

A Celebration of Learning

M4.1

TIME

360 minutes

OVERVIEW

This learning experience is the culmination of the Grade 4 *Community and Diversity* interdisciplinary unit. Students celebrate their learning by taking on the role of promoters at a *Canadian Youth Forum*, educating others about the Manitoba community and the importance of its diversity. Students review and reflect on their learning in this unit. They discuss how they will apply their learning in their daily lives, and set personal goals for continuing to take action for environmental stewardship and sustainability.

SPECIFIC LEARNING OUTCOMES AND LITERACY WITH ICT CONTINUUM DESCRIPTORS

Think about the intent of this learning experience (LE) and how you will facilitate instruction and assessment to meet your students' learning needs.

- What do your students need to know, be able to do, think, and feel at the end of this LE?
- What specific learning outcomes (SLOs) will guide instruction, learning, and assessment through this LE?

During instruction and assessment, students build understanding of interdisciplinary content through English language arts (ELA) and literacy with ICT. Therefore, target the SLOs in ELA and the descriptors in the Literacy with ICT Continuum that reflect your students' learning needs at this time of the year. Target two or three SLOs from each of the other subject areas for instruction and assessment. While additional SLOs will be uncovered and demonstrated, they may not be the focus of assessment. The targeted SLOs, descriptors, and criteria for observation can then be copied to the Focused Observation Form available online at www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc.

English Language Arts

- 1.1.5 *Set Goals*—Identify areas of personal accomplishment and set goals to enhance language learning and use.
- 1.2.1 *Develop Understanding*—Connect new information and experiences with prior knowledge to construct meaning in different contexts.
- 1.2.2 *Explain Opinions*—Express new concepts and understanding in own words and explain their importance.
- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems . . .] to communicate and demonstrate understanding of forms and techniques.
- 4.1.3 *Organize Ideas*—Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.4 *Enhance Artistry*—Choose descriptive language and sentence patterns to clarify and enhance ideas.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.

- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.1.4 *Celebrate Special Occasions*—Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.
- 5.2.1 *Cooperate with Others*—Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly.
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

Science

- 4-0-4F Assume roles, and share responsibilities as group members.
- 4-0-4G Communicate questions, ideas, and intentions, and listen effectively to others during classroom-learning experiences.
- 4-0-7A Draw a conclusion based on evidence gathered through research and observation.
- 4-0-7D Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge.

Social Studies

- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-VI-004 Value the artistic and cultural achievements of Manitobans.
- 4-VL-006 Appreciate Manitoba's natural environment.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).
- 4-VG-010 Appreciate Manitoba's interdependence with the world.
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-102 Interact fairly and respectfully with others.
- 4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 4-S-104 Negotiate constructively with others to build consensus.
- 4-S-203 Select and use appropriate tools and technologies to accomplish tasks.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-303 Evaluate personal assumptions based on new information and ideas.
- 4-S-402 Support their ideas and opinions with information or observations.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

3.2 School

3.2.3 Mental and Physical Fitness

- 3.2.3: B-4 Outline the steps in the decision-making/problem-solving process (e.g., define issue, explore alternatives, consider health knowledge and values, identify possible solutions, decide on action, evaluate results).
- 3.2.3: C-4 List factors that affect personal motivation and achievement of goals.
- 3.2.3: D-4 Give examples of positive communication skills and behaviours for getting along with others.

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

- 3.3.1: C-4 Demonstrate understanding that everyone is special, unique, and able to succeed (e.g., consider families, interests, gifts, dreams).
- 3.3.1: D-4 Discuss the importance of listening, conversing, and interacting respectfully with others in the community.

3.3.2 Daily Life and Sustenance

- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

4.1 Specific Aboriginal Culture

4.1.3 Contributions and Influences

- 4.1.3: H-4 Discuss Aboriginal contributions to the history of Manitoba (e.g., place names, art, parks, historic sites, symbols, stories, guidance to early settlers).

4.2 Other Cultures: Connections and Influences

4.2.1 Historical Connections and Influences

- 4.2.1: A-4 Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Circle of Life Thunderbird House, provincial and national parks).

4.3 Cultural Diversity

4.3.2 Intercultural Perspectives and Skills

- 4.3.2: D-4 Suggest reasons for participating in cultural activities in the community.
- 4.3.2: E-4 Demonstrate awareness that people have different perspectives and ways of doing things.

