

Susan Place's Lesson Plan - Malaspina University-College

Grade	Two	Topic	Social Studies Environment
Date	TBA (this is the first of a unit plan on responsible students/citizenship)	Allotted Time	30-40 minutes
Cite sources used to develop this plan: http://www.educ.uvic.ca/faculty/fordc/challengesk3/challenges3.htm http://www.mste.uiuc.edu/courses/ci407su01/students/north/kristy/Project/K-Poem-Net.html			

1. **Rationale:** *Why is this lesson relevant at this time with these students?*

To further develop their understanding of their impact on the environment and their role as a citizen in the community and school.

This lesson will be developed over the year as a part of their development as responsible students/citizens.

2. **Provincial Learning Outcome(s):** *What IRP outcome(s) does this lesson develop?*

SWBAT describe their responsibility to the local environment

SWBAT distinguish their roles, rights, and responsibilities within the classroom and school

SWBAT describe ways individuals contribute to a community

3. Assessment

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
How their choices have influence over the environment How everyone works together to get tasks accomplished, in the school and in the broader community	Through defining what the problem is with litter on the playground the students will demonstrate their understanding of their impact on the environment if they do not put garbage in the garbage can or recycling in the recycling bin	Responses in classroom discussion

4. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

Poem by Shel Silverstein

Pictures of garbage/litter

5. Lesson Development	Pacing
<ul style="list-style-type: none"> Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> Read Sarah Cynthia Sylvia Stout by Shel Silverstein	5 -10

- **Teaching/Learning Sequence:** *What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?*

Ask students what they would do if they came to school and all over their playground was litter: they find banana peels, apple cores, chip bags, juice boxes etc. Show students the pictures to have as a visual aid

What would be wrong with this?

Who is responsible for this?

Lead students to decide on a plan as to how to clean the area and how to keep the area clean every day.

Write their answers on the board or on chart paper.

If on chart paper maybe discuss with the class that this can be used to show to other classes. This may get the whole school involved in keeping playground clean.

They will need to discuss how to allocate people to take on this responsibility since one person or group of people cannot do it alone

The class and teacher will have to discuss what “clean” means since this is a subjective term; it will not mean the same thing to everyone.

They will also need to discuss how to implement their ideas; how can they get the message out that they want that area clean for all to play on? (make posters maybe)

Whose job is it to keep the playground area clean?

Discuss this as a class and write all ideas on board.

Discuss what impact leaving garbage out has on the students

- It is unsanitary and could make someone sick if they touch the garbage
- It could attract animals to the playground making it dangerous to play there (raccoons, bears, stray animals etc.)
- It looks bad and therefore makes it no fun to go play there

Also discuss the impact it will have on the teachers, neighbours, and animals. What will it look like and mean to those groups?

Have them think about and discuss what it would be like if all the garbage on the playground was brought into the classroom? How would that impact the students?

This part of the lesson will develop primarily on the discussion that comes out in the class. Let students dictate as much as possible to allow them to construct their understanding.

- **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*

Take a trip to the playground to see how much litter is out there

Bring gloves and garbage bags so students do not touch other people’s garbage with bare hands.

15-20

5-10

6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment.*

This lesson will only require the children to understand when to talk and when not to. In my class there are behavioural problems which will require the teacher to be aware of whether or not the students will have an outburst, this is solved by using proximity to the student. But there are no problems in discussion with this classroom. Since the children are not going to turn in anything to me there will be no problem with the reading or writing abilities in my classroom.

“Social initiation: Transmitting the understandings, abilities and values that students will require if they are to fit into and be contributing members of society.”

This lesson will help them to develop the skills needed to keep society functioning. If we all set out to litter and no one cleaned it up, what would the world look like? So as adults they will have to learn to take care of their area and be responsible for themselves.

When they are older they will have to take on this for themselves so it is best to start them thinking early about how they are going to be able to carry this out. Right now they have people available to help them and guide them but that won't be the case as much when they are older. People will still be there to help them but for the most part they are on their own. And they will be expected to make good decisions and act accordingly with consequences if they do not.

“Social reformation: Promoting the understandings, abilities and values necessary to critique and improve society.”

This lesson will also help them to develop the ability to see what others do and how to “correct” their actions. They should not go around and tell others what to do but they can be critical of others behaviours and do their best to inform others of this behaviour. Particularly how it harms or benefits

others. By carrying out a plan to clean up the playground as a school this works to alter each other's behaviour and keep the upkeep of the playground going.

It is likely to be **meaningful to the students** because it involves **real problems**. It definitely has an **obvious connection to the students** as it is their playground that will be discussed not some area that is foreign area. The **context is also well developed** as it is easy for students to get involved with something they see every day and can imagine it being a problem to have too much garbage there. They will want to work out a way to fix the situation so that it is safe for them to play there.

This lesson will also involve reasoned judgment against alternatives, they will have to think about possible solutions, possible outcomes if the mess is left or it is cleaned up. They will have to discuss who is responsible for both making the mess and for cleaning it up.

Focussed

This lesson is focussed because it involves just the playground area. This makes it easier for the students to imagine then if they had to think of cleaning up a whole park or town etc. It is on a small enough scale and something they are very familiar with so that it is more manageable for them to discuss.

Community of thinkers

This lesson creates a community in the classroom that is a mini version of the outside community. It gets the students to work together towards a common goal and all the students are involved in the thinking of the solution. It allows the students to get a feel for what it is like when making a decision that has impact on more than just them as an individual.

This lesson also works to solicit student's ideas for rules and maintenance of the school which gives them a personal investment into both the lesson and the school. It gives the student's a chance to improve the school and add their own touch to it. This will give them greater investment to the school itself too and may help them to achieve more within the school if they have such a contribution to it.

Perspective taking

This lesson will also get students to look at something through many points of view. They can look at the litter from their own perspective as an individual. They can look at it from the perspective of another student. They can look at it from the perspective of a teacher, a neighbour of the school, or even animals that live nearby.

This lesson has many fundamental teachings within it and it will prepare students for many other lessons, both in school and in their life. It is such a simple task but has many things that are underlying it that it teaches far more than I thought it would prior to writing all this rationale out.