

## Bachelor of Education (Elementary) (Scaffolded) Unit Plan Template EDTL 3200 – Winter 2023

**Unit Title:** What is a community and how do I fit in? **Number of Lessons:** 6 **Days:** 6  
**Your Names:** Bridget Teichroeb **Subject:** Social Studies **Grade:** 2

### **Rationale (GOAL – To set the reader of your plan up for success in reading it!)**

(GUIDING QUESTIONS: What are the goals of this plan? Why THIS plan? How is this unit important for learning and teaching? How is this unit important to YOU?)

This plan is important as it teaches students about community and provides them with a sense of belonging and knowledge about where they belong in the world. This plan also goes into ways we can volunteer, help, and serve our community to make it a better place.

### **Overview**

(Write a summary of your unit plan here.)

Our students will be introduced to different types of communities and areas within BC that people live in. Students will learn what communities they belong to - school, home - city, suburb, rural and how we can improve those communities. We will examine the values in Indigenous communities and what they have done over time to protect their communities and the land and what we can do to help.

**Indigenous Connections/ First Peoples Principles of Learning (WE ARE STARTING WITH THIS FIRST, SO I MOVED IT HERE! ☺)**

*(How is your unit plan connected to Indigenous knowledge, worldviews, and principles of learning? It is expected that your unit plan is Indigenously-inspired from the onset – rather than a unit plan that has been “Indigenized” after the fact – and that you take this opportunity to explore and push yourself further in being intentional in your Indigenous connections. It is not enough to simply list principles, connections, content, etc.)*

**YOU MUST DEVELOP AND EXPLAIN YOUR IDEAS IN THIS BOX!**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. As we learn about community we will learn that community means something different to Indigenous people. We will learn about how they come together as a community to help each other and how they raise their families within the community. We will learn and watch a video about an Indigenous community pow wow and talk about differences and similarities between western communities and Indigenous communities.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). We will also talk about the circle of courage and how those four areas of mastery, independence, belonging, and generosity can help make our classroom a better place.

This unit plan is Indigenously inspired because even though there are not explicit connections in each lesson phase the entire topic of community is looked at through an Indigenous lens as it is recognised that community looks different for each student and how they feel about their community is unique. When talking about community helpers I mention elders and healers in addition to our colonial doctors and teachers. When talking about spaces in communities that make communities safe and fun I mention celebration areas and the land to include the indigenous lens of what is important in their communities. To further make these connections we have a lesson that talks about Powwow and the importance of the celebration of community in Indigenous communities. My unit is also embedded with suggestions to help teachers make the unit fit their community, this reflects that all communities are unique and holistic learning means making a plan fit your unique community. When talking about community it is also emphasised that there are no right answers as we all have different communities that we are part of that make us feel different ways.

### **CORE COMPETENCIES**

*(Thoughtfully choose which competencies relate to your unit plan. Explain how/why the competency can be seen in your unit/lessons. Use the facets to help support your explanations.)*

**YOU MUST DEVELOP AND EXPLAIN YOUR IDEAS IN THESE BOXES!**

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>• <u>Communicating</u> Facets:             <ul style="list-style-type: none"> <li>○ Connecting and engaging with others - We will learn about community and how people live together and engage with each other in society and in school.</li> </ul> </li> <li>• Collaborating Supporting group interactions Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches.             <ul style="list-style-type: none"> <li>- Learning about our school as community will help foster relationships and build trust and respect into the classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking Evaluating and developing - students will evaluate community and develop an understanding of community and where they belong</li> <li>• Creative thinking Question and Investigating - students will question and investigate where they fit in a community and what qualifies as a community</li> </ul>	<ul style="list-style-type: none"> <li>• Positive personal and cultural identity             <ul style="list-style-type: none"> <li>- Students will learn about themselves in community and how different cultures have different types of community</li> </ul> </li> </ul>

### BIG IDEAS

Explain how your unit plan speaks to each big idea you have included in 1 or 2 sentences each. For our course, we are focusing on one subject area. There will be an opportunity for you to connect cross-curricularly further on in the template.

