



The ABCs of Canada: Social Studies 16 Students Teach Grade 2

Contributor

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Objective

This lesson provides an opportunity for Social Studies 16 students to become involved in and responsible in both teaching and learning topics related to Canada. The lesson requires that students create an activity booklet (using computer word processing and graphics) and a puzzle map of Canada for Grade 2 students. The Social Studies 16 students become mentors as they help small groups of Grade 2 students work through the activity booklet and piece the puzzle together. By developing teaching materials collectively, the Social Studies 16 students learn to cooperate with each other and gain appreciation for the tasks involved in teaching. This lesson meets outcomes for social studies in both grades. In Grade 2 Topic B People in Canada, students learn that Canada has ten provinces and three territories, become familiar with a map of the country and are encouraged to use and interpret visual materials.

Prior to beginning this lesson, contact a Grade 2 teacher in a nearby school. Explain the intent of the lesson and arrange to set up times and locations for the peer teaching to occur.



Time 6 to 8 class periods

✂ **Materials**

- Access to computer terminals (ideally, one per student) and printer
- Large sheets of manila tag paper
- Felt pens
- Tape
- Name tags

Getting Started

Knowledge Now

This activity serves as a culminating activity in Social Studies 16. Spend some time talking about experiences the students had when they were in elementary school. Ask them what they thought of students in high school when they were that age. Did they look up to them? Were they intimidated, did they have positive encounters? Try to help them focus on experiences in which an older student served as a positive role model. Share stories about the importance of being a good role model for younger kids.

Tell the students that they will have an opportunity to be teachers and that you will help them feel comfortable in doing this. Say that you will be working as a group to create learning resources (an activity booklet, puzzles and games) that will help Grade 2 students learn about Canada in their social studies class.

Engaging Interest

Ask students to think about ways in which they like to learn. Many will say that they like to have fun. Tell them that is exactly what they'll be doing when they teach. They will be creating activities that will allow younger students to have fun and learn at the same time.

Spend some time showing students how to make graphic images on the computer. Show them samples of workbooks, activity books, textbooks, puzzles and games at the Grade 2 level. (Borrow materials from the Grade 2 teacher.)

All Social Studies 16 students will be responsible for participating in the creation of an activity book featuring Canada—The ABC Canada Activity Book. They will need to develop original learning materials for this purpose. In addition, students who finish early can create map puzzles, word searches or simple games that reflect Grade 2 Social Studies Topic B concepts.

Learning Activities

Experiential Learning/Skill Practice

Step 1 Making the ABC Canada Booklet and other learning materials

Assign each Social Studies 16 student a different letter of the alphabet. Tell students that their task will be to make a question page for the booklet based on the letter they have been given. They will also need to make an answer page for the booklet key. Provide each student with the template instructions and the sample page (see “lobster” page at end of this lesson). Show them sample booklets from previous years.

Students work at different paces. Ask those who finish quickly to develop a word search or simple game related to a Canadian topic. One or two students can make a title page and list of credits and contributors. Consider asking your students to work through the booklet prior to meeting the Grade 2 students. Tell them that all teachers do this before presenting a lesson to save them from the embarrassment of not knowing an answer.

Step 2 Making a Puzzle Map of Canada

Tape large sheets of manila tag paper to the wall. Using an overhead, project outline maps of Canada (showing provinces and territories) and ask pairs of students to neatly trace the outline onto the paper. Outline color the map. Cut the whole map into medium-sized puzzle pieces. Don't follow provincial boundaries (eastern provinces are too complicated). Make labels (with sticky backs) for the provinces, territories and oceans. Put these in an envelope.

Step 3 Peer Teaching (2 periods)

Ask the Grade 2 teacher to organize his or her students into groups of four and make a name tag for each student. Provide name tags and a package of stickers for each Social Studies 16 student. Assign two Social Studies 16 students to each group of Grade 2's. Provide each Grade 2 student with a booklet. The Social Studies 16s job will be to:

- help the children work through the booklet and provide encouragement and direction if necessary,
- check each page after the Grade 2 students are finished and provide a sticker if the page is correct,
- oversee the puzzle activity and help students tape it together and stick on the names of provinces, territories and ocean,
- provide word-search and games to Grade 2 students who finish the booklet sooner than others, and
- thank the teacher and class for inviting us to teach.

