

# BE THE CHANGE

<b>Grade:</b> 3	<b>Topic:</b> Cared For
<b>Curriculum Area:</b> Social Studies: Urban and Rural communities	<b>Title:</b> Fair Trade in My Community
<b>U.N. Rights of the Child Article(s):</b> <ul style="list-style-type: none"> <li>Children have the right to good quality health care, clean water and nutritious food and a clean environment, so they will stay healthy. Rich countries should help poorer countries achieve this.</li> </ul>	<b>Teaching Strategies</b>
<b>Information Studies: Overall Expectations</b> Inquiry and Research <ul style="list-style-type: none"> <li>explore information using a variety of strategies</li> <li>gather information from resources using internal organizers and conventions of text</li> <li>synthesize findings and formulate conclusions</li> <li>transfer new information to solve problems and make decisions</li> </ul> <b>Information Technologies</b> <ul style="list-style-type: none"> <li>browse bookmarked websites with a specific research purpose</li> </ul>	<b>Session 1</b> Begin the unit by introducing the book, <i>Wonderful Houses Around the World</i> . Reflect on what makes a house a home. <p>👉 Stretch students' thinking further by asking <i>What is community?</i> Gather a collection of books and websites that depict a range of diverse communities. Give students an opportunity to browse through these materials in groups (fiction books, non-fiction books, bookmarked websites, video), as they consider the question. Students could record their ideas on post-its using <a href="#">BLM community2</a>. Gather again as a large group, and invite students to share their ideas, collecting their post-its as you go. Do certain post-its go together? Do certain themes/topics emerge? Group the post-its accordingly.</p> <p>👉 Challenge students to name the groups of collected ideas. The intended learning behind this activity is that people's basic needs (food, shelter, water, a clean environment) are met through community. It should also move into the higher level needs which communities fulfill: schools, recreational space, roads, and ultimately, the opportunity to participate and shape one's own future.</p>
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).	
<b>Resources:</b> <i>A Life Like Mine</i> <i>Wonderful Houses Around the World</i> <i>Future of the Earth</i> <i>Children's Rights series</i> <i>My Painted House, My Chicken and Me</i> <i>The Hard Times Jar</i> <i>Country Kid, City Kid</i>	<b>Session 2</b> The curriculum focus of this unit is on a comparison of rural and urban communities. Return to the picture and web resources collected for session 1. Post charts around the room with these headings: <i>land use, transportation, physical features, population, buildings</i> ). Resort the post-its in these categories. Ask students: <i>Did we miss anything?</i> Now read <i>Country Kid, City Kid</i> to introduce the concept of urban and rural communities. 👉 Ask students: <i>Do people in these communities have the same needs? Are they met in the same way?</i> Record their responses on a Venn diagram. End this session with a whole group discussion, giving students plenty of opportunity to absorb information, reflect on it, and make observations.
<b>Websites:</b> <ul style="list-style-type: none"> <li><a href="http://www.milestonesproject.com">www.milestonesproject.com</a></li> <li><a href="http://www.unicef.org/photoessays/index">http://www.unicef.org/photoessays/index</a></li> <li><a href="http://www.oxfam.org.uk/coolplanet/kidsweb/">http://www.oxfam.org.uk/coolplanet/kidsweb/</a></li> <li><a href="http://cyberschoolbus.un.org/">http://cyberschoolbus.un.org/</a></li> <li><a href="http://www.freethechildren.com/getinvolved/index">http://www.freethechildren.com/getinvolved/index</a></li> </ul> <a href="#">BLM community1</a> <a href="#">BLM community2</a> <a href="#">BLM community3</a> <a href="#">BLM community4</a>	<b>Sessions 3 - 4</b> Open this session by browsing and reading selections <i>from A Life Like Mine</i> . Open with the same questions you ended the previous session with to focus their thinking. Invite students to show their thinking and learning so far by using <a href="#">BLM community1</a> . Students then draw two communities, one rural, one urban, using large (18 x 24) cartridge paper, labeling as many features as they can. This provides an excellent assessment piece of the learning so far. Leave students with these thinking questions: 👉 <i>Do all children in the world have their needs met? Do all children in the world enjoy a home and a community?</i>
See also <a href="#">My Place in this World</a> (primary introduction to <i>Be the Change</i> )	
<b>BE THE CHANGE... Suggestions for Action</b> <ul style="list-style-type: none"> <li>Write a convincing letter to a local retailer, asking them to carry fair trade products, and stating why it is important to do so.</li> </ul>	

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## Teaching Strategies

### Sessions 5 – 6 (optional)

If time permitted, this would be an excellent time to delve deeper into the topic of children's rights around the world, using [My Place in This World](#) and emphasizing community rather than home.

Alternatively, proceed as follows:

Assign the following homework: Record everything you eat in one day using [BLM community3](#).

### Session 7

Review homework results. Sort food into two groups – grown in Canada, grown elsewhere. Choose one product (e.g. banana), and ask students to describe the path it took from plant to table. Illustrate the steps, as they describe them on chart paper. Now go to [Oxfam's Cool Planet](#) and show the steps depicted there.

*Extension: **Hard Times Jar*** is a nice literary connection here, about a girl who migrates with her family to pick oranges in the southern United States.

### Session 8

Divide the class into working groups, and have them repeat the process for chocolate using [BLM community4](#) to illustrate the path of this popular product from “bean to belly”. Give each group an opportunity to share their work, either comparing with other groups, or sharing with the whole class.



### Sessions 9 - 10

Explore the [Dubble Chocolate](#) website together. Encourage students to browse and ask questions as you go, and model those inquiry skills as well. This is big site, with a rich base of information. You may want to preview it to guide this part of the lesson. Compare with the banana story, examining the common elements e.g. luxury product, grown in poor countries – purchasing fair trade can be a simple way to effect powerful change. Then introduce the fair trade logo, and give each student a copy to take home. You could engage students' understanding on a deeper level by asking them to create tableaux about the lives of the farmers and their families before and after fair trade. For homework, ask the students to visit stores in their neighbourhood, and look for the fair trade logo. Their assignment is to return with the names of the stores they visited, and whether or not they carried fair trade goods. Students could use small notebooks for this task, and play the role of investigative reporter.

### Session 11

Report on findings. Students will find very little fair trade in their community. They will be ripe for “being the change”! Invite them to write a convincing letter to a local retailer, telling them why they should carry fair trade products, and asking them to change their practice by carrying at least one fair trade product. You may need to model the process, perhaps by writing a letter of your own. You can use copies of these letters to assess students' learning of the key concepts. Mail the letters and wait for responses. Even if you don't receive a single response, (and we hope you do!), your students have been agents for being the change they wish to see in the world.