

Grade 4 Social Studies: Human Rights Project

“Exploring Differences: How accommodating/inclusive is our School?”

This project is designed to address outcomes in the “Exploration Units” of the grade 4 Social Studies curriculum. Links to other curriculum areas, such as Language Arts, Visual Arts, Health and Science are identified as they occur throughout the unit.

Grade 4 Curriculum Outcomes expected to be reached:

Social Studies:

4.1.1 Examine the concept of exploration

- Focus on the concept of exploration and the fact that we are all explorers
- Exploration is not always discovering something new to everyone, but something new to oneself
- Discuss exploration of places, other people, and ideas

Language Arts:

1.1 Explore and discuss their thoughts, ideas and experiences and consider those of their peers.

2.1 Contribute to conversations, small-group and whole-group discussions, showing an awareness of when to speak and when to listen

9.2 Demonstrate an awareness of purpose and audience

Science:

204-6 Identify various methods for finding answers to given questions and solutions to given problems, and select one that is appropriate

206-6 Suggest improvements to a design or constructed object

Health:

R-4.4 Describe and demonstrate communication skills and behaviours that show respect for the feelings of others

R-4.6 Identify and describe ways to provide support to others

R-4.8 Describe roles and responsibilities within a group

Visual Arts:

CP4.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

CP4.3 Use elements of art and design in art works to communicate ideas, messages, and understandings

Human Rights Enduring Understandings:

- “I Have Rights and Responsibilities”
- All students have a right to an inclusive learning environment

- **General Description of Grade 4 Project:**

This project introduces students to the concept of exploration.

Students will learn that everyone is an explorer and that exploration includes examination of places, people and ideas.

Students will apply this knowledge through exploring the “duty to accommodate” or an inclusive environment. Students will explore their school property to analyze if their school includes/accommodates individual differences.

- Lesson 1- *Exploring Something New* – Introduce the concept of “exploration” and that we are all explorers. Exploration can be of people, places or ideas
- Lesson 2- *Exploration of Inclusion* – Arrange for a representative from the PEI Human Rights Commission and/or PEI Council of Persons with Disabilities to present on the human rights concepts of “accommodation” and “inclusion”.
- Lesson 3- *Site Inspectors: Is Our School Inclusive to All?* - Apply their learning and explore whether and how their school is inclusive of all students.
- Lesson 4- *Pitch to the Principal* – Give a formal presentation to the principle/PEI Human Rights Commission that communicates their findings and proposes recommendations to make the school more accommodating/inclusive.

Lesson 1

Exploring Something New

* Understanding the concept: exploration*

Specific Curriculum Outcome(s) being addressed:

Social Studies 4.1.1: Examine the concept of exploration

Language Arts:

1.1 Explore and discuss their thoughts, ideas and experiences and consider those of their peers.

2.1 Contribute to conversations, small-group and whole-group discussions, showing an awareness of when to speak and when to listen

Duration: 1 class

Materials:

- Working definition of 'Exploration'
Exploration- the act of travelling in or through an unfamiliar area in order to learn about it (Source: www.dictionary.com)
- Prepared silhouettes (black and white or color if able) of different types of exploration. Enough handouts to accommodate small groups in the class. See appendix for suggested images
- Journal

In Class Activities/Teaching Strategies:

1. Find out what your students already know about exploration in order to develop an understanding of where you need to begin your teaching. Ask the class to *think/pair/share* on what they know about the term exploration. Give them a few seconds to think on their own and then about a minute to discuss with their partner. Ask for a few volunteers to describe their interpretation of the term exploration. Discuss different forms of exploration and if any of them have been part of or experienced a form of exploration.
2. Silhouettes: Evenly distribute the class into small groups. Hand out one silhouette per group along with a question and answer sheet (See appendix A). As students are discussing in their groups take the time to listen and see if they may need some guidance.