Subject Name: Social Studies 2

Canada is made up of many diverse regions and communities. - We will learn about different communities and how they fit together. We will break down communities into regions, cultures, and even the school.

Individuals have rights and responsibilities as global citizens - This connects to our question about how we fit in community and what can we do to improve our school community which we will answer throughout this unit.

### LEARNING STANDARDS & ASSESSMENT

(List appropriate and sufficient learning standards for your topic. Then brainstorm ideas for assessment(s) – products, observations, conversations. In particular, think about how you will “measure” or “provide evidence” that students are meeting the learning standards you have set out. The learning standards and assessments here should also appear in or ALIGN with your lessons below).

Curricular Competencies	Content	Assessment
<p>Explain why people, events, or places are significant to various individuals and groups (significance)</p> <p>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</p>	<p>Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p> <p>how people’s needs and wants are met in communities</p> <p>relationships between people and the environment in different communities</p>	<p>PRODUCTS:</p> <p>Worksheets - circle of courage, my community, labeled drawings of community</p> <p>Map of urban, suburban, rural</p> <p>Project - diorama</p> <p>Photos of whiteboard after class brainstorm</p> <p>OBSERVATIONS:</p> <p>Group work - brainstorming</p> <p>class participation</p> <p>Class walk</p> <p>independent research</p> <p>participation in powwow dance</p> <p>CONVERSATIONS</p>

		Proposal of diorama talk with students individually about their project plan to show their learning Conversation during independent work time that is documented on a spreadsheet
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### Prerequisite Concepts and Skills

(What *relevant* concepts and skills would you expect students to have at the start of the unit, for the grade you have chosen? Refer to previous years of the BC curriculum for ideas about what students might be expected to know and do coming into your unit. Also consider what you will be undertaking in the unit and what skills/knowledge students might need.)

basic writing and spelling of basic words, basic reading ability of at least common words, ability to use scissors and glue, knowledge of needs and wants, knowledge of where they live

### Teacher Preparation Required

(What do YOU need to do to be prepared for each lesson in your unit plan? This likely needs to be completed *after* you have articulated your lessons. Remember, planning – no matter what the template – it is not a linear process!)

Lesson 1	have space to create a word web on the board, students will draw about their community have examples ready about why community is important and different communities that people can belong to
Lesson 2	This lesson is more specific about where people live in communities. have photos of urban, suburban, and rural places and know the pros and cons of each
Lesson 3	know the basic values of the Secwepemc peoples and how they live, know what a powwow is, explore the territory map and know the land kamloops is on, consider inviting an elder
Lesson 4	Know about the community the school is on, find a place nearby to walk to and explore the community if safe, talk about community helpers, maybe ask a community helper to come speak
Lesson 5	think about things in your class that need improvement and how your specific students could create a better community as a class, know the circle of courage and its values, consider class jobs
6	class project create dioramas of a community, look over proposal, plan for multi day possibly multi week project and presentation

### Cross-Curricular Connections (Concurrently - During)

(Do your best to brainstorm, reflect, and discuss about how this unit might connect to or support other subjects/units/topics being taught AT THE SAME TIME.)

Everyone has a unique story to share - English 2 - we will learn that everyone belongs to different and unique communities

Stories and other texts connect us to ourselves, our families, and our communities. - English 2 - We will read stories and text to learn about communities in Canada

Communities include many different roles requiring many different skills. - Career Ed 2 - We will learn about our roles in community and the roles of others

Strong communities are the result of being connected to family and community and working together toward common goals. - Career ed 2 - We will learn how to define a community and how we fit into the communities that we are part of.

### Universal Design for Learning (UDL)

(This section must be framed using the 3 principles of UDL set up below. List and describe points under each principle. Use your UDL wheel for support!)

1. MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways: I provide connection to Indigenous culture through learning about the Powwow and different values in Indigenous culture. We also learn about the circle of courage and how we can include it in our class. We also talk about different places people can live and the potential pros or cons to that. I also use books and videos by a variety of people and sources.
2. MULTIPLE MEANS OF ACTION AND EXPRESSION – I provide multiple means of action and expression in this unit in the following ways: students draw, write, participate in groups, create maps, and a diorama to show their learning
3. MULTIPLE MEANS OF ENGAGEMENT – I provide multiple means of engagement in this unit in the following ways: I read books, play videos, go for a class walk, participate in powwow dance, and use small group discussions

### Differentiated Instruction (DI)

(It is really hard to differentiate for students you have yet to know about. We will be doing an activity in class to help you frame your DI using different “profiles” of learners you may have encountered already.)

For Rachel I will make sure that I connect with her at the beginning of independent work to ensure that she understands and feels ready to work.

During the videos I will provide her with a fidget tool option and allow her to stay seated at her desk so that she does not feel overcrowded.

Rachel is currently very interested in Ballet and is taking classes, when talking about communities we are involved in I will mention the ballet centre and help her make that connection that her dance class is community.

Rachel also loves to help and this helps her not distract other students, I will get her help with handing out papers, and tools, as well as organising project materials.

If Rachel needs a break she can take one by simply moving her name tag on the wall to out

Parts of this unit Rachel may enjoy - Pow wow dance, outdoor walk, diorama building, class discussion

Parts of this unit Rachel may struggle with - video watching, and independent worksheets

### Overview of Lessons:

(These are abridged lesson plans and do not need to be at the fine-grained level of lesson planning you have been doing so far. All the big points about each lesson should be here. Here is where you start to think more deeply about sequence and alignment in your lessons.)

#### Lesson 1

Lesson Name & Time (Minutes Allotted):	What is a Community?
Learning Standards: Curricular Competencies	Explain why people, events, or places are significant to various individuals and groups (significance)
Learning Standards: Content	diverse features of the environment in other parts of Canada and the world
Instructional Objectives (SWBAT...):	Students will be able to tell you the definition of community Students will be able to tell you communities that they belong to

	Students will be able to tell you why belonging to a community is important
Assessment:	<ul style="list-style-type: none"> <li>- Draw a picture of a community that they belong to</li> <li>- finish the sentence under the picture - Community is important because...</li> <li>- Identify communities that they belong to by standing when the teacher states that community</li> <li>- Help create a word map of words that represent community</li> <li>- brainstorm why communities are important with their table groups</li> </ul>
Teaching Strategies:	Add short sentence endings to the whiteboard while they tell you about why community is important so that they can copy spelling later, list a community you are part of maybe show a photo of you in it
Materials:	whiteboard marker, photos of communities, community worksheet, pencils, colors
LESSON ACTIVITIES	
Introduction/Hook:	<p>Word Web - I am going to write the word community on the board</p> <p>I would like you all to tell me some words or things that you think can help us explain what a community is!</p>
Body:	<p>The world is made up of many different types of communities! I bet you are all a part of more communities than you think. A community is a group of people who come together!</p> <p><b>Show photos of different types of communities</b></p> <ul style="list-style-type: none"> <li>- Neighborhood community</li> <li>- school community</li> <li>- online community</li> <li>- sports club</li> <li>- Indigenous community celebration</li> </ul> <p><b>List different communities and ask kids to stand up if they are a part of that community (examples below)</b></p> <ul style="list-style-type: none"> <li>- sports group</li> <li>- afterschool club</li> <li>- neighborhood</li> <li>- school</li> <li>- online games</li> <li>- book club</li> </ul> <p>Why do we think that community is important?</p>



	<p>I want you to talk about it at your table group and come up with two ideas of why you think it is important.</p> <p><b>Write down the table groups ideas on the white board</b></p> <p>These are all great reasons why community is important!</p> <p><b>Hand out community worksheets</b></p> <p>Everyone can draw a picture of a community that you belong to in the box</p> <p>Under the box you need to finish the sentence: Community is important because...</p> <p>You can add one of the reasons you talked about at your table or pick one from the whiteboard</p>
Closure:	<p>Ask three people to stand and share their drawing and their sentence about community.</p> <p>Remind students that they all belong to many communities and that belonging to a community helps us feel like we belong, gives us friends, and is a place we can go for help.</p>

