



Grade 3
Language Arts/Social Studies/Mathematics
Lesson 5 of 5

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

Developing
Self-Esteem

Living
Respectfully

Respecting
Diversity

Preventing
Prejudice

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 comprised of five lessons of approximately two to three hours, duration each.

Lesson 5: Celebrating A Day in the Life of a Child

Lesson 5 Objective

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

Time

Note: This lesson will likely take up to three days of work, as it includes research, creation and celebration of learning.

✂ Materials Texts and websites are listed under Supplementary Resources.

- *The World Guide*, compiled every two years by Institute del TereoMundo.
- Student Handout: *A Day in the Life of a Child* Project
- Student Handout 2: Media Watch

Getting Started

Knowledge Now

Ask students to share what they found out about their country's geography with a partner (see Lesson 4). What are the similarities? What are the differences? Discuss.

Engaging Interest

It is time to see what a child's life might be like in a developing country.

View www.unicef.org/infobycountry/27402_30951.html video footage by Rachel Bonham Carter describing the drought in the horn of Africa.

Ask students to discuss how they feel when they watch this video.

Did they know about this situation before now?

What role do the media play in bringing this to our attention in the developed world?

Learning Activities

- What role does geography play in the lives of children in the video?
- What do you think the focus of daily life for a child in the horn of Africa might be? Answers will likely include finding food to eat, water to drink and survival.
- How is this different from your own life?
- Gather children to a reading circle and share two examples from *A Life Like Mine: How Children Live Around the World*. Selection is at the discretion of the teacher to best meet the needs of the students.
- Discuss each child's life in terms of similarities and differences with their own.
- What role do geography, history, and culture play in each child's life?
- Hand out the global project (Student Handout 1) and review it, in detail with the students. Explain that they will be researching a day in the life of a child in their chosen country where CIDA is presently involved in a development program.
- Explain that they will have at least two class periods devoted to research and then will create their projects, edit and finally present their findings on "A Day in the Life of a Child In (the country of their choice)" in one of the project formats.

Assessment/Analysis

Students will research the life of their child through a variety of media. As much as possible, teachers and librarians can gather resources for the students ahead of time, including specific pictures, videos, books, magazines and internet sources.

Students will seek to find out as much as possible about the child's daily life and how it may be different from or similar to their own.

Through this project, students will seek to understand how geography, history and culture would affect the daily life of a child in that developing country.

Students will be invited to use the book, *A Life Like Mine*, and supplementary resources as listed below.

Application

Students will present their projects to the class to promote understanding of the life of a child from around the world and to discover how and why they are the same as or different from their own.

Activities for Extension and/or Integration

See other lessons in this unit.

- Have a CIDA representative or a UNICEF representative come to visit the class to share firsthand some of the projects they are actively taking part in.
- Read one of the other books or view the video listed in the supplementary resources section in Supplementary Resources.
- Have students put on plays from the book *Just a Minute: Ten Short Plays and Activities for the Classroom* (multicultural plays from around the world).

- Have student presentations followed by a multicultural potluck lunch with dishes from around the world. Celebrate diversity and sameness!
- Have students take part in a media check for one month and see if, how and when their developing country comes up in the media.
- Have students share their projects online through www.gysd.net and www.childrensglobalarts.ca.
- Invite students to participate in a class pen pal exchange (see Supplementary Resources).

Subject and Level Learner Outcomes for Subject and Level

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? (e.g. employment, transportation, roles of family members)
- How does access to public services affect the communities? (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 English 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
- Record facts and ideas using a variety of strategies; list titles and authors of sources

3.3 Focus Attention

- use self-questioning to identify information needed to supplement personal knowledge on a topic
- identify facts, opinions, main ideas and details in oral, print and other media texts

3.4 Access Information

- use text features such as titles, pictures, headings, labels, diagrams and dictionary guide words to access information

3.5 Evaluate Information

- determine if gathered information is sufficient to answer research questions

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 	<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 • Fine arts 	<ul style="list-style-type: none"> • Presentation 		<ul style="list-style-type: none"> • Brainstorming • Bulletin board

Supplementary Resources:

- Hollyer, B. 1999. *Wake Up World!: A Dog in the Life of Children Around the World*. New York: Holt.
- Jackson, J. dir. 1998. *It Takes a Child*. Videocassette. Mississauga, Ont: McNabb Connolly.
- Lakin, P. 1995. *Growing Up Around the world*. Woodbridge, Conn: Blackbirch.
- Montanari, D. 2001. *Children Around the World*. Toronto, Ont: Kids Can.
- Rayner, A, ed. 2002. *A Life Like Mine: How Children Live Around the World*, New York: DK Publishing.
- Roberts-Davis, T. 2001. *We Need to Go to School: Voices of the Rugmark Children*. Toronto, Ont: Douglas & McIntyre.

- Wells, T. 1993. *The World in Your Kitchen: Vegetarian Recipes from Africa, Asia and Latin American with Country Information and Food Facts*. Trumansburg, New York: Crossing.
- www.childrenglobalarts.ca
- www.epals.com – a resource for connecting with children in other countries
- www.gysd.net – Global Youth Service Day

A Day in the Life of a Child

This project is a celebration of our learning about the impact of geography, history and culture upon our daily lives. Using research methods and documentation of sources, you will explore the culture of the children of your chosen developing country and identify aspects that are the same as or different from your own.

The following aspects must be included in your research:

1. **Geography** location and climate, urban or rural, natural resources available
2. **History** government, population growth, health care
3. **Culture** language, traditions, food, festivals, view of girls and boys

Project Format Choices

You may work alone or in a small group.

- A. **Visual: Design and Create a colourful collage** using words and pictures to describe the above aspects and the daily life of a child in your developing country. Use pictures you draw or from other sources to depict daily life of a child. Include a summary paragraph to describe similarities and differences, and check to see if you have used visuals to show the aspects listed above.
- B. **Video: Plan, write a script, and create a video** depicting the daily life of a child in your developing area. Be sure to include factual data about the necessary aspects listed above in your work.
- C. **Writing: Prepare a complete news article** with headline, highlighting a day in the life of a child from your developing country. Be sure to demonstrate evidence of research and refer to all aspects listed above. Include a photo or drawing with your article.
- D. **Writing: Letter from a Child in Your Country** – Imagine that you are the child living in the developing country and you are writing a letter to a child in Canada. Use the proper friendly letter format to send a letter and picture postcard to your pen pal depicting your daily life. Be sure to develop the aspects listed above in your letter and demonstrate evidence of research in your writing.
- E. **Student Choice**: Please see your teacher before beginning.

Media Watch

Date	Title of Article/Story	Media Format	Summary