Silhouettes: #1 Exploration of Space (Neil Armstrong)
#2 Exploration of Food
#3 Exploration of Reading
#4 Exploration of the Sea
#5 Exploration of Weather
#6 Exploration of Walking
#7 Exploration of Hearing

3. Bring students back in and encourage them to share what they discussed in their group. Depending on available technology, show the picture so that the entire class can see it or have a student walk around with the picture being analyzed. You may have to make an overhead copy in order to be able to show the entire class. Give students the option to come up to the front of the class or to remain where they are to present their image.
4. After students discuss their pictures, talk as a whole group about what was happening in these photos and if they can see the common theme of exploration. When discussing images 6 and 7, encourage students to imagine what it would feel like if they were unable to walk or hear and then became able to with the help of technology. Prompt the class to start thinking about what it would be like for mobility- or hearing-impaired students if they were in our class. Resume discussion the following class.
5. At the end of class give students a few moments to write full sentences in their journals addressing:
 - What did you feel during the lesson?
 - What stood out for you?
 - What did you learn?

Assessment:

- Oral discussion
- Observation of group work

Appendix A (Lesson 1):
Exploration Silhouettes and Q&A Sheet
#1



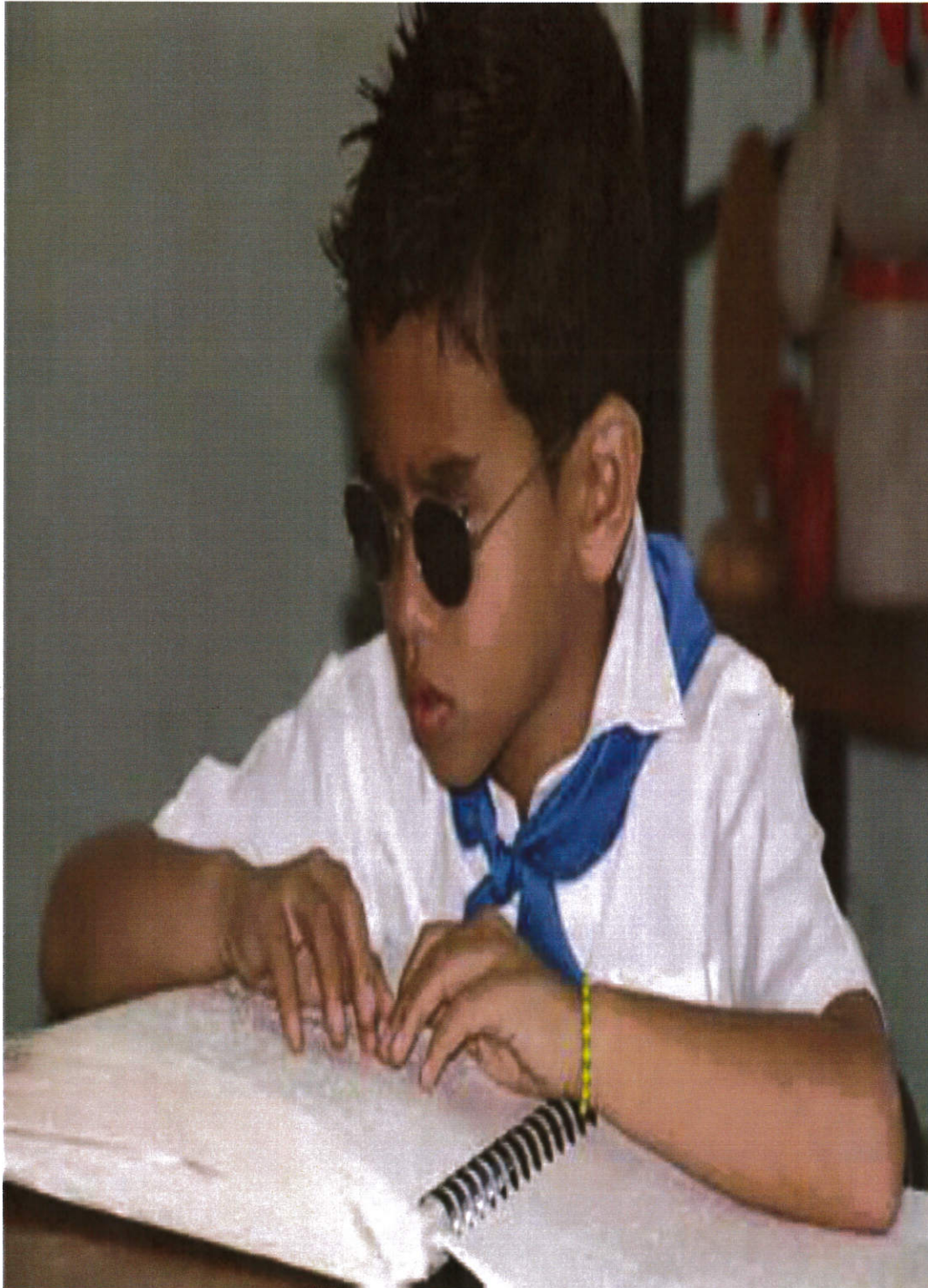
http://astrogeology.usgs.gov/HotTopics/uploads/144685main_aldrin_moon.jpg

