

BE THE CHANGE

Grade: 2, 3		Topic: Freedom of Expression, Education and Play	
Curriculum Area: Social Studies; Grade 2 – Communities around the world; Grade 3 – Urban and Rural		Title: No Two Snowflakes	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. (Article 14) All children have a right to relax and play, and to join in a wide range of activities. (Article 31) 	Teaching Strategies		
Information Studies: Overall Expectations <ul style="list-style-type: none"> relate prior knowledge to information tasks synthesize findings and formulate conclusions transfer new information skills and knowledge to solve problems and make decisions analyze and evaluate the nature and importance of information in personal life and society 	<p>Session 1</p> <p>Read and discuss the book <i>No Two Snowflakes</i>, by Sheree Fitch. Compare what they know to what they learned in the book. Have the children move around to simulate snow/sand angels (reaching various learning styles of the students in the classroom – visual, auditory, kinesthetic etc.) Questioning: (quiet music in background) “Imagine you are lying down in the first snowfall, what are you wearing, how does the snow feel, make a snow angel, feel the cold, how heavy is the snow, how difficult is it to move your arms, your legs?” Have the students stand and move around the room to the count of 10. Have them lie down and close their eyes. “Imagine you are lying down on a beach in Africa, what are you wearing, how does the sand feel, make a sand angel, feel the warmth, how heavy is the sand, how difficult is it to move your arms, your legs?” Discuss their reactions to the directions. Did they feel the difference? Did they feel that by doing this, the two characters in the book would feel the connection between them strengthen? How different are the backgrounds between the two characters? Does that preclude friendship or understanding? Create a class Venn diagram exploring the differences and similarities between the two girls in the book.</p> <p>Session 2</p> <p>Explore several children in the book <i>Children Just Like Me</i> or <i>A Life Like Mine</i>. Create a class Venn diagram comparing two of the children. Is it similar to the one produced in session 1? Are there differences?</p> <p>For Grade 2s begin to explore how the children studied are similar in their needs and wants, what makes them part of a community?</p> <p>For Grade 3s begin to differentiate the differences in urban and rural settings as well as the similarities of the two settings. What basic needs are being met? How are the approaches the same? How are they different?</p> <p>Session 3</p> <p>Ask the students what they know of their parents or grandparents lives, and begin to develop interview questions for their parents/grandparents concerning where they grew up. Brainstorm questions under weather, homes, school, food, language, entertainment, natural environment, transportation etc. Prepare an interview form for the students to use in conducting interviews with their families. Use this information once gathered to build further understanding of either needs and functions of a community or features of urban and rural settings.</p>		
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).			
Resources: <ul style="list-style-type: none"> <i>No Two Snowflakes</i> <i>Children Just Like Me</i> <i>A Life Like Mine</i> 			
BE THE CHANGE... Suggestions for Action <ul style="list-style-type: none"> Consider starting an epal (pen pals on the web) association with a school in a developing country Create a memories book with contributions from the students and their family members, connecting with their home countries and showing where everyone came from on a map to display in the class as well 			