## Lesson 2

Lesson Name & Time (Minutes Allotted):	Urban, Suburban, and rural communities
Learning Standards: Curricular Competencies	<u>Explain why people, events, or places are significant to various individuals and groups</u>
Learning Standards: Content	<u>how people's needs and wants are met in communities</u>
Instructional Objectives (SWBAT...):	<p>Identify which community they live in</p> <p>compare and contrast each community type</p> <p>define a rural, suburban, and urban community</p> <p>Draw a community map representing one of the three communities</p>
Assessment:	My community map, communities worksheet, brainstorming as a class
Teaching Strategies:	When you split into groups try and give the urban setting to some of your stronger students as it can be more difficult to understand
Materials:	<a href="#">Rural, Suburban, and Urban BrainPOP Jr</a> , Types of communities worksheet, whiteboard, photos of rural, urban, suburban places, paper, colors
LESSON ACTIVITIES	
Introduction/Hook:	Today we will learn about three of the types of communities that people live in.

	<p>Show video:  <a href="#">Rural, Suburban, and Urban BrainPOP Jr</a>  Ask students what area they live in?  Ask students if they know people who live in different areas?</p>
Body:	<p><a href="#">types of communities worksheet 1.jpg (550×712)</a>  Have students fill out the worksheet  ask students to come up with a list of things that you would find in each area  - for example skyscrapers in a city, cows on a farm, noise in a city  Let's play an imagination game!  Split the class into three groups  name the groups urban, rural, suburban  Provide a photo for each group of what their area looks like.  Ask questions such as  what do the people in your neighborhood do when they wake up?  What kinds of jobs do they have?  How do they get to school?  How many kids are in their class at school?  Is there a lot of trees in your neighborhood?  Is there a mall in your neighborhood?  allow the groups time to think before they each share their answer  Have the students sit down again  write the words urban, suburban, and rural on the board in columns add two large rows below - name the rows pro and con  Have students raise their hand and share possible pros and cons for each area  <i>(the following map activity could be done on a day in between this lesson and the next as a larger project connected to mapping or art)</i>  Have each student pick from the three settings  explain that they are going to draw and create a map of their city, town, or farm  show examples:  <a href="#">R.f4c537939e4c1b4c74e6a23f95ffd390 (1040×800)</a> - farm  <a href="#">94e0c91121b96d00a1ebaedcc2b39db3--cities-planning.jpg (300×225)</a> - city  <a href="#">R.e48af8e72578bdd143bcf57c45adcf30 (1021×800)</a> - sub urban</p>

	Give students time to brainstorm ideas for their map before handing out paper
Closure:	Collect maps, remind students the definitions that they learned and ask if any of them have thought about what type of place they want to live when they are grown up?

### Lesson 3

Lesson Name & Time (Minutes Allotted):	Indigenous communities
Learning Standards: Curricular Competencies	Explain why people, events, or places are significant to various individuals and groups
Learning Standards: Content	diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture relationships between people and the environment in different communities
Instructional Objectives (SWBAT...):	Students will be able to identify the Indigenous communities in the area Students will be able to define the word Indigenous Students will be able to develop questions and inquiries about Indigenous peoples Students will be able to draw ways that we can protect the land Students will be able to participate in the Powwow dancing
Assessment:	Observe Participation in groups and class discussion Participate in the brain break Draw a picture of you protecting the land
Teaching Strategies:	<a href="#">Microsoft Word - Protocols_Elder_Traditional Knowledge Keepers</a> Read this and consider inviting an elder into your class to teach about the land and how the Secwepemc peoples live differently.
Materials:	<a href="#">The word Indigenous — explained   CBC Kids News</a> , <a href="#">Native-Land.ca   Our home on native land</a> , <a href="#">Secwepemc History - Secwepemc Strong -</a> , Pit house photo, coyote rock photo, <a href="#">What's a powwow?</a> , <a href="#">POWWOWSWEAT: Jingle Dress</a> , <a href="#">N'we Jinan Artists - "WE WON'T FORGET YOU" // Sk'elep School of Excellence, B.C.</a> , Paper, coloring tools
LESSON ACTIVITIES	