#2



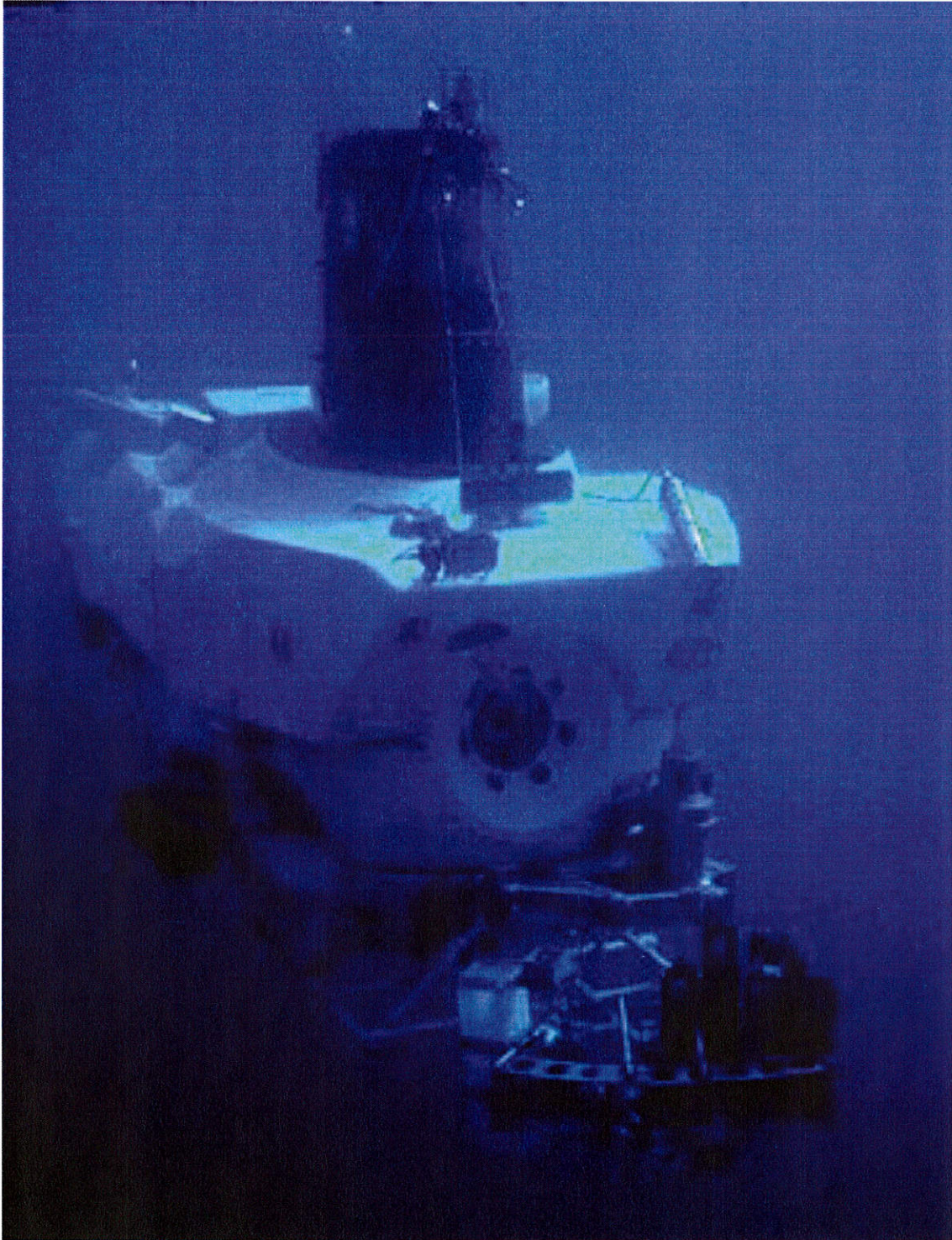
<http://www.fubiz.net/en/2013/08/24/tasting-lemon-for-the-first-time/>

