



Note: This unit can be modified for
Grade 7 Global Connections/ Communities

Unit 4: A Day in the Life of a Child

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Unit Plan Objective

To explore the impact of geography, history and culture upon the life of a child through research and personal connection, and to understand similarities and differences they share with children around the world.

Time

This unit is composed of five lessons of approximately two to three hours, duration each.

Lesson 2: A Day in the Life of a Child in the Classroom

Lesson 2 Objective

To understand how geography, history and culture influences other children in the classroom in the activities they do, the opportunities they have, and the choices they make in their daily lives.

 **Time** This lesson will take approximately two periods.

 **Materials** Texts and websites are listed under Supplementary Resources.

- Students' Daily Schedules—completed
- Handout 1: Culture, History and Geography
- Handout 2: Media Watch
- Handout 3: Timeline Sheet—but can also be done on large poster paper for greater impact
- Large poster paper
- Pencil crayons/felt pens
- Videocassette: *Alberta: One Heart, Many Colours*. (Alberta Multiculturalism Commission 1991)

Getting Started

Knowledge Now

- Have students select partners and talk about what similarities and differences they have in their daily schedules. Selecting partners they trust is important in this activity because they are sharing personal information and their comfort level is important. For friends, it will also be eye-opening to see how many similarities and differences they share.
- What accounts for the differences?
- Ask them to discuss how differences are impacted by geography, history and culture.

- Considering that there are differences within our classroom, how do students think their daily life might be different from children in other parts of Alberta? Why?

Engaging Interest

- Have students watch the video *Alberta: One Heart, Many Colours* (from CBE library catalogue). This depicts and celebrates the vast diversity of cultures throughout Alberta.

Learning Activities

- Student Handout 1: Ask students to record as much information as possible from the video about each term: geography, history and culture.
- As a whole class, share and record ideas about the impact of geography, history and culture upon the lives of the Albertans they saw in the video.
- What were the similarities and differences they saw?
- How did this video make them feel as Albertans?
- What does it say about our quality of life?
- Have students reflect on the video in journal format. Write these questions on the board to guide them in their response.
- What cultural factors did you see in the video that influenced children’s daily lives?
- What influence did geography have on the children’s lives in the video?
- What impact did history have on the daily lives in the video?
- Does geography, history or culture affect you the most in your daily life? Discuss.
- Have students look back at their personal time clocks.
- Explain that despite the differences in our daily lives, we have many similarities due to the geographical, historical and cultural factors we have discovered.
- To complete our study of our daily lives, students will create a class timeline composed of the 24 hours of the day. Students will each select an hour (from the draw described below) to depict on their individual timeline sheet. Their individual timeline sheet (See Handout) will be placed side by side with those of the other class members to visually depict what an average child’s day in the classroom looks like and how each activity is influenced by geography, history or culture. The timeline will be a visual reminder of how the class spends an average day.
- This timeline will be compared with that of a child from a developing country in lessons following.

Assessment/Analysis

- Use a hat for a 24-hour time draw. Have each student select a time from the hat and think about how they can visually depict what they are doing at that time of day. Teachers may want to combine 12 AM to 4 AM and 4 AM to 7 AM and have students depict not only sleep, but dreams, as a way to individualize this time for them.
- Students will use the time they drew from the hat and their personal time clock to design a timeline piece. Their assignment is to include
 - the time,
 - a visual account of activity at that time and
 - a well-written paragraph describing the impact of geography, culture or history on this activity.

Application

- Ask students to share their timelines in a brief presentation.
- Students will post their “time” around the room in a banner timeline. This will serve as a daily

reminder of the similarities and differences within the classroom.

- Ask students to do a media watch (Handout 2) over the next week. Encourage them to look, listen and watch for stories about children and their daily activities.
- As stories are brought in, create a media watch board with articles and headlines, and discuss them in relation to geography, culture and history.

Activities for Extension and/or Integration

See other lessons in this unit.

- How would a child's life in Alberta be different from that of a child in another part of Canada?
- Students ask a family member how they spend their day and fill out a time chart with them. Use yellow for any similarities they have with the students' own time sheet.
- For older grades, partner up with a younger grade at your school and compare daily routines; or combine with a neighbour school in another community and see the sameness and differences in a new light.
- Creative writing project based on the theme: I am an Albertan ...

Subject and Level Learner Outcomes

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

Grade 3 Social Studies

General Outcome 3.1: Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities.

3.1.2: examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life?
- How does daily life reflect quality of life in the communities (eg, employment, transportation, roles of family members)?
- How does access to public services affect the communities (eg, schools, hospitals, libraries, transportation)?
- How is identity reflected in traditions, celebrations, stories and customs in the communities?
- How do the individuals and groups in the communities maintain peace?
- How do the individuals and groups in the communities cooperate and share with other group members?
- How is cultural diversity expressed within each community?

Grade 3 Language Arts

General Learning Outcome: Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Organize Information

- Organize ideas and information, using a variety of strategies such as clustering, categorizing, and sequencing.
- Draft ideas and information into short paragraphs, with topic and supporting sentences.

3.2 Record Information

- list significant ideas and information from oral, print, and other media texts.