Introduction/Hook:	<p><a href="#">The word Indigenous — explained   CBC Kids News</a></p> <p>Students will listen to the video to gain understanding of the word Indigenous and who was there before them.</p> <p>Ask: Does anyone know which group of Indigenous people live where we are?</p> <p><a href="#">Native-Land.ca   Our home on native land</a> show Kamloops on the map and identify the Indigenous peoples</p>
Body:	<p><a href="#">Secwepemc History - Secwepemc Strong</a> - Read the brief history of the Secwepemc people.</p> <p>Show - <a href="#">fbb2b9ad185555d5421f21b0c0aafb03.jpg (2288×1712)</a> Pit house</p> <p>Show - <a href="#">418591273_6b7774cc52_b.jpg (1024×841)</a> Coyote rock</p> <p>Indigenous peoples communities used to look very different from how our communities look now. Indigenous people value different things in community. Indigenous people value and protect the land</p> <p>What are some ways that we can value and protect the land?</p> <ul style="list-style-type: none"> <li>- clean up garbage</li> <li>- save water</li> <li>- plant trees</li> <li>- garden</li> <li>- treat animals well</li> </ul> <p><b>Draw a picture of you protecting the land</b></p> <p>We are going to watch a video of a community event in Indigenous communities called a Powwow.</p> <p><a href="#">What's a powwow?</a></p> <p>Ask students what are some things that you noticed in the video?</p> <p>Brain Break - let's try it out - <a href="#">POWWOWSWEAT: Jingle Dress</a></p> <p>This event showcases some of the values of Indigenous peoples</p> <p>What have you learned about Indigenous people in Kamloops and their community?</p> <p><b>Talk with your table group and come up with something that you want to learn more about Indigenous culture or a question that you have about the culture</b></p> <p>Write students questions and curiosities on the board</p> <p>There is so much to learn about Indigenous people and their communities. We will continue to learn more about Indigenous people in our future lessons.</p>

Closure:	<a href="#">N'we Jinan Artists - "WE WON'T FORGET YOU" // Sk'elep School of Excellence, B.C.</a> Listen to this song that was made in Kamloops by students and wrap up by asking students what they notice about the language and the singing and how it is different from English. Encourage students to be curious about different cultures and to always remember that not everyone lives the same way that they do.
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#### Lesson 4

Lesson Name & Time (Minutes Allotted):	How can people make a difference in the community?
Learning Standards: Curricular Competencies	Explain why people, events, or places are significant to various individuals and groups (significance)
Learning Standards: Content	how people's needs and wants are met in communities
Instructional Objectives (SWBAT...):	Students will be able to list some things that they like about their neighborhood Students will be able analyse who serves their community Students will be able to draw pictures of community helpers and support places in community Students will be able to fill out the my community worksheet Students will be able to go for a walk and identify places and ways in community that they can positively improve on
Assessment:	The my community worksheet pictures of community helpers and their places Observations of students participating in the walk and discussion
Teaching Strategies:	Plan where your students will be walking in their community walk or find a video of a community walk. Think of having a community helper in your class to present to your students.
Materials:	Franklin's neighborhood, my community worksheet, paper, colors, jobs video, Hey, wall
LESSON ACTIVITIES	
Introduction/Hook:	<a href="#">Story Time with Sandra: Franklin's Neighbourhood</a> What are some things that you like about your Neighborhood? Ask students to define community for you from previous lessons Review that a community is the place that you live, work, and play

