

WRITTEN BY Rumeet Billan

# Lesson Plans & Parents Guide

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**LESSON:**

## **HOW DOES WHERE I LIVE IMPACT WHO I AM?**

**Grade:** 5

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**Unit:** Governments and Citizens Working Together

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**Subject:** Social Studies History and Geography

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**Date:**

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

B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities, lack of employment opportunities within some regions, overcrowded and poorly constructed housing and/or lack of mental health and social services in First Nations and/or Inuit communities, funding for education in First Nations communities, preservation of Indigenous languages, missing and murdered Indigenous women and girls), specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens.

### **SUCCESS CRITERIA:**

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

### **LEARNING GOALS:**

Students are gathering knowledge and experiences moving them towards who they want to become. As part of that development, they must consider their desired future. This includes how they want to influence the world around them.

## 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>
- Additional resources will vary depending on issues chosen by the students.

## CONTEXT FOR LEARNING:

In Grade 5 students are becoming more aware of how they are influenced by and how they can influence their community.

## INSTRUCTIONAL DELIVERY:

### **Opening Activities:**

Over the course of a few days, ask the students to pay attention to the news/talk with their families about the current local issues of social/environmental concern. Generate a class list of the issues/concerns.

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

- Students select and research a local issue of concern to them.
- Within the context of their chosen issue, Students will answer the question, **“How does where I live impact who I am?”**
- Students create a plan of action to address their chosen issue.
- Students will identify the correct local representative (school board trustee, City Counselor, local business owner, etc.) to contact about their concern and write a letter outlining their concern(s) and proposed solution(s).

## CONSOLIDATION

Reflection: To encourage a transition of thinking to the *Envisioning My Desired Future* component of the *Who Do I Want to Become* Framework, students can respond to the question: What have you learned about how **who you are** can shape your future community? (i.e. reflect on what the learned in Teaching Strategies 3 and 4).