#3



[http://en.wikipedia.org/wiki/Exploration#mediaviewer/File:Kazimierz Nowak in jungle 2.jpg](http://en.wikipedia.org/wiki/Exploration#mediaviewer/File:Kazimierz_Nowak_in_jungle_2.jpg)

#4



http://en.wikipedia.org/wiki/DSV_Alvin

#5



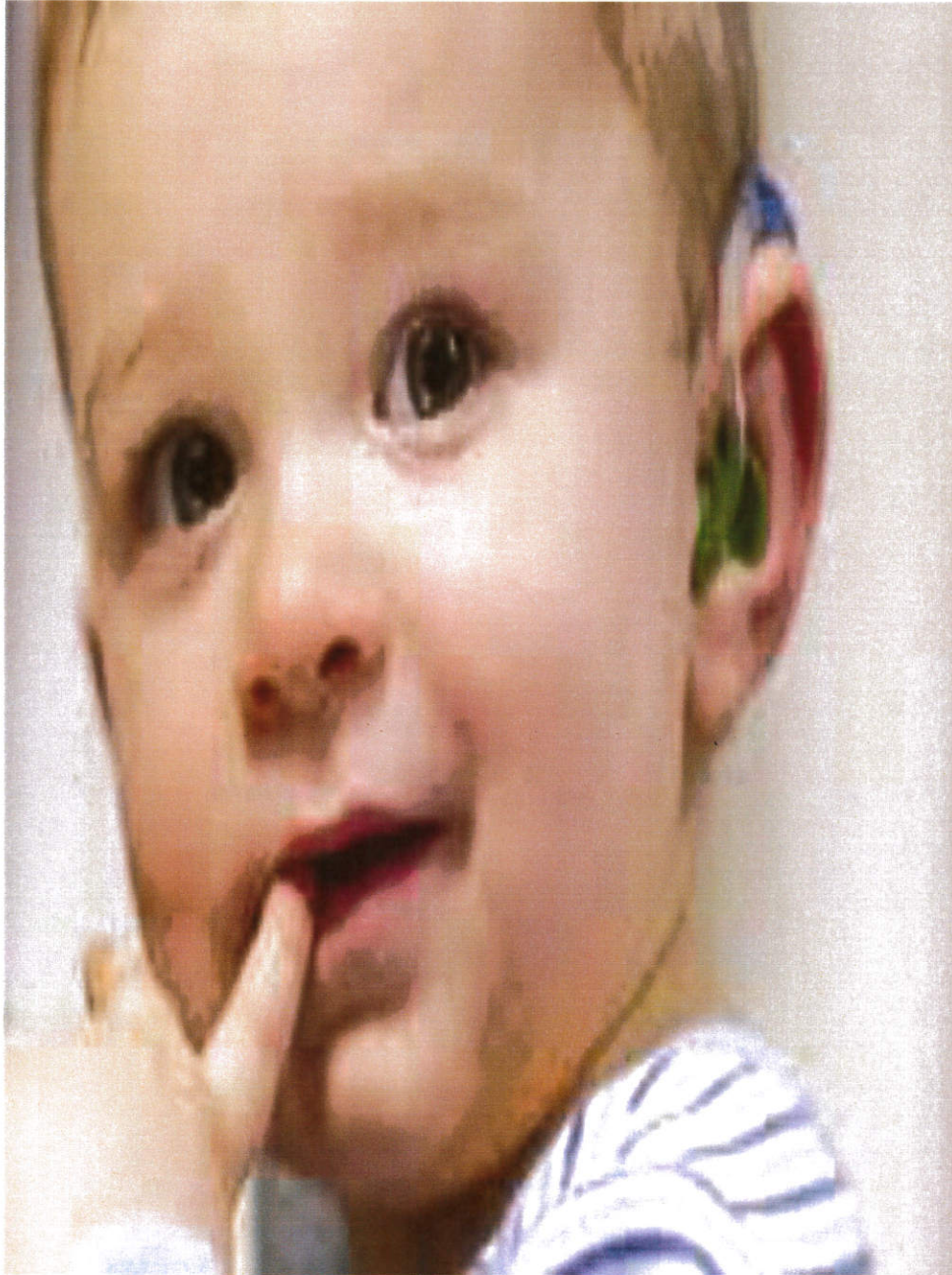
<http://www.cambridgeincolour.com/forums/thread3527.htm>

#6



<http://sanjuanriorelief.org/news/boy-from-rio-san-juan-in-la.html>

#7



<http://www.uplifd.com/witness-the-moment-an-8-month-old-deaf-baby-hears-for-the-first-time/>

Appendix B (Lesson 1):

Exploring Something New

Group Members: _____

Look at your image and answer these questions to the best of your ability:

What is being explored in this picture?