Body:	<p><a href="#">Jobs I Can Have When I Grow Up   Highlights Kids   Kids Videos</a></p> <p>Pause the video and get kids to guess which community helper is being shown</p> <p>Who are the community helpers that make our community fun? Safe? A great place to live? Why are they important?</p> <p>(This would be a great lesson to invite a community helper in to present, or you could do this at some point before this lesson and make the connection during the lesson. Some great examples could be police, firefighters, librarians, city workers, doctors, healers, veterinarians, farmers, elders)</p> <p>Point out that our community is made up of places as well as people.</p> <p>What places make our community a great, fun, safe place to live? (Responses may include the rec centre, school, library, park, arcade, daycare, pool, gym, police station, the land, celebration areas, and hospital.)</p> <p><b>Have students take a landscape paper and fold the two sides to meet evenly in the middle like two doors. have the students draw a picture of a favourite place in the community on the outside of the doors. on the inside have them draw the community helpers that work at the place. (You may connect this to a field trip that you have taken or you could send these drawings out as thank you cards to these places in the community!)</b></p> <p>Explain that when people are together in a community, there are rules to keep everyone safe and happy. Rules help make things fair.</p> <p>What rules do we have at school? What rules do you have at home? (Point out that different families may have different rules.)</p> <p>What happens when you break a rule? (Point out that consequences for breaking rules may depend on the situation, consequences may include time outs, missing an activity, saying sorry, community service, jail time, or loss of money.)</p>
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	<p>Talk about what rules we have in our classroom and what might happen if students broke these rules. Use silly examples like dancing on a table in effort to not shame students who may have broken rules by using them as examples.</p> <p>Make a list on the board of all the different rules that keep our community safe: no stealing, look before crossing the street, not hurting others, paying for things we want to buy, driving in the right side of the road.</p> <p><b>Read aloud or show a video of the picture book <u>Hey, Wall</u>.</b></p> <p>How can we make our community better?</p> <p><b>Take students on a walk to see what the class can do to make a positive change at the school or within the community and local environment. (cleaning up garbage, fixing something broken, reporting something unsafe, cleaning something dirty, fundraising for something new)</b></p>
Closure:	<p>When you return to the classroom, have students brainstorm a list of project ideas that will make a positive change in their community, such as a weekly school yard/street clean up or collecting bottles to make money for bee or bird houses.</p> <p>Have students fill out the <b>my community</b> hand out as an exit ticket. Allow students to draw pictures or use words. (emphasise that their worksheets will all be different based on what community they belong to or where they live and that there is no right answers)</p> <p><a href="#">SS1_CommunityRolesRightsResponsibilities_Handout_MyCommunity.docx</a></p>

	(do your best to act on at least one of your classes suggestions to show your students that they are not too young to make positive changes in their community with the help of a grown up and in a safe way)
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### Lesson 5

Lesson Name & Time (Minutes Allotted):	Our class is a community. How can we make a difference?
Learning Standards: Curricular Competencies	Recognize the causes and consequences of events, decisions, or developments
Learning Standards: Content	how people's needs and wants are met in communities <a href="#">diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</a>
Instructional Objectives (SWBAT...):	Students will be able to draw or write how they can accomplish all four sections of the circle of courage in class Students will be able to brainstorm ideas for how to improve class community
Assessment:	Circle of courage template, observe students to fill out class circle
Teaching Strategies:	This lesson may be clearer if the circle of courage or medicine wheel has already been introduced in your class, this lesson may be a great place to introduce students to the idea of class jobs
Materials:	<a href="#">Building COMMUNITY ❤️ in the Classroom   Classroom Management 🍎</a> empty circle of courage, whiteboard markers, example circle of courage, our class is a family book
LESSON ACTIVITIES	
Introduction/Hook:	Play the video <a href="#">Building COMMUNITY ❤️ in the Classroom   Classroom Management 🍎</a> The video says that some ways we can make our class community better are: Listen, include everyone, and offer to help. Can we think of some other ways we can help everyone feel like they belong in our community? Write the ideas down on chart paper - keep this as a reminder to students to do things that follow