*Bring your camera and take pictures during the class. Be sure to include everyone.

Debrief

After the peer teaching has been completed, debrief the class by asking questions such as the following:

- What did you learn about being a teacher?
- What is the most interesting thing about Grade 2 students?
- What did you learn about yourself?
- Did you like preparing for the lesson or teaching better? Why?
- What was difficult?
- How did the children respond to you?
- Did you praise their efforts?
- Do you want to be a teacher? What other occupations would allow you to work with children?

Ask the Grade 2 teacher to ask his/her students to provide written feedback and comments. Read their remarks to the Social Studies 16 students.

Assessment/Analysis

Ask Social Studies 16 students to develop assessment criteria prior to beginning peer teaching a resource development. Grade the individual student pages, willingness to cooperate and self assessments.

Application

Develop the pictures that were taken during the peer teaching classes and create one poster for the Grade 2 class and one for your own class. Consider writing an article for the school newspaper highlighting the teaching experiences and comments of both groups of students. At the end of the term give each Social Studies 16 student a signed booklet with his or her picture on the cover.

Activities for Extension and/or Integration

Invite the Grade 2 students to the high school and organize a field trip around the school during class time. End the field trip in the cafeteria with cookies and pop.

Note: I have found that lessons like these provide excellent ways to build self-esteem for the Social Studies 16 students while covering curriculum at both levels. The Social Studies 16 students like to call themselves teachers and take pride in and ownership of their work. Grade 2 students are excited and enthusiastic. They love doing the activity booklet and, later, coming to the high school for a field trip. Their fears and anxieties about older kids are reduced. It is also a positive experience for the teacher and parents who accompany the Grade 2 students on the high school field trip to see first-hand the good work and intentions of teens involved in learning.

Social Studies 16 Learner Outcomes

- Apply critical and creative thinking skills, process skills and inquiry strategies to a variety of situations
- Use participation and communication skills to enhance personal and interpersonal development and, thus, experience social acceptance

Community Partnerships

- Understand that knowledge, skills and attitudes have application in daily experiences within the home, community and work environment

Safe and Caring Topics and Concepts

Living Respectfully

Helping others learn or attain a goal

Developing Self-Esteem

Striving for competency builds self-esteem

Resolving Conflict

Carrying out a service learning project

Teaching Strategies

Go to www.sacsc.ca for <i>Strategies/Resources</i> for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
	<ul style="list-style-type: none"> • Cross Grade • Student mentors 		

Supplementary Resources

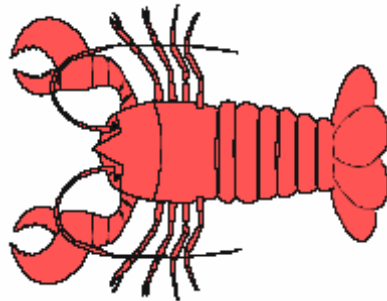
- *Expecting Respect* The Peer Education Project: A school-based learning model *Volunteer Mentorship Programs: K-12*

L

L is for lobster.

About the Lobster

The lobster is a marine creature found on both the east and west coasts of Canada. Lobsters have stalked eyes, a pair of large claws, two antennae, eight legs, a tail and a long abdomen. When cooked the lobster has a delicious flavour. It is usually eaten with melted butter.



Label the eyes, claws, antennae, legs, tail and abdomen.

Name the two oceans where lobsters are found.

_____ and _____

Name one province in Canada that is famous for lobsters.

Do you know how lobsters are caught? Circle the right answer.

- a. fishing pole
- b. trap
- c. harpoon

Sample Template for Students

Use this format when you create your page for the ABC Canada booklet. We will put all of the pages together so they need to have the same design. Create a second identical page with the answers on it. Put the answers in italics.

Letter (40 point font, bold)

Selected word relating to Canada (30 point font, bold)

About the word (definition, explanation, interesting facts)

Insert Graphic

Activity for Grade 2 (pick one or more)

- color a picture
- draw a picture
- answer questions
- make a puzzle
- join the dots
- your idea

Page designed by your name