Literacy with ICT Continuum

Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions
- P-2.2 adapts given electronic plans
examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .

Gather and Make Sense

- G-2.3 categorizes information using the ICT suitable for the purpose
examples: tables, graphic organizers, spreadsheets, outlines, prioritized email, geographic information system layers . . .

Produce to Show Understanding

- Pr-1.1 participates in establishing criteria for student-created electronic work
- Pr-1.2 composes text, records sound, sketches images, graphs data, and/or creates video
- Pr-1.3 edits electronic work according to established criteria, conventions, and/or standards
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- Pr-2.1 selects a suitable ICT application and/or device to create electronic work and explains the selection

- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication
examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .

Reflect

- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES

Software

- concept mapping
- graphics (or painting or drawing)
- email
- word processor

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference—Y-Charts; BLM–59: Y-Chart.)
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. (See BLM 5: Focused Observation Form, available online at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc>.)

BLMs

- BLM M4.1#1: *Canadian Youth Forum* RAFT
- BLM M4.1#2: *Community and Diversity* Exit Slip
- BLM M4.1#3: *Community and Diversity* Unit Self-Assessment

TBLM

- TBLM M4.1#1: Group Processing Checklist—Form A

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- Decide on a format for the *Canadian Youth Forum* with which you are most comfortable. For example, the celebration of learning could be organized as a forum with invited guests, such as other Grade 4 students, local leaders, government officials, and parents, where students share their presentations and listen to speakers.
- Collect video examples of what a forum looks, sounds, and feels like.
- Assist students in gathering completed learning tasks from the unit to display and share at the *Canadian Youth Forum*.
- Ensure you have permission for use of digital images and video clips of student work.
- Refer to OLE.5: Share the Learning, OLE.7: Speak Ye! Hear Ye!, OLE.8: Reflection Journal, OLE.9: Newspapers, and OLE.10: Electronic Collection.
- Refer to ICT.2: Write This Down, ICT.3: Riddle This, ICT.4: Looks Like This, ICT.5: Inspired, ICT.6: Caught in Action, and ICT.7 Make Your Point.

Activating Strategies

- Students view video examples of a forum. They complete a Y-Chart of what they can see, hear, and feel, identifying and discussing the components of a forum.
- Students collaborate to establish criteria for the RAFT (Role, Audience, Format, Topic) assignment (see BLM M4.1#1: *Canadian Youth Forum* RAFT). Discuss and review final criteria to ensure all students understand how presentations will be completed.

Acquiring Strategies

- Students complete their selected RAFT assignment in preparation for the *Canadian Youth Forum*, using BLM M4.1#1: *Canadian Youth Forum* RAFT.
- Students share their RAFT assignments, giving constructive feedback to others based on the student-generated criteria. They prepare displays of their unit work for the *Canadian Youth Forum*. They review and practise presentations prior to sharing them with others.

Applying Strategies

- Students participate in celebrating community and diversity at the *Canadian Youth Forum*.
- Students record their involvement in the *Canadian Youth Forum* with digital pictures and video clips.
- Students use concept-mapping software to record what they now know about community and diversity in the Manitoba community after participating in the *Community and Diversity* unit. Students link their concept maps to their Electronic Collections.
- Students complete BLM M4.1#2: *Community and Diversity* Exit Slip to compare the concept map they created in this learning experience to the concept map they created in BP.1: What's in Store? (see BLM BP.1#6: Environmental Stewardship and Sustainability Learning Centre). Students share reflections on their learning and experiences from the unit, as well as from the *Canadian Youth Forum*. They then set personal goals for continuing to take action for environmental stewardship and sustainability.
Note: This goal setting could also be done as a class, identifying stewardship and sustainability actions students could take throughout the year.
- Students use graphics software (or painting or drawing software) to create thank you notes for, or send thank you email to, guest speakers, local dignitaries, and others involved in the *Canadian Youth Forum*.
- Students review and finalize their Electronic Collection.

- Students complete a self-assessment of the thematic unit using BLM M4.1#3: *Community and Diversity* Unit Self-Assessment.