When you look at this picture what do you feel?

What do you think is happening in this picture?

Lesson 2

Exploration of Inclusion

Specific Curriculum Outcomes being addressed:

Social Studies 4.1.1: Examine the concept of exploration

Language Arts 1.1: Explore and discuss their thoughts, ideas and experiences and consider those of their peers.

Language Arts 2.1: Contribute to conversations, small-group and whole-group discussions, showing an awareness of when to speak and when to listen

Health R-4.4: Describe and demonstrate communication skills and behaviours that show respect for the feelings of others

Health R-4.6: Identify and describe ways to provide support to others

Duration: 1 class

Materials:

- Previously used silhouettes
- Youtube music video: 'Renegades' by X Ambassadors
<https://www.youtube.com/watch?v=1u-niluB8HI>
- Class presentation by representative of PEI Human Rights Commission and/or PEI Council of Persons with Disabilities (contact: thilton@peihumanrights.ca or 902.368.4180)

In Class Activities/ Teaching Strategies:

1. Recap what happened last class; allow the class to recollect what they had learned about the term 'exploration'. Bring up images 3, 6 and 7 and again ask the class what it would be like in our school for people with visual, hearing- or mobility-differences.
2. Inform the class that there will be a guest presenter who will introduce the human rights concepts of accommodation and inclusion.
3. Play the music video and introduce the presenter.
4. Initiate a Q&A with the presenter
5. After the presentation ask students to journal:
 - definitions of "accommodation" and "inclusion" and
 - why they feel these concepts are important.

Assessment:

- Attention to presenter and oral participation in class
- reflection of two things they enjoyed and learned during the activity

Lesson 3

Site Inspectors: Is Our School Inclusive to All?

“Applying their knowledge to see if their school accommodates all students”

Specific Curriculum Outcomes being addressed:

Social Studies 4.1.1: Examine the concept of exploration

Language Arts:

1.1: Explore and discuss their thoughts, ideas and experiences and consider those of their peers.

2.1: Contribute to conversations, small-group and whole-group discussions, showing an awareness of when to speak and when to listen

Health:

R-4.4: Describe and demonstrate communication skills and behaviours that show respect for the feelings of others

R-4.6: Identify and describe ways to provide support to others

Science:

204-6: Identify various methods for finding answers to given questions and solutions to given problems, and select one that is appropriate

206-6: Suggest improvements to a design or constructed object

Duration: 1-2 classes

Materials:

- Checklist for inclusive expectations (See Appendix C)
- Chart Paper
- Blind Fold
- Earmuffs
- See Possible Extensions for Additional Resources

In Class Activities/ Teaching Strategies:

1. At the beginning of class do a recap on what the class did the day before. Ask for volunteers to read their journal entries on human rights concepts of “accommodation” and “inclusion”.
2. Lead the class into a discussion about how some students in the school may not be as included as others. Use an example such as a student in a wheelchair; do they enjoy the same opportunity to participate in class as those who can walk? Do boys and girls enjoy equal opportunities without discrimination? Would a new student of another culture/language feel welcomed and accepted? Focus the discussion on accommodation. Talk about the importance of how everyone in the school has a right to be included and given an equal opportunity to succeed.

3. Continue the example of a student in a wheelchair, using chart paper make a list of all the necessary tools and resources a school would need to accommodate that student.
4. After a list has been started allows the class to break up into groups, with each group being assigned a student who might need to be accommodated. For example: a student who uses a wheelchair or leg braces or has a visual or hearing impairment. The groups will be given a handout, which they will fill in with their expectations of what the classroom or school would need in order to include their assigned student. Allow the groups to make their lists for roughly 5-7 minutes.
5. Ask the groups to take the checklist they created and quietly explore their school to see if it meets their expectations of an inclusive learning environment. Remind the students to put themselves in the skin of their assigned person and to be creative in imagining the different needs of that student. Advise that they are expected to return before class is over to go over their discoveries.
6. If time permits go over some of the discoveries that different groups have made, also talk about what they discovered personally as they took on this role and how it made them feel.