<p><b>Body:</b></p> <p>Belonging - inviting people to sit with, playing with others, playing a game together, welcoming people to join you</p> <p>Mastery - feeling proud of yourself, hanging work on the wall, putting in lot's of effort, trying hard, doing more then what was asked, helping others, class jobs</p> <p>Independent - doing things yourself, tying your shoes, silent reading, working on one of your goals</p> <p>Generosity - sharing with others, taking turns, giving something to someone else, listening to others</p>	<p>In order for our classroom to feel like a community everyone needs to feel these four things.</p> <p>Write each down in four corners and draw a big circle around them all</p> <p>We need to feel like we <b>belong</b></p> <p>we need to to feel <b>independent</b> and make choices for ourselves</p> <p>We need to be <b>generous</b> and help other people</p> <p>and we need to feel like we are good at things or that we have <b>mastered</b> things</p> <p>Thumbs up if you think we would have a good classroom if we had all these things?</p> <p><a href="#">R.6af42de3778c5d39d9e0a5c162392a4c (647×659)</a></p> <p>Show the students the medicine wheel. Explain that it is a circle and if any piece is missing the circle will fall apart. This is called the circle of courage and this is why we want to have all these things in our classroom.</p> <p>Hand out the blank circle of courage <a href="#">e03456cbdd35f6342c192284d6ce77d1.jpg (299×299)</a></p> <p>Ask students to come up with some ideas for how to feel belonging in the class</p> <p>tell students to write or draw a picture of what belonging in class looks like in one of the circle sections</p> <p>repeat with the next three sections until students have a full circle and have had a class discussion about each one.</p> <p>Draw a small circle of courage in the corner of the board</p> <p>For the next week whenever I see the class doing these things I will add a little bit more color to my circle of courage on the board when it is full we will celebrate our classroom and its wonderful community!</p>
<p><b>Closure:</b></p>	<p><a href="#">Our Class is a Family Read Aloud   Animated Kids Book   Vooks Narrated Storybooks</a></p> <p>Listen to the read aloud and remind students that we spend a lot of time together so let's try to make our classroom a good community to be part of</p>

## Lesson 6

Lesson Name & Time (Minutes Allotted):	Review and project <a href="#">3rd Grade with Sr. Sabrina :) : Social Studies Community Dioramas</a>
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Learning Standards: Curricular Competencies	<a href="#">Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</a> <a href="#">Explain why people, events, or places are significant to various individuals and groups</a> (significance)
Learning Standards: Content	<a href="#">relationships between people and the environment in different communities</a> <a href="#">diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</a>
Instructional Objectives (SWBAT...):	
Assessment:	Build a community diorama based on one types of community we discussed have a community proposal filled out draw a map of your proposed community present to the class
Teaching Strategies:	you may want to put students in partners as this is a large project, communicate to students to take their time on the proposal so that they know what they are going to do, you may want to find a good place to store these creations while students are working on them as they could be large, You will want to have plenty of materials available for use once students start
Materials:	poster board, cardboard, colored paper, hot glue, markers, scissors, computers for research, craft supplies, poster paper, diorama video, project proposal
LESSON ACTIVITIES	
Introduction/Hook:	<a href="#">My Urban Community Project   Diorama   Learning Videos for Kids</a> Play the video to introduce the kids to the project
Body:	This project has four parts to it. It is a very cool project you are going to build a community. Part one is the proposal for your community. You will fill out this document that tells me about what community you would like to build. You may use chromebooks for research in this part and looking for buildings in your chosen community that you may want to add

	<p><a href="https://www.canva.com/design/DAGfBYor6D4/bCbLXQC2xgxHnjoRDzWfjQ/edit?utm_content=DAGfBYor6D4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton">https://www.canva.com/design/DAGfBYor6D4/bCbLXQC2xgxHnjoRDzWfjQ/edit?utm_content=DAGfBYor6D4&amp;utm_campaign=designshare&amp;utm_medium=link2&amp;utm_source=sharebutton</a></p> <p>Go through the doc with students and tell them your expectations</p> <p>Part 2 is map building, use a paper and draw out where your buildings or structures should go, draw your roads and label everything. Once this is done, bring it to me for approval.</p> <p>Part 3 is the fun part - creation. You can use any materials in class to build your community. It must fit on one piece of poster board each and it must contain everything that was on your proposal. Feel free to ask for help or more materials and I will try to bring more in</p> <p>Part 4 presentation day in three weeks we will present our communities to each other</p>
Closure:	Set students free to start working on projects, give them time weekly to work on these until presentations.

