



Grade 1–6
Social Studies

Developing
Self-Esteem

Living
Respectfully

Preventing
Prejudice

Respecting
Diversity

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

Pamela Clark, Calgary Board of Education, Calgary, Alberta

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 3: Extraordinary People in Our Lives

Objective

To examine a number of ordinary people who have an extraordinary impact in our lives and in the lives of those around the world.

Materials

- Handout 1 “List of extraordinary Canadians”
- Handout 2 “Extraordinary People Project”
- Names/access to school volunteers
- Poster paper, glue sticks, felt pens
- Panellists from local organizations/global impact to interact with the class
- Access to a digital camera or video camera

Getting Started

Knowledge Now

- Have students share who some of their heroes were from last lesson. Record these on the board. Ask students why they admire these people; what makes them a hero?
- Students may also want to refer back to their Pillars of Character Checklist— Handout 1 from last lesson.

Engaging Interest

- Explain to students that you have a list of extraordinary Canadians.
- Ask students to listen carefully to each of the names they are about to hear (Handout 1).
- Have them raise their hand if they think the person is extraordinary and might be considered a hero.
- For the names that nobody put their name up for, ask why. What role do the media play in making heroes?

Learning Activities

- Have students share information about the people they felt were heroes and what made them heroes. Refer to bottom of handout for connections with each of the names on the list.
- Explain that these are ordinary people who became famous because of talent such as art, music and literature, and then used their talent for an extraordinary cause that has a local and global impact.
- Discuss the many people in students' lives who have an impact on them.
- Ensure that students understand the concept of friends, neighbours and parents as extraordinary.
- Explain Handout 2 *Extraordinary People Project*. This will be an interactive project where students may photograph or videotape a school volunteer, interview them with prearranged questions and celebrate publicly, in some way, their extraordinary impact on our school community.
- Possible ways students may choose to celebrate them follow:
 - A school newsletter submission...volunteer of the month
 - Video footage in a foyer celebration of volunteerism in the school (see Activities for Extension and/or Integration)
 - Poster board that would be displayed in foyer
 - News article in a classroom newspaper dedicated to extraordinary people
 - A letter to the editor of a local paper celebrating the volunteer
- Have students move into groups of two to four, depending upon numbers in the class. Provide each student with the name of one school volunteer and their position.
- Ask students to brainstorm with their group, a list of questions they may want to ask this extraordinary volunteer.
- Have students share their questions to assist all groups in having strong interview questions.
- Have students set out on their interviews, having prearranged these with school volunteers.

Assessment/Analysis

Have students compile their interview and photographs/video footage of their extraordinary volunteer. Encourage them to determine how they would like to celebrate the extraordinary impact of this person.

Application

- Students will present their finished projects to the class/school in a schoolwide assembly.
- After the celebration, have students record their feelings about this activity based on the phrase, “Ordinary can be extraordinary...” in their journals.
- What will they take away from this project?

Activities for Extension and/or Integration

See other lessons in this unit.

- This lesson relates to Grades 3–6 social studies curriculum and can be integrated into each of the grades: citizenship, communities, global citizenship
- Celebrations may be held in conjunction with Volunteer Recognition Week in the community, and MLAs could also be invited.
- Students may wish to further research the extraordinary Canadians and their extraordinary actions and organizations.

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

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> • Think-pair-share 	<ul style="list-style-type: none"> • Problem solving: Interviewing 	<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"> • Video checklist • Interviewing school volunteers 		<ul style="list-style-type: none"> • Journalling • Skill Practice— interview skills 	<ul style="list-style-type: none"> • Posters, videos, photo collage – choice of student project • Brainstorming

Supplementary Resources

- www.nick2015.com

List of Extraordinary Canadians

Avril Lavigne

David Suzuki

Barenaked Ladies

Bruce Cockburn

Sheree Fitch

Bryan Adams

Sarah McLachlan

Terry Fox

Name of someone in your school community

Avril Lavigne: www.warchild.com

David Suzuki: www.davidsuzuki.org

Sarah McLachlan: BC Cancer Foundation and Amnesty International

Bryan Adams: Canadian Breast Cancer Foundation

Sheree Fitch: Unicef www.unicef.ca

Alanis Morissette, Bruce Cockburn and Barenaked Ladies:

Music Without Borders / Afghan Refugees

www.jam.canoe.ca/Music/2005/01/02/805484.html

Terry Fox: Canadian Cancer Society / Humanitarian Awards www.terryfox.org

Extraordinary People Project

LET'S CELEBRATE SCHOOL VOLUNTEERS!

This is an interactive project, whereby you will help celebrate the wonderful volunteers at our school.

In pairs or a small group, develop interview questions for school volunteers that will celebrate them and their extraordinary impact on our school community.

- *Select one of the following ways to celebrate your volunteer*
 1. Write a **school newsletter submission** introducing the school volunteer to the larger school community. Include the volunteer's background, position in the school and extraordinary impact on the school. Length should be approximately three paragraphs and will include at least one photograph.
 2. Use an **on-air interview** technique to videotape your volunteer in action. Video footage should include the volunteer's background information, position at the school and examples in action, and their extraordinary impact on our school.
 3. Create a **photograph collage and interactive bulletin board** format to showcase your volunteer's achievements. The collage will include three paragraphs describing the volunteer's background, position in the school and extraordinary impact upon the school. Poster Board will be provided and posters displayed in the main foyer of the school.
 4. Your choice of celebration: Please check with your teacher before beginning your project.

Marking Paradigm for Extraordinary People Project

- 5 Project is outstanding. Interview questions are clear in the written component/on-air footage of the project. The project is well organized and time was well utilized.

- 4 Project is very well done. It clearly celebrates the volunteer's impact on the school. Interview questions and answers are well used to create the written component/on-air footage of the project. Organization is evident and the group worked well at remaining on task during the project.

- 3 Project is completed on time and celebrates the volunteer's impact on the school. Interview questions and answers are used to develop the written component/on-air footage clearly and effectively. The group remained on task for the majority of the project.

- 2 Project does not meet criteria. It strives to celebrate the volunteer's impact on the school; however, it lacks clarity and organization. Group members worked hard to remain on task for the project.

- 1 Project does not meet criteria and is incomplete.