Assessment:

- Oral discussion
- Observation of group work
- Completion of activity sheet

Possible Extensions:

- Ask the class when they are outside at recess and lunch to observe their environment and see if it is an inclusive environment; is everyone being included in activities, is anyone left alone, is the playground inclusive of student's diverse needs.
- If possible, ask the nearest pharmacy if you would be able to use crutches, wheelchair or any other materials for this class activity that may make the activity more real for the students.
- Invite into class a PEI Paralympian to speak with students

Appendix C (Lesson 3): Checklist for Inclusive Expectations

From whose perspective are you exploring?		
Names of Site Inspection Team Members:		
What will this student need?	Does the school accommodate this student Yes/How? No/How not?	

During your exploration of the school is there anything you discovered that your assigned student might need that you never thought of?

What are some things that our school needs in order to become more inclusive for your assigned student.

Lesson 4

Pitch to the Principal

Students will give a formal presentation to the principle/PEI Human Rights Commission that communicates their findings and proposes recommendations to make the school more accommodating/inclusive.

Specific Curriculum Outcomes being addressed:

Social Studies

4.1.1 Examine the concept of exploration

Health:

R-4.4 Describe and demonstrate communication skills and behaviours that show respect for the feelings of others

R-4.6 Identify and describe ways to provide support to others

Language Arts:

9.2 Demonstrate an awareness of purpose and audience

Science:

204-6 Identify various methods for finding answers to given questions and solutions to given problems, and select one that is appropriate

206-6 Suggest improvements to a design or constructed object

Visual Arts:

CP4.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

CP4.3 Use elements of art and design in art works to communicate ideas, messages, and understandings

Duration: 1-2 classes

Materials:

- White Bristol Board
- Paint
- Markers
- Pencil Crayons
- Pencils
- Magazines
- Scissors
- Glue
- Rubric (See Appendix D)

In Class Activities/ Teaching Strategies:

1. Have all of the necessary materials out and accessible, for when the time permits. At the start of class (if you have not already done so) allow the different groups to share findings on which of their requirements were

- met and which were not. Also, what suggestions for making the school more inclusive/accommodating would they like to pitch to the principle?
2. After all of the groups have shared, display the rubric on a projector where everyone is able to see, also have handouts of the rubric for each group. Go through the rubric as a group, explaining the expectations that they are expected to achieve when creating their visual representation. The visual representation will be an expression to the principle on the schools ability to accommodate the specific description they explored.
 3. Encourage the students to be creative, use different types of colors, use cutouts from magazines, use paint, markers, crayons, pictures, words, allow them to use whatever necessary to project their understanding of the importance of inclusive. Encourage them to reflect on the terms: exploration, accommodation, inclusion and human rights.
 4. Once the students have completed their visual representations, invite the principal to the classroom and allow the student groups to each present their artwork and explain what they discovered in their exploration of the school in its relation to providing an inclusive environment.

Assessment:

- Rubric
- Observation of group work

Appendix D (Lesson 4): Rubric for Visual Representation

Criteria	You Almost Have It	You Have Got It	Super
Exploration	Finished quickly, and didn't take the time to look around our school	Took the time to look around and see what can be changed in our school	Took the time to look around our school, and talked about what you found as a group.
Use of Art & Colour	Used only one form of artistic representation in your project	Used different forms of colour and artistic representations in your project	Used different forms of colour and artistic representations in your project, and tried something new
Personal/Group Expression	It was hard to tell what your thoughts or feelings were when working on this piece	It was easy to tell how you felt about this art project because of the different ways you expressed yourself	You expressed yourself in different ways and it made others believe in what you were sharing with them
Understanding	Didn't visibly understand what accommodation meant for our school	Could visibly see that you understood what it meant to be an accommodating school	Could see that you understood what it meant to be an accommodating school, and you had examples in your visual display
Solution	Didn't include any ideas for what the school could do to help accommodate students	Included an idea for what the school could do to accommodate students	Included an idea for what the school could do, and how the school could raise money
Behaviour & Group Effort	Didn't use class time efficiently, and no effort was put into finishing the project on time	Used class time well, and worked well with your group in completing the project on time	Excellent use of class time, and didn't need teacher redirection