### Resources

(List ALL resources for your unit plan here. There is no need to also include them as attachments. But if you are inspired to, feel free to include them.)

whiteboard marker, photos of communities, community worksheet, pencils, colors, [Rural, Suburban, and Urban BrainPOP Jr](#), Types of communities worksheet, whiteboard, photos of rural, urban, suburban places, paper, colors, Franklin's neighborhood, my community worksheet, paper, colors, jobs video, Hey, wall, [The word Indigenous — explained | CBC Kids News](#), [Native-Land.ca | Our home on native land](#), [Secwepemc History - Secwepemc Strong -](#), Pit house photo, coyote rock photo, [What's a powwow?](#), [POWWOWSWEAT: Jingle Dress](#), [N'we Jinan Artists - "WE WON'T FORGET YOU" // Sk'elep School of Excellence, B.C.](#), Paper, coloring tools, [Building COMMUNITY ❤️ in the Classroom | Classroom Management](#) 🍎 empty circle of courage, whiteboard markers, example circle of courage, our class is a family book

poster board, cardboard, colored paper, hot glue, markers, scissors, computers for research, craft supplies, poster paper, diorama video, project proposal

[R.f4c537939e4c1b4c74e6a23f95ffd390 \(1040×800\)](#) - farm

[94e0c91121b96d00a1ebaedcc2b39db3--cities-planning.jpg \(300×225\)](#) - city

[R.e48af8e72578bdd143bcf57c45adcf30 \(1021×800\)](#) - sub urban

### Extensions to Unit (Consecutive – After)

*(Where to next? What could you do AFTER this unit?)*

**GUIDING QUESTIONS:** What would you do as a follow-up to this unit? What would you do if you need to/wanted to making the unit longer and more comprehensive? Or level it up or down grades? What other topics/units/subject areas might compliment this unit AFTERWARDS?)

You could add a community engagement part where students fundraise for a nonprofit in the community or help in the community garden.

You could create a club within the school to foster community

you could use class jobs as a way to create community in your class

you can remind your students of this lesson when problems arise in your class

you can connect to science by adding water or trees to their dioramas

you can connect to math by measuring the buildings and roads in their dioramas

you can expand on learning about community helpers, or indigenous communities

you could visit a rural setting like a farm

you can use this unit to create class rules

you could create an all about my community or class book

you can talk about laws and government next and talk about who makes laws in their community and in their dioramas who runs their town

You can go more into community preservation and protection and talk about water, pollution, and animals

### Reflections (GOAL – Reflect on the process of *collaborating* and *planning* your unit in this box)

#### WHAT (HAPPENED)?

This was an informative but difficult project. It opened my eyes to the curriculum and how we can make projects cross curricular. I started off taking a very broad approach to a unit of community but even now looking back over it I think it should be narrowed down further. For example the lesson on classroom community could be an entire unit where you set expectations, assign class jobs, and get to know students. The lesson on community helpers could be an entire unit where we learn about people who keep us safe, healthy, and educated and who is in charge of that. The lesson on Indigenous communities could be expanded to talk about a few different peoples and languages. I think that I was so worried about fitting in the curriculum that I forgot that teachers have an entire year and a lot of these topics can cover many subjects. I think that in the future I need to slow down and look at the entire

curriculum for that grade and create a unit that goes deeper into content instead of trying to cover so much at once. I honestly think unit planning would be easier to do once I understand year planning so I recently spent some time putting topics into a year calendar and looking at how much time I could have to teach certain things and how I could group things together. I think that will help me a lot with future unit plans. In my next unit plan I hope to focus on going deeper instead of wider and on cross curricular learning.