Safe and Caring Topics and Concepts

Living Respectfully

- Examining rights and responsibilities
- Working cooperatively in groups
- Developing positive interdependence and relying on each other to complete tasks
- Helping others learn or attain a goal
- Giving and receiving help
- Listening carefully

Developing Self-Esteem

- Taking responsibility for language and actions
- Respecting and celebrating our unique identities

Respecting Diversity

- Recognize and appreciate that individuals, families and cultures are unique
- Respecting how ‘standing in someone else’s shoes’ helps avoid and/or resolve conflict
- Build respect for diversity

Teaching Strategies

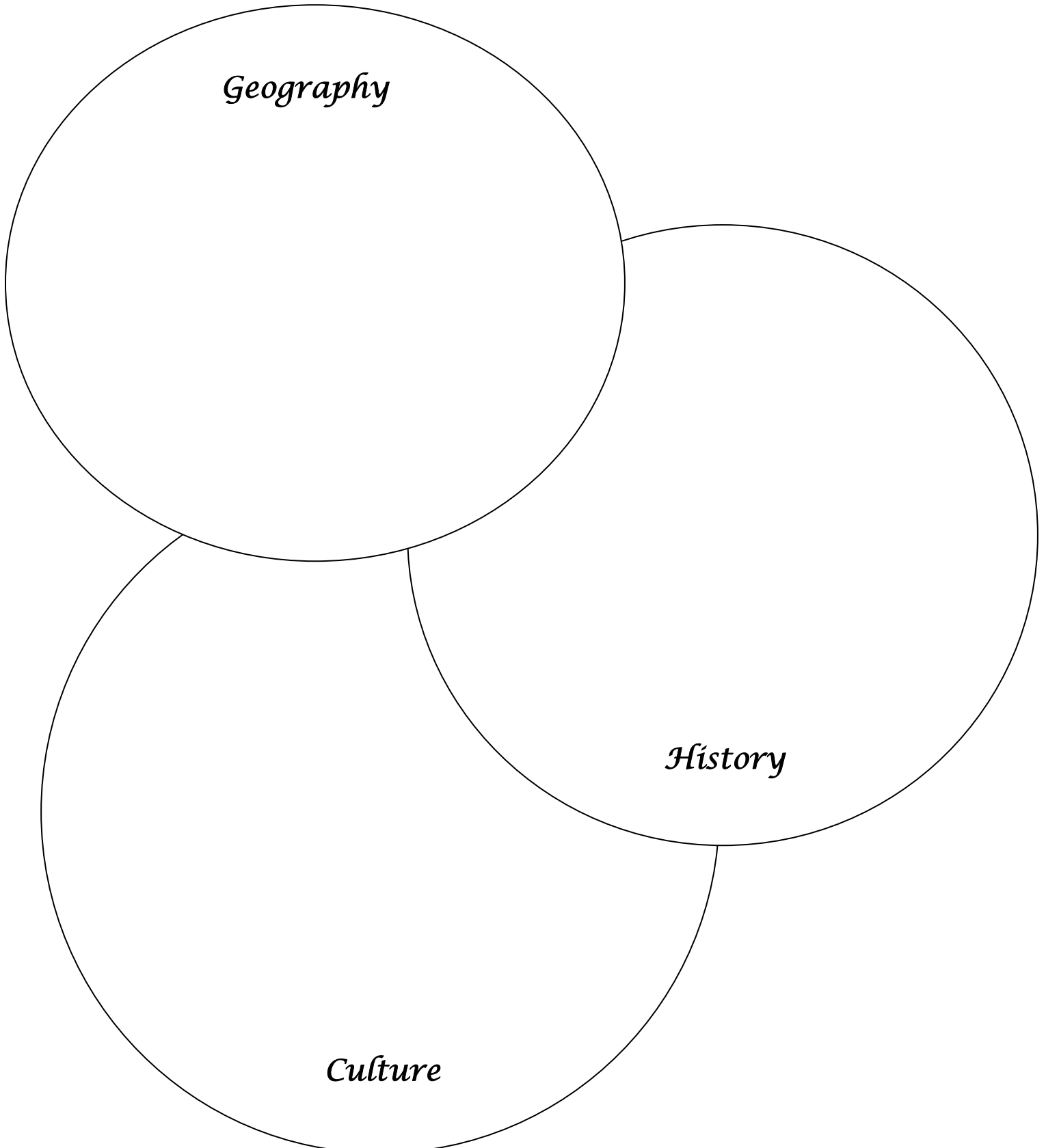
	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	<ul style="list-style-type: none"> • Think-pair-share 	<ul style="list-style-type: none"> • Problem solving— Personal clocks and class timeline 	<ul style="list-style-type: none"> • Lecture

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Literature, • Role Playing • Games 		<ul style="list-style-type: none"> • Journaling 	<ul style="list-style-type: none"> • Brainstorming

Supplementary Resources

- Alberta Multiculturalism Commission. 1991. *Alberta: One Heart, Many Colours*. Videocassette. Edmonton, Alta: Alberta Multiculturalism Commission.
- Maendel, R. 1999. *Rachel, A Hutterite Girl*. Scottsdale, Pa: Herald
- www.kativik.net/ulluriaq/Nunavik/inuitlife/aday/index.html

Culture, History, Geography



Media Watch

<u>Date</u>	<u>Title of Story</u>	<u>Type of Media</u>	<u>Summary</u>

Handout 3

Timeline Sheet

MY HOUR OF THE DAY _____

AT THIS TIME, I AM USUALLY _____

(Please use this page to visually depict what you are doing at this time on an average day.)