



Grades 4–6
Curriculum Connection: English Language Arts,
Mathematics, Social Studies and Science

Developing
Self-Esteem

Respecting
Diversity

Unit 11: Our Local Footprint

Contributor

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Unit Objective

Through a variety of activities, students will become more aware of the importance of becoming active global citizens where learning occurs in an atmosphere that reinforces and models a collective global responsibility. The challenge moves away from individuals and into neighbouring schools and school divisions.

Time

This unit will take approximately two weeks to complete, depending on the activities for extension chosen. It comprises three lessons. Each lesson builds upon the previous, so the unit should be delivered in ascending order.

Note: This unit is designed to follow Unit 10: BIG Feet although both units can be taught independently.

Lesson 2: Tiny ... or Giant?

Objective

After acquiring information regarding the social, global and ecological aspects of global citizenship, students will devise a plan to encourage whole-school involvement.

Time

This lesson will take approximately three class periods, depending on the extension activities chosen.

Materials

- Computer and Internet access
- Mind maps of informal observation findings
- Huge poster (blank) in the shape of a foot (teacher will have to put this together well in advance)

Getting Started

Knowledge Now

After reviewing and discussing their findings from the informal observation activity (see Lesson 1), students will feel more confident in terms of their perspective on the school as a global environment.

Engaging Interest

Is there a marked difference in your findings on the adults in the school as opposed to the students? Discuss observations and specific examples. Make sure that no names are used in the discussion (“I saw a Grade 1 student...” as opposed to “I saw Isabel...”).

Note: Hopefully, students will begin to see that young people *do* what they *see* and that *walking the talk* is especially important for adults to model positive behaviour and actions. If the dialogue is not taking this direction, the teacher should “gently” alter the direction of the conversation.

Learning Activities

Activity—Class Discussion

Before students fill out the global footprint quiz, lead the class in a discussion around how they think this concept will be assessed. What does global footprint refer to? What questions do you think will be asked? What kind of individual behaviours can determine your global footprint? The teacher may choose to explain why the quiz measures one’s footprint in terms of globes or worlds. As a class, or in small groups, students may try to guess what their footprint will be and what factors may determine their standing.

Note: It would be beneficial for the teacher to go through the electronic process before introducing it to students.

Independent Activity—Online Quiz: Calculating the School Global Footprint (see URL under the Supplementary Resources).

Students complete this online activity with an assigned partner (this would work best in the computer lab).

- Results: Our School’s Footprint. Students will share results with each other. If the results vary greatly, a class discussion for each of the three areas social, global and ecological should follow. Students should come to a consensus.
- Name of School has a _____ footprint (tiny, small, medium, large, giant). The description can be copied on to a large foot imprint (poster size) and posted in a location that is highly visible. Note: Scroll to the bottom of Calculating the School Global Footprint to locate description
 - What are our strengths?
 - What are our weaknesses?
 - Is there room for improvement?

Note: The information gathered from this online quiz will be presented by the students to the larger student body during an assembly—Global Footprint Challenge (see Lesson 3.)

Small Group Activity

Class is divided into three groups representing the three areas identified earlier: social, global and ecological.

- Each group will create a visual—poster, collage, other—that shows what the school does well to strengthen this area and a second visual to show how the school could strengthen this area even further (the focus is on the positive).

Teacher–Student Meeting

A representative group of the class (approximately three to five students) will sit down with a representative group of teachers, every grade and every discipline should be represented, including administration. The purpose of this meeting would be to inform the school’s teacher leaders and other important adults about the importance of the findings and the commencement of a schoolwide challenge toward responsible citizenship through awareness and involvement.

Either by grade or by class (or whatever interesting way the school can be broken into groups), the challenge will be to reduce the school’s footprint—thus promoting global citizenship.

Assessment/Analysis

Students can collect data on a regular basis for the school year. At specific intervals, such as three months, six months, nine months or whatever the students decide, the class will review the school’s progress. Toward the end of the school year, students will complete the online activity calculating the School Global Footprint a second time to see if there has been any sustainable change.

