



Community Supports Unit Plan

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Overview

This unit is focused on developing students understanding of how our community helps support our wants and needs. Throughout this unit, students will be actively engaged in their learning through hands on experiences and classroom discussions. There are two action piece of this unit that provide students an opportunity to take their learning and apply it to their lives the community around them. The first action piece is based on humans as a resource and being a part of organizations that support community needs. This allows students to experience volunteerism and understand the importance of paid and unpaid work for a community. The second action piece is based around the negative impact of technology. Students are able to take their knowledge of the negatives that technology has had on human life and create a personal growth plan to counteract that negative influence. This semester

Outcomes

1. **RW3.1** Appraise the ways communities meet their members' needs and wants.
2. **RW3.2** Analyze the creation and distribution of wealth in communities studied.
3. **RW3.3** Evaluate the ways in which technologies have impacted daily life.

Wants and Needs In Communities

Created by: Miss deBoth

Content: (Topic) Wants and Needs in Communities	Instructional Strategies: (Specific) <ul style="list-style-type: none">● Questioning● Compare and Contrast● Discussion
Outcome(s): RW3.1 Appraise the ways communities meet their members' needs and wants.	
Interdisciplinary: <ul style="list-style-type: none">● CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.● CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama's development.	
Prerequisite Learning: <ul style="list-style-type: none">● Wants and Needs● What is a community● Who lives in a community	
Adaptive Dimension: <ul style="list-style-type: none">● <i>Hearing Impairment:</i> Have speaker and audio assistant equipment installed in your classroom or have the student sit closer to the front of the room.● <i>Visual Impairment:</i> Have explicit explanations to help create greater detail and understanding for this student. Have the student sit near the front of the room and ensure that there is proper assistance for hands on activities.	
Preparation: (Equipment/materials/set-up) <ul style="list-style-type: none">● 2 Hula hoops● Two Pieces that say Wants and Needs● Items used for wants and needs discussion such as a water bottle, hair tie, toothbrush, scooter etc.● Two photos: Warm Scenery and Cold Scenery● Story Worksheets	
Set: (15 Minutes) <ul style="list-style-type: none">● Write "Wants and Needs" at the front of the classroom. Brainstorm with the class some examples of wants and needs.	



Wants and Needs In Communities

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- Bring out two hula hoops and set them up with a slight overlap to create a Venn Diagram.
- Place the Needs piece of paper over one side of the hula hoop and the Wants piece of paper over the other side of the hula hoop Venn diagram.
- Take out the bin of random items and have the class sort how they think the items should be laid out between the categories of Wants and Needs.
- Take a picture of the completed Venn Diagram for Lesson 2.

Development: (Pt. 1 - 30 Minutes; Pt. 2 - 30 Minutes)

- Pull up two photos: Cold Scenery and Warm Scenery. Ask the students *what would people living in either one of these places wants and needs would be. Are they different? The same? Why or Why not? Based upon where we live our Wants and Needs are different.*
- Timeline Stories of Wants and Needs: *What is a timeline? A timeline is a set of events or moments that have occurred in a particular order. Today you have a choice to create a timeline story about the wants and needs of a particular character or you can work together with some classmates and create a small skit about a character's wants and needs in their daily life. Either way, I want to have at least three wants and three needs in your story.* Provide ample time for student to complete their story or create their dramatization.

Closure: (15 Minutes) Allow time for the students who created performances, to present. For the students who created a paper timeline. Make sure that they are handed in.

Assessment: This formative assignment is used to see how much students understand about wants and needs.

Resources:

- <http://pbskids.org/itsmylife/money/managing/article2.html> - Wants and Needs Broken Down Into Student Language
- <http://www.forbes.com/sites/moneywisewomen/2011/07/07/needs-vs-wants-a-one-day-chronicle/> - Timeline Story Wants/ Needs Idea

Past and Present Needs In a Community

Created by: Miss deBoth

Content: (Topic) Need of Communities in the Past and Present	Instructional Strategies: (Specific) <ul style="list-style-type: none">● Classroom Visit (From an Elder)● Respond in Drawings or Words
Outcome(s): RW3.1 Appraise the ways communities meet their members' needs and wants.	
Interdisciplinary: <ul style="list-style-type: none">● CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.	
Prerequisite Learning: <ul style="list-style-type: none">● Want and Need● Communities differ in their wants and needs	
Adaptive Dimension: <ul style="list-style-type: none">● <i>Hearing Impairment:</i> Have speaker and audio assistant equipment installed in your classroom or have the student sit closer to the front of the room.● <i>Visual Impairment:</i> Have explicit explanations to help create greater detail and understanding for this student. Have the student sit near the front of the room and ensure that there is proper assistance for hands on activities.	
Preparation: (Equipment/materials/set-up) <ul style="list-style-type: none">● Contact an Elder and set up a time to have them enter the classroom or to meet.● Prepare tobacco to present to the elder as well as the topic of interest which in this case is the use and importance of the buffalo.● Buffalo Usage Photo or Alternative Traditional Usage Handout● White paper● Crayons, Pencil Crayons	
Set: (10 Minutes) <ul style="list-style-type: none">● Pull up the photo of the Wants and Needs Venn Diagram made in the previous lesson and go over where the items are from and what they are used for. Ask the students "<i>Why do we consider this item to be a want or why do we consider this item to be a need</i>" as a refresher. Development: (Pt 1 - 30 Minutes; Pt 2 