SUGGESTIONS FOR ASSESSMENT

- Observe students during the collaborative process and during the *Canadian Youth Forum*. How do they use their time? Do they help one another? Do they contribute their ideas? Use TBLM M4.1#1: Group Processing Checklist—Form A to record observations.
- Assess students' reflections of their learning using BLM M4.1#2: *Community and Diversity* Exit Slip and BLM M4.1#3: *Community and Diversity* Unit Self-Assessment. Can they express new understandings? Do they make connections? Can they identify their own responsibility in a community?
- Confer with students during the RAFT assignment of the *Canadian Youth Forum*. Does their work engage the audience? Can they assess their group work and give feedback to others? Do they share information with an audience and communicate effectively? Do they honour their accomplishments?

CONNECTION TO CULMINATING PERFORMANCE TASK: CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students promote their Manitoba community and share their learning as they take part in the *Canadian Youth Forum*.

BLM M4.1#1: Canadian Youth Forum RAFT

Name _____ Date _____

You will take on the role of a Manitoba delegate for the *Canadian Youth Forum* as you promote your provincial community. Check the audience, the format, and the topic that you will choose for your culminating task.

R Role	A Audience	F Format	T Topic
✓ Manitoba delegate	<input type="checkbox"/> Grade 4 students from across Canada <input type="checkbox"/> Government leaders <input type="checkbox"/> Canadian parents <input type="checkbox"/> Immigrants new to Canada	<input type="checkbox"/> Brochure <input type="checkbox"/> Podcast — Commercial — Speech <input type="checkbox"/> Poster <input type="checkbox"/> Video clip — Song or poem — Dance <input type="checkbox"/> Multimedia presentation or website	<input type="checkbox"/> How is our community diverse? <input type="checkbox"/> How is our community enriched by diversity? <input type="checkbox"/> How can we care for and sustain our environment and our community?

BLM M4.1#2: Community and Diversity Exit Slip

Name _____ Date _____

<p>Looking at the concept map I/we made at a learning centre* at the beginning of this unit, and the individual concept map I made after participating in this unit, I notice that . . .</p>	
<p>I'm most proud of . . .</p>	<p>I think diversity in our community is . . .</p>
<p>I still wonder . . .</p>	<p>My goals for continued environmental stewardship and sustainability are . . .</p>

* Refer to BLM BP.1#6: Environmental Stewardship and Sustainability Learning Centre.

BLM M4.1#3: Community and Diversity Unit Self-Assessment*

Name _____ Date _____

Date Started _____ Date Completed _____

Rating: 3 – A Lot 2 – Somewhat 1 – Not at All

Rate yourself in the following areas, using the rating scale provided.

1. I enjoyed the following:

- | | |
|--|---|
| <input type="checkbox"/> a. brainstorming | <input type="checkbox"/> g. group research |
| <input type="checkbox"/> b. learning new words | <input type="checkbox"/> h. oral presentations |
| <input type="checkbox"/> c. reading stories | <input type="checkbox"/> i. using technology |
| <input type="checkbox"/> d. discussing books | <input type="checkbox"/> j. consensus building |
| <input type="checkbox"/> e. creative writing | <input type="checkbox"/> k. being a good citizen |
| <input type="checkbox"/> f. watching and creating videos | <input type="checkbox"/> l. being a good steward of the earth |

2. I feel I learned more about the following:

- | | |
|--|---|
| <input type="checkbox"/> a. brainstorming | <input type="checkbox"/> g. group research |
| <input type="checkbox"/> b. learning new words | <input type="checkbox"/> h. oral presentations |
| <input type="checkbox"/> c. reading stories | <input type="checkbox"/> i. using technology |
| <input type="checkbox"/> d. discussing books | <input type="checkbox"/> j. consensus building |
| <input type="checkbox"/> e. creative writing | <input type="checkbox"/> k. being a good citizen |
| <input type="checkbox"/> f. watching and creating videos | <input type="checkbox"/> l. being a good steward of the earth |

3. Three useful things I learned or practised in this theme study were:

4. I think my best work was:

5. I would like to improve:

6. In the next thematic unit, I plan to:

7. How would you rate your work in this unit? (circle one)

Satisfactory Good Very Good Excellent

Explain the rating you gave yourself.

* Source: Manitoba Education and Training. *Grades 5 to 8 Mathematics: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1997. Adapted from Grade 5–281.

TBLM M4.1#1: Group Processing Checklist—Form A*

Topic _____ Date _____

Student Names	Used Time Wisely	Listened to Group Members	Encouraged Others	Contributed Ideas and Opinions	Helped Others Understand the Task	Shared the Workload

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-31.