2 Community Connections

Assessment	Outcomes	Strategies
 	KI-008 KG-030 VG-009 VG-010	<p>Apply</p> <p>Collaborative groups of students create a multimedia presentation illustrating similarities and connections between communities around the world. Students include digital pictures of ways of life in each community, the country the community is located in, and an explanation of similarities and differences between the community and their own. Compile group presentations in a class presentation.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KG-030 VG-009 VG-010	<p>Using a Venn diagram, students compare the similarities and differences (e.g., customs and traditions, food, shelter, clothing, daily life, celebrations, et cetera) between their community and communities around the world. Students share completed Venn diagrams with peers.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KI-008 KG-030 VG-009 VG-010	<p>Collaborative groups of students create a “Communities around the World” fair. Using images, artifacts, maps, and text, students illustrate the location of a community elsewhere in the world, and similarities and connections between the community and their own. Students share their communities in a Gallery Walk.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KG-030 VG-009 VG-010	<p>Using a RAFT, students create poetry or descriptive paragraphs describing “A day in the life of…” children from communities around the world, highlighting similarities and differences, and identifying connections between their community and communities elsewhere in the world.</p>
<p>Teacher Reflections</p>		



Learning Experience: 3.2.3 Human Rights

- KC-005 Recognize that people around the world have basic human rights.
Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment...

- KG-028 Identify organizations that support communities in all countries of the world.
Examples: UNICEF, Red Cross, United Nations, Médecins sans frontières...

- KG-029 Identify ways in which community services can help people acquire their basic human rights.
Examples: ensure quality housing, education, security, food and water...

- VC-003 Respect the equality of all human beings.

Description of the Learning Experience

An important principle of democracy is that all people are equal and deserving of fundamental human rights. Students explore the idea of basic human rights for all people, including ways in which community services and international organizations help support human rights.







Note: Students in Grades 1 and 2 have learned the difference between responsibilities and rights in a Canadian context. This learning experience extends the concept of human rights to include an international context.

Vocabulary: equality, human rights (See Appendix D for Vocabulary Strategies.)






3.2.3 Human Rights

Assessment	Outcomes	Strategies
	KC-005	<p>Activate</p> <p>Using Think-Pair-Share, students brainstorm to identify rights they believe all people in the world deserve, as well as organizations or community services that support human rights. Each pair presents their ideas to the class and they are recorded on a class chart.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KG-028	
	KG-029	
	VC-003	
<p>Teacher Reflections</p>		










3.2.3 Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KG-029	In pairs, students brainstorm ways in which community services help people acquire their basic human rights. As a class discussion, students compare and record ideas on a class bulletin board.
or		
	KC-005 KG-028 KG-029 VC-003	Students brainstorm international organizations and community services that help people acquire their basic human rights (e.g., local food banks, Goodwill, Salvation Army, community organizations, Red Cross, United Nations, OXFAM, MCC, Save the Children...). Students discuss what they know about these organizations, what they believe to be the purpose of these organizations, and how these organizations support communities in all countries of the world.
Acquire		
	KC-005 VC-003	Students distinguish between rights and wants. In pairs and using a provided list, students discuss and indicate whether each item is a right or a want, and colour-code the five types of rights (i.e., food and water, safe environment, fair treatment, shelter, education). Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
 3.2.3 a BLM: Human Rights - Rights or Wants?		
or		
	KC-005 KG-028 KG-029 VC-003	Using print and electronic resources, students research basic human rights and discuss the importance of human rights in their lives. Students identify community services that help people acquire their basic human rights and the names of organizations that support communities in all countries of the world.
 3.2.3 b BLM: Human Rights - Universal Declaration of Human Rights (Plain Language Version)		
<i>(continued)</i>		
Teacher Reflections		









3.2.3 Human Rights

Assessment	Outcomes	Strategies
<i>Acquire (continued)</i>		
or		
	KC-005 KG-028 KG-029 VC-003	Students brainstorm ways in which community services and international organizations can help people acquire their basic human rights. They complete a Cloze exercise, and discuss the importance of human rights for all people and ways in which community services can help people acquire their basic human rights.  3.2.3 c BLM: Human Rights - Cloze
or		
	KC-005 VC-003	Students brainstorm ways in which their personal actions affect the basic rights of others. Given a list of actions, they choose which right is affected by each action, and add their own examples to the list. They share their examples and discuss how they can support the rights and respect the equality of others. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  3.2.3 d BLM: Human Rights - Helping Others
or		
	KC-005 KG-029 VC-003	Collaborative groups of students select one rights category (e.g., food, safety, health, shelter, education...) and identify examples of related community services in their neighbourhood. Students research one community service to learn ways in which that service helps people acquire their basic human rights. They share their research findings with peers in class presentations. TIP: Have each group of students research a different community service and share their findings in class presentations to give a comprehensive picture of the local community. <i>(continued)</i>
Teacher Reflections		











