

WRITTEN BY Rumeet Billan

# Lesson Plans & Parents Guide

ILLUSTRATED BY  
Michelle Clement



**LESSON:**

## **UNDERSTANDING OTHERS**

**Grade:** 6

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**Unit:** People and Environments: Canada's Interactions With The Global Community

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**Subject:** Social Studies – History and Geography

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**Date:**

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### **SPECIFIC EXPECTATION (S):**

B2.1 formulate questions to guide investigations into global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

B2.2 gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies

B2.5 evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

B2.6 communicate the results of their inquiries, using appropriate vocabulary (e.g., nongovernmental organization, intergovernmental organization, accord, international convention, aid, relief efforts) and formats (e.g., a plan of action for a fund-raising project in their school; a report for their school newsletter about why people should buy fair trade products; a song, rap, or poem written from the perspective of a person in a refugee camp or a child labourer; an infographic that shows how much money Canadians contributed in the past year to various global causes; a map that shows the impact of climate change in an agricultural region)

### **SUCCESS CRITERIA:**

Teachers should develop success criteria that reflect achievement of learning goals to align lesson plan with assessment/evaluation tools.

## **LEARNING GOALS:**

Students will research global issues and collaborate produce a class newspaper or blog. The focus of each article/post should be to describe how global issues influence the opportunities available to impacted children around the world.

## **RESOURCES:**

### **Primary Resources:**

- Dr. Rumeet Billan's Workshop *Who Do You Want to Be When You Grow Up?*
- Dr. Rumeet Billan's TEDxNovaScotia Talk: <https://youtu.be/NDp8Lv9C1SU>

### **Suggested Resources:**

- **Format of Newspaper Article/How to write a blog**

<https://www.scholastic.com/teachers/articles/teaching-content/writing-newspaper-article/>

<https://www.project-syndicate.org/>

- **Environmental Issues:**

<https://incredibleworld.ca/2017/incredible-species/>

<https://www.canada.ca/en/environment-climate-change/services/water-overview.html>

<http://canadawaterweek.com/cww/english.html>

<http://www.dfo-mpo.gc.ca/international/isu-global-eng.htm>

- **Social Issues:**

[http://international.gc.ca/world-monde/issues\\_development-en-jeux\\_developpement/response\\_conflict-reponse\\_conflits/index.aspx?lang=eng&\\_ga=2.115735430.1818179601.1510684010-270435902.1510684010](http://international.gc.ca/world-monde/issues_development-en-jeux_developpement/response_conflict-reponse_conflits/index.aspx?lang=eng&_ga=2.115735430.1818179601.1510684010-270435902.1510684010)

<http://www.redcross.ca/how-we-help/international-programs/emergencies-and-disasters-worldwide/responding-to-international-emergencies>

<https://www.corporate.nestle.ca/en/creatingsharedvalue/casestudies/thecocoaplan>

- **Political Issues:**

[https://www.youtube.com/watch?v=J\\_0LhcSD\\_UA&feature=youtu.be](https://www.youtube.com/watch?v=J_0LhcSD_UA&feature=youtu.be)

<https://www.un.org/sustainabledevelopment/peace-justice/>

<http://www.kidsgoglobal.net/the-issues/microfinance/>

<https://www.child-soldiers.org/>

- **Economic Issues:**

<https://www.torontopubliclibrary.ca/kidsspace/genCategory15957.html>

<https://www.cia.gov/library/publications/resources/the-world-factbook/>

<http://fairtrade.ca/en-ca/what-is-fairtrade>

## **CONTEXT FOR LEARNING:**

Student awareness of how they are impacted and can influence issues is beginning to widen to encompass not just local issues, but also global issues.

## **INSTRUCTIONAL DELIVERY:**

### **Opening Activities:**

Students will be preparing a class newspaper/blog of global issues. The students should begin by examining a current newspaper (physical or online) and identifying the format of a news article. If doing a blog, students should examine the format of a blog article.

### **Teaching Strategies and Content of Lesson:**

- Students will formulate questions to guide the investigation of a specific issue.
- Students will gather data including pictures, charts, graphs and maps to help answer their question.
- Students will organize their data in a variety of ways, including the use of charts, graphs and maps.
- Students will analyze their data and present their research in an organized way that includes the use of charts, graphs and maps.
- Students will communicate the results of their research in the form of a news/blog article which includes pictures, charts, graphs and maps to present data. The focus of each article should be aimed at describing how these global issues influence the opportunities available to children impacted by these issues.
- The articles can then be edited together into a class newspaper/blog.

## **CONSOLIDATION**

Reflection: Students will write a Letter to the Editor/blog response to a peer's article.