

# BE THE CHANGE

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| <p><b>Grade:</b> 2 –3</p> <p><b>Curriculum Area:</b> Language Arts, Communities Around the World</p>  |   | <p><b>Topic:</b> Education and Play, Survival and Development, Be Protected, Rehabilitation and Care</p> <p><b>Title:</b> Step Inside My Story</p> |
| <p><b>U.N. Rights of the Child Article(s):</b></p> <ul style="list-style-type: none"> <li>All organizations concerned with children should work towards what is best for each child</li> <li>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them</li> <li>Education should develop each child's personality and talents to the full.</li> </ul> | <p><b>Teaching Strategies</b></p>   |  |
| <p><b>Information Studies: Overall Expectations</b></p> <ul style="list-style-type: none"> <li>explore information using a variety of group activities</li> <li>analyze and evaluate information using a variety of strategies</li> <li>synthesize findings and formulate conclusions</li> <li>transfer new information skills and knowledge to solve problems and make decisions</li> </ul>  | <p>Running Literature Circles with younger students has proven to be difficult. This set of lessons is an attempt to begin to teach critical thinking skills as applied to literature and how to ask open-ended questions, accept other points of view and bring background knowledge to print. In all cases, the books are read to certain points with guided discussions and drama activities inserted.</p> <p><b>Playing War</b><br/>Read to "Sameer was gone."</p> <ul style="list-style-type: none"> <li>Why do you think Sameer left?</li> <li>How would you react to this game?</li> </ul> <p>Continue reading to "Did they let kids be soldiers? Did you have a M-16?"</p> <ul style="list-style-type: none"> <li>Would you want to be a soldier? Why?</li> <li>What would it be like?</li> <li>What do you think of the idea of child soldiers?</li> </ul> <p>Continue reading to "it was a mistake they didn't mean to blow us up."</p> <ul style="list-style-type: none"> <li>How would you react if your friend told you that?</li> <li>What would you say or do?</li> </ul> <p>Finish the book. Using Role on the Wall (<i>The Treasure Chest</i> – page 114, a large figure is drawn on a paper representing a character from the book, placing the feelings and reactions of the character within the figure, and the outside events, experience on the outside of the figure) create two figures. One figure represents Sameer, the other represents his friends record their feelings and experiences.</p> <p><b>The Hard-Times Jar</b><br/>Read to "There were lots of boys and girls...but non were chocolate brown like her."</p> <ul style="list-style-type: none"> <li>Choose an attribute (dark hair, eye colour etc.) and divide the class. One part of the group is not allowed to speak and must sit at the back. To the group that can speak ask:             <ul style="list-style-type: none"> <li>How does that make you feel?</li> <li>Have you ever been in a situation where you felt different from everyone else?</li> </ul> </li> </ul> |  |
| <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>  |   |  |
| <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><i>Playing War</i></li> <li><i>Boxes for Katje</i></li> <li><i>Sam and the Lucky Money</i></li> <li><i>The Hard-times Jar</i></li> <li><i>My Map Book</i></li> <li><i>Imagine a Day</i></li> </ul>  |   |  |
| <p><b>BE THE CHANGE... suggestions for action</b></p> <ul style="list-style-type: none"> <li>Choose an action for <i>Imagine a Day</i> and make it a reality (e.g. food drive for imagine a day with no hunger, book drive for a day with no hard times)</li> <li>Create a list poem of possibilities for Imagine a day... share with the school</li> </ul>   |   |  |

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**Title:** Step Inside My Story

### Teaching Strategies

#### ***Hard-Times Jar continued***

- Now give permission to the excluded group to speak. Ask the same questions.

Continue reading to “Yes you do,” Mama said”

- In pairs, one is Emma and one is Ms. Miller. Role-play the conversation that they think will take place between Emma and Ms. Miller. If time permits, reverse the roles.

Finish reading the book.

#### ***Boxes for Katje***

Read to “She has another one,” he hollered”

- If you were Katje, what would you hope was in the box and why?
- What would you do with it?

Continue reading to “Ja,” said Mama. “But what would you send?”

- What do you think Katje and her mother will send to Rosie? (Pass around a box and each student says or mimes what he/she would send. Passing on a turn is acceptable).

Finish the story.

#### ***Sam and the Lucky Money***

Read to “...bare feet in winter, where are his shoes?”

- How do you think Sam is feeling?
- How do you think Sam will react? Why?

Continue reading to “What is \$4 good for,” he said, stamping his feet.”

- What is \$4 good for?
- How would you feel in Sam’s place?

Continue reading to “Can I really do anything I want with my lucky money?”

- Using Corridor of Voices (*Treasure Chest*, page 111, a character moves through a corridor formed by the students who represent the conscience of the character. Those in the corridor express a range of conflicting thoughts and feelings that should be considered by the character). Have “Sam” walk through the corridor with the other students voicing what they think “Sam” should do with the lucky money. Now ask “Sam” what he wants to do with the money.

Finish the book.

To conclude this series of books, read *Imagine a Day* with the class. Ask the students to imagine a day when only good could happen. What would it look like, feel like, what would be the impact of such a day. If *Imagine a Day* could be turned into an action, what would that be? See suggestions for actions to extend this book.

#### **Extension Activities**

***My Map Book***, read and discuss. Choose a way to map each story (e.g. a map of a box they would create for Katje , a map of Emma’s heart for *The Hard-Times Jar*, a map of emotions for *Playing Way* or a map of giving for *Sam and the Lucky Money*.