3.2.3 Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
 	KG-005 KG-028 VC-003	Using print and electronic resources, pairs of students research international aid organizations to identify the role of various organizations in helping people acquire their basic human rights elsewhere in the world. Students reflect on the importance of international organizations in supporting communities in all countries of the world and share their observations with peers. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
	KC-005 KG-028 KG-029 VC-003	In pairs or small groups, students sort and classify examples of personal actions, community services, and international organizations that help people acquire their basic human rights. Using the sorted list, they reflect on the importance of the services within each category.  3.2.3 BLM: Human Rights - People Helping People
Apply		
 	KC-005 KG-028 VC-003	Using a list of rights, students identify the local community service that supports each right. Students select one community service and write a descriptive paragraph explaining how that particular service can help people acquire their basic human rights, and why all people equally deserve those services.  3.2.3 BLM: Human Rights - Local Community Services
 	KC-005 KG-028 KG-029 VC-003	Students create posters to promote basic human rights. Students may illustrate the basic rights of all people around the world, or local community services that help people acquire their rights, or international organizations that support communities in all countries of the world. TIP: Display posters throughout the school to support learning about human rights in other grades. <i>(continued)</i>
Teacher Reflections		

3.2.3 Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i> or		
  Appendix A Skill 10	KC-005 KG-028 KG-029 VC-003	Students collaboratively create a “Human Rights” wall mural. Students visually represent basic human rights, including international organizations that support communities in all countries of the world, and community services that help people acquire their basic human rights. They write personal reflections to be included in the wall mural that illustrate the importance of human rights and that all people everywhere equally deserve their rights. TIP: Take digital photos of each section of the mural so students have a record of their work for their portfolios.
or		
  Appendix A Skill 10	KC-005 KG-028 KG-029 VC-003	Using fabric, paper, ceramic tiles, or other materials, students create a “Human Rights” quilt/mosaic. Each student creates one square to represent either a basic human right, an organization that supports communities in all countries of the world, or a community service that helps people acquire their basic human rights. The squares are joined to form a Human Rights quilt/mosaic, which may be displayed in the classroom or school. TIP: Have students design their square on paper or take digital photos of each square so students have a record of their work for their portfolios.
or		
  Appendix A Skill 10	KC-005 KG-028 KG-029 VC-003	Collaborative groups of students create a “Human Rights” multimedia presentation. Students create slides with pictures and images to illustrate basic human rights in the school and/or community and identify community services that help people acquire their basic human rights. Students include examples of organizations that support communities in all countries of the world. Compile group presentations in a class presentation.
or		
  Appendix A Skill 10	KC-005 KG-028 KG-029 VC-003	Students write a creative piece, (e.g., song, jingle, poem...) about basic human rights, and/or an organization that supports communities in all countries of the world, and/or a community service that helps people acquire their basic human rights. Students’ writing should reflect on the importance of human rights and how people everywhere equally deserve these rights.
<i>(continued)</i>		
Teacher Reflections		

3.2.3 Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 	KC-005 VC-003	Collaborative groups of students create an illustrated “Human Rights Code of Behaviour.” Students illustrate one basic right and give examples of how all students can support that right through their personal actions. Display each right on a bulletin board entitled “Human Rights Code of Behaviour.” TIP: Each pair or small group should work on a different right, so that many rights are included in the Human Rights Code of Behaviour.
 	KC-005 KG-028 KG-029 VC-003	Collaborative groups of students plan and present role-plays that demonstrate situations in which basic human rights are not being met. Each group invites peers to identify which human right is not being met, and to make suggestions of personal actions, organizations, and community services that can support that right.
 	KC-005 KG-029 VC-003	Students write letters to local community members (e.g., police, health-care workers, educators...) thanking them for their contributions in the support of basic human rights in their community.
 	KC-005 KG-028 KG-029 VC-003	Using a RAFT, students assume the role and describe the experiences of someone who has been denied basic human rights, and who has been assisted by a community service or international organization in achieving her or his rights.
 	KC-005 KG-028 KG-029 VC-003	Students collaboratively engage in a community action project. They identify a situation where basic human rights are not being met in their local community, or a community elsewhere in the world, plan ways to help the situation, and proceed with appropriate actions.
Teacher Reflections		



Learning Experience: 3.2.4 Personal Responsibilities

- KC-006 Explain the importance of fairness and sharing in groups and communities.