Application

Newsletter

Students will put together a newsletter for parents, letting them know what their findings were and inviting to join in the school’s challenge.

Activities for Extension and/or Integration

Peace and Action

Students may wish to form a Peace and Action Club to keep the larger community informed about school projects and school achievements from a global perspective through a quarterly newsletter created by students for adults.

Subject and Level Learner Outcomes for Subject and Level

Grade 4 Science

Specific Learner Expectations

Students will ask questions that lead to exploration and investigation

Reflect and Interpret

- Communicate with group members, showing ability to contribute and receive ideas
- Record observations and measurements accurately, using captioned pictures and charts, with guidance in the construction of charts
- State an inference, based on observations
- Identify possible applications of what was learned

- Identify new questions that arise from what was learned
- Communicate with group members, showing ability to contribute and receive ideas

Students will show growth in acquiring and applying the following traits:

- A willingness to work with others in shared activities and in sharing of experiences
- Appreciation of the benefits gained from shared effort and cooperation
- A sense of responsibility for personal and group actions
- Respect for living things and environments, and commitment for their care

Topic A—Waste and Our World

- Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials

Grade 4 Social Studies

Core concepts of citizenship and identity

The goal of social studies is to provide learning opportunities for students to

- Understand individual and collective rights and
- Understand the commitment required to ensure the vitality and sustainability of their changing communities at the local, provincial, national and global levels.

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Grade 4 Mathematics

Strand: Statistics and Probability (Data Analysis)

- Students will collect, display and analyze data to make predictions about a population.

General Outcome

- Collect first-and second-hand data, assess and validate the collection process, and graph the data
- Construct a bar graph and a pictograph, using many-to-one correspondence, and justify the choice of intervals and correspondence used
- Discuss the process by which the data was collected.

Grade 4 English Language Arts

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

- Compare new ideas, information and experiences to prior knowledge and experiences
- Ask questions, paraphrase and discuss to explore ideas and understand new concepts

1.2 Clarify and Extend

- Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences
- Explore ways to find additional ideas and information to extend understanding

General Outcome 2

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

2.1 Use Strategies and Cues

- Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information

- Comprehend new ideas and information by responding personally and discussing ideas with others

2.2 Respond to Texts

- Develop own opinions based on ideas encountered in oral, print and other media texts

2.4 Create Original Text

- Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

- Focus topics appropriately for particular audiences

3.4 Share and Review

- Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters
- Select visuals, print and/or other media to add interest and to engage the audience

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- Experiment with combining detail, voice-over, music and dialogue with sequence of events

4.3 Present and Share

- Present to peers ideas and information on a topic of interest, in a well-organized form
- add interest to presentations through the use of props, such as pictures, overheads and artifacts
- Adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities
- Connect own ideas, opinions and experiences to those communicated in oral and visual presentations

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group

- Take responsibility for collaborating with others to achieve group goals
- Use brainstorming, summarizing and reporting to organize and carry out group projects

Safe and Caring Topics and Concepts

Living Respectfully

- Examining methods that help us deal with conflicts and problem-solving
- Working cooperatively in groups
- Helping others learn or attain a goal
- Developing positive interdependence and relying on each other to complete tasks
- Giving and receiving help
- Respecting and appreciating others' ideas, insights, solutions and contributions

Developing Self-Esteem

- Striving for competency builds self-esteem
- Taking responsibility for our actions
- Communicating thoughts and feelings

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"> • Small and large group discussions 	<ul style="list-style-type: none"> • Problem solving to reduce school's global footprint • Data collection and analysis 	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Teacher–Student Meeting (Student-led) 			<ul style="list-style-type: none"> • Posters • Collage

Supplementary Resources

- www.globalfootprints.org/issues/footprint/councquiz1_ns.htm#glosch