



Grade 1–6  
Social Studies

Developing  
Self-Esteem

Living  
Respectfully

Respecting  
Diversity

Preventing  
Prejudice

## Unit 8 Ordinary People—Extraordinary Impact

### Subject(s) and Level

This unit relates to the Grades 1–6 social studies curriculum and can easily be integrated into each of the grades. However, the curriculum outcomes listed in this lesson are specific to Grade 6.

### Contributor

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### Unit Objective

To introduce students, and thereby enable them, to the roles they play in their community, their rights and responsibilities as citizens, and the impact they can have on their local and global community through their actions.

### Time

This unit comprises five lessons of two to three hours duration per lesson.

## Lesson 1 Quality of Life—Rights, Responsibilities and Roles of a Citizen

### Objective

Students will gain a greater awareness and understanding of the impact of community on quality of life. Students will examine how personal rights, roles and responsibilities are closely tied to community.

### Materials

- Handout 1 “Quality of Life Indicators”
- Handout 2 “Being, Belonging, and Becoming Me”
- Large poster paper
- Fiction story: *Because Brian Hugged His Mother*, by David L Rice. Nevada City, California: Dawn Publications, 1999

## Getting Started

### Knowledge Now

- What is quality of life? Have students brainstorm their ideas on the board. Break down the term into what words mean, as necessary.
- What contributes to our quality of life in Canada? Student answers will likely include time spent with friends, opportunities for sports and leisure activities, our health service, education, strong communities, and so on.
- How do students think our quality of life is different from children in other parts of the world?

### Engaging Interest

- Distribute Handout 1 “Quality of Life Indicators” and review with students to ensure understanding of each term.
- Explain that students will be using this sheet as a checklist to determine which of these indicators fit their home community.
- Compare notes and have students share any other indicators they may have found.
- How do they feel about living in their community? Answers may include pride and a sense of belonging.

## Learning Activities

- Explain to students that quality of life has been defined as “the sense of safety, comfort, security, health and happiness that a person has in his or her life.” This quotation is from Alberta Education Curriculum Resources.  
[www.education.gov.ab.ca/k\\_12/curriculum/bySubject/social/sockto3.pdf](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/sockto3.pdf)
- Explain that three main criteria that affect our quality of life: A Sense of Being, A Sense of Belonging and A Sense of Becoming.
- Write these terms on the board and ask students to share their ideas of what they think each one means. *Being* (sense of self), *Belonging* (sense of community) and *Becoming* (future self/goals).
- Relate these terms to video and quality of life indicators. For example, ask students which indicator would affect their sense of belonging...
- Distribute Handout 2 and review with students. Students record notes about how each term relates to them. These notes will form the basis of a journaling assignment (see Application).
- Discuss how students felt watching the video. The sense of pride for Calgary and the quality of life we enjoy is different from a child in another developing country who may not have the same opportunities as we have.
- Encourage student responses to this.
- Explain that as a citizen of a community, we all have rights, roles and responsibilities. Define each of these terms on the board.
- Ask students to brainstorm what *rights* they have as a student/citizen of their classroom.
- Ask students to share the *roles* they play as a classroom citizen.
- Ask students to brainstorm the *responsibilities* they have as a classroom citizen.
- Explain that they will be working in groups to explore rights, roles and responsibilities in a greater scope encompassing their school, family, community, city and global community.
- Use the Jigsaw method ([www.sacsc.ca/lessons/introduction/default.asp](http://www.sacsc.ca/lessons/introduction/default.asp)). Jigsaw refers to

collaborative learning strategy where the class is first divided into “expert groups” who focus upon one topic each and become experts in it. Then the class is shuffled with one “expert” from each group forming a new group to share the information they have become an expert in. In this case, one group of students only focuses on rights; one only focuses on roles, and one only focuses on responsibilities. Students work in groups of three—home Group.

- Then jigsaw the groups and share notes/poster information. What are some rights they know about? What are some of their roles? What are some of their responsibilities? What stands out for them?
- Gather students for story circle and introduce the book, *Because Brian Hugged His Mother*.
- Prereading: what do students think this will be about?
- Read the story: *Because Brian Hugged His Mother*.
- Discuss the chain reaction effect that this one action had on so many people in Brian’s life and how it came full circle to him. How would the day have changed if Brian had not hugged his mother or done another action that was negative? Discuss.

### **Assessment/Analysis**

- Explain that our rights, roles and responsibilities have enormous impact on each other, whether in our families, our school or our community.
- Have students revisit the roles they play in life from the jigsaw activity and have them brainstorm all the people they affect through these roles.

### **Application**

Students will be creating their own Tree of Impact. This is like a family tree where students will place themselves at the bottom of the tree as the trunk, and slowly work their way up to the top branches with all the people they affect in their lives, and who those people affect...if they know.

- My Impact Tree: students will chart out their own impact tree. This is best done as a “trunk to branches” activity where the student is at the bottom and the tree branches out with roles/people they affect with those roles and so on.
- The tree concept provides an excellent visual representation of the enormous affect they have on others.
- Have students journal on what makes them feel as if they belong to our class, our school and our community.

### **Activities for Extension and/or Integration**

Students will take home their Impact Trees and ask for parental feedback. Does it grow or change? Do parents add anything? This is a good starting point about our affect on each other. See other lessons in this unit.

## **Subject and Level Learner Outcomes for Subject and Level**

### **Grade 6 Language Arts General Outcomes**

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

#### **6.1: Respond to Text**

- explain own point of view about oral, print, or other media texts

- make connections between own life and characters and ideas in oral, print and other media texts
- construct meaning from texts by identifying or inferring reasons for a character’s actions or feelings

6.2: Understand Form and Genre

- discuss connections among plot, settings, characters in oral, print and other media texts

6.3: Elaborate on Expression of Ideas

- select and use visuals that enhance meaning of oral, print and other media texts
- produce narrative that describes experiences that reflect personal responses

**Grade 6 Social Studies General Outcomes**

6.1: Communication Skills

- draw conclusions about rights and responsibilities of citizens

6.2: Participation Skills

- demonstrate respect for rights/opinions of others
- participate in a small group discussion by following established rules

**Safe and Caring Topics and Concepts**

**Living Respectfully**

- Examining Rights and Responsibilities

**Developing Self-Esteem**

- Taking Responsibility for language and actions

**Respecting Diversity**

- Recognize and appreciate that individuals, families and cultures are unique

**Teaching Strategies**

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to <a href="http://www.sacsc.ca">www.sacsc.ca</a> Click on Resources, Strategies for strategy descriptions</p>	<ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving: checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Literature</li> </ul>		<ul style="list-style-type: none"> <li>• Journalling</li> </ul>	<ul style="list-style-type: none"> <li>• Mind mapping: adapted for the Tree of Impact</li> <li>• Brainstorming</li> </ul>

## **Supplementary Resources**

- University of Toronto website: [www.utoronto.ca/qol/concepts.htm](http://www.utoronto.ca/qol/concepts.htm)

## Quality of Life Indicators

*Quality of Life is defined as  
“the sense of safety, comfort, security, health and happiness  
that a person has in his or her life.” (Alberta Education)*

Please check off which of the following characteristics of quality of life you think are characteristic of your home community.

- The arts—drama, music, dance, orchestra
- Business/economy
- Clean air and healthy environment
- Community involvement—belonging
- Celebration/s of culture and multicultural heritage
- Education opportunities for all, including access to post secondary colleges, universities, and so on.
- Sports and recreation opportunities
- Peaceful—freedom from war
- Research opportunities in science/medicine
- Volunteerism
- Citizenship—community spirit!

## Being, Belonging and Becoming Me!