- KG-027 Give examples of concerns common to communities around the world.

- KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.
Examples: charitable donations and projects, recycling...

- VC-001 Support fairness in social interactions.

Description of the Learning Experience





Although not all communities are democratic, people everywhere have basic needs, rights, and concerns. Fairness and sharing are related to notions of equality, and are fundamental to living within our Canadian democratic society. Everyone, everywhere, has common concerns, and every individual can make a positive contribution to his or her community and to the world. Students identify concerns common to all communities and the importance of fairness and sharing. They explore their responsibility to others and personal decisions and actions that will make a difference in the world.

Vocabulary: fairness, common concerns (See Appendix D for Vocabulary Strategies.)


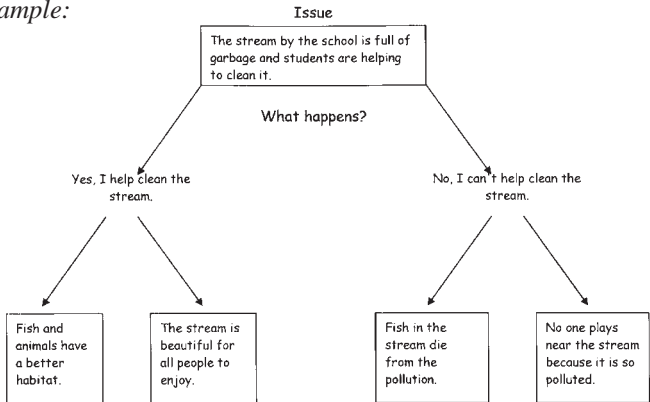



3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
	KC-006 KG-027	<p>Activate</p> <p>Students evaluate and reflect on how fairly they treat others. Students complete a self-evaluation survey and reflect on what they do well, what they need to improve to support fairness in social interactions, and the importance of fairness and sharing. Students discuss the importance of fairness and sharing in groups and communities.</p> <p> BLM: Personal Responsibilities - Self-Evaluation</p>
	KC-006 KG-027 KG-031 VC-001	<p>Students brainstorm examples of concerns in their community that may be common to communities around the world (e.g., good schools, healthy food, clean water...).</p> <p>Record ideas and post them on a class bulletin board entitled “Every Community Cares About....”</p>
<i>(continued)</i>		
Teacher Reflections		

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-006	Collaborative groups of students complete a cause-and-effect chart, and reflect on how personal decisions and actions affect people in a variety of situations. Students discuss proposed solutions and the importance of fairness and sharing in groups and communities.
	KG-031	
	VC-001	
 BLM: Personal Responsibilities - Cause-and-Effect Chart		
or		
	KC-006	Using Think-Pair-Share, students record and share personal examples of fairness and sharing at home, school, and in the community. In a class discussion, record common ideas on a class chart and reflect on the importance of fairness and sharing in groups and communities.
	KG-031	
	VC-001	
Acquire		
	KC-006	Students read books about communities elsewhere in the world. Students identify different ways in which people deal with common community concerns and examples of fairness and sharing in communities. Students share examples and reflect on personal decisions and actions that may positively affect people, locally or globally, and the importance of fairness and sharing in meeting common concerns.
	KG-027	
	KG-031	
	VC-001	
		TIP: The class chart entitled “Every Community Cares About...” from an earlier activating strategy would be a good starting point for this strategy.
<i>(continued)</i>		
Teacher Reflections		







3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 <p>Appendix A Skill 3a</p>	<p>KC-006 KG-027 KG-031 VC-001</p>	<p>Using decision trees, pairs, or small groups of students, examine selected issues (e.g., fundraising, recycling, pollution), and identify what happens as a result of taking action, or not becoming involved in concerns common to communities around the world. Students discuss the importance of fairness and sharing, and ways in which their personal decisions and actions can positively affect people, locally or globally.</p> <p><i>Example:</i></p> <div style="text-align: center;">  </div>
or		
 <p>Appendix A Skill 4</p>	<p>KC-006 KG-027 KG-031 VC-001</p>	<p>Students discuss community concerns involving fairness and sharing. In pairs or small groups, students begin with a given situation, and discuss and record concerns and solutions. They then brainstorm additional situations, concerns, and solutions. Each group shares the new situations and concerns with peers, and challenges them to find solutions.</p>
 <p>3.2.4 BLM: Personal Responsibilities - Making Decisions</p>		
or		
 <p>Appendix A Skill 6b</p>	<p>KC-006 KG-027 KG-031 VC-001</p>	<p>Students compose questions and write letters or email local leaders and decision makers (e.g., mayor, town councillor, school principal, police chief...) regarding concerns common to communities around the world, and the importance of fairness and sharing in groups and communities. They share and reflect on the responses with their peers and compile responses in a class book.</p>
<i>(continued)</i>		
<p>Teacher Reflections</p>		





3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
	KC-006 KG-027 KG-031 VC-001	Students prepare questions and invite a local leader (e.g., hockey coach, Girl Scout leader, karate teacher...) to speak to the class about concerns common to communities around the world, and fairness and sharing in groups and communities. After the visit, students write thank-you letters to the speaker reflecting on what they learned regarding common community concerns and the importance of fairness and sharing in groups and communities.
	KC-006 KG-027 KG-031 VC-001	Collaborative groups of students plan and conduct a survey of people in their community (e.g., peers, teachers, parents, neighbours...) to identify a common community concern. Students research any actions being taken to address the concern and brainstorm other possible solutions. Students present the identified concern and solutions to peers.
Apply		
	KC-006 KG-027 KG-031 VC-001	Students compose letters to a local community leader proposing suggestions for dealing with a community concern, and identifying how the suggested actions promote fairness and will positively affect people, locally and globally. Students include evidence of how other communities around the world experience similar concerns and actions they have taken to deal with the concern. Students share responses with peers.
	KC-006 KG-027 KG-031	Students engage in a “Kids Can Make a Difference” campaign. Collaborative groups of students decide upon one concern common to communities around the world, and identify actions they can take to positively affect people (locally or globally) affected by that concern. Each group prepares a presentation to the class about its concern, including actions students can take, making a case for it to be the focus of the campaign. Through consensus decision making, the class determines which concern will be the focus, and identifies additional actions students can take. Also through consensus decision making, students decide what actions the group will take, and engage in the campaign. Students record observations and reflections about the campaign in their journals.
<i>(continued)</i>		
Teacher Reflections		

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
or		
 	KC-006 KG-027 KG-031 VC-001	<p>In a sharing circle, students discuss the importance of fairness and sharing in groups and communities, and give examples of personal decisions and actions that may positively affect people, locally or globally. After the sharing circle, students record their observations and reflections about fairness and sharing in their journals.</p> <p>TIP: The sharing circle is a traditional Aboriginal forum. Participants sit in a circle and everyone is considered equal. Only one person speaks at a time, while others listen without interrupting. A stone, feather, or other natural item is passed from speaker to speaker, empowering the person holding the item to speak.</p>
or		
 	KC-006 KG-027 KG-031 VC-001	<p>Students create a “Kids Can Make a Difference” website. They present concerns common to communities around the world, and give examples of current projects that address the concern. They post suggestions for personal decisions and actions that may positively affect people, locally or globally.</p>
or		
 	KC-006 VC-001	<p>Students create dramatic vignettes that illustrate fairness and sharing in groups and communities. They use relevant scenarios from the playground or classroom to explain the importance of fairness and sharing. The vignettes may be performed live or videotaped and presented to younger students in the school. Students follow up the presentations by leading a discussion with their audience regarding fairness and sharing in groups and communities.</p>
<i>(continued)</i>		
Teacher Reflections		

3.2.4 Personal Responsibilities

Assessment	Outcomes	Strategies
Apply <i>(continued)</i> or		
 	KG-027 KG-031 VC-001	Students host a “Community Service Awards” day. Students nominate other students in the school whose personal decisions and actions positively affect people, locally or globally, and invite them to an awards ceremony. Students introduce their nominees and, as part of their introduction, ask questions to solicit answers that illustrate their positive actions. They present their nominees with a “Community Service Award” certificate. Students take digital photos of the nominees to post on a Wall of Fame, highlighting the positive actions of the award winners. TIP: Consider extending the awards ceremony to include nominations from outside of the school (e.g., students in other schools, adults, community leaders...).
or		
 	KC-006 KG-027 KG-031 VC-001	Students participate in a community project that deals with concerns common to communities around the world (e.g., Project Love, UNICEF...). They identify the concern(s) addressed by the project and examples of personal decisions and actions they can take that may positively affect people, locally or globally. Throughout and after the project, students make observations and reflect on their personal contributions to the project. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<p>Teacher Reflections</p>		

3.2.4 Personal Responsibilities

Cluster 2 — Connecting and Reflecting

Using their “Exploring the World” portfolio, students reflect on the ways in which they are connected to people in other places, and describe how their actions and decisions affect people in other communities of the world.



3.2 BLM: Cluster 2 - Connecting and Reflecting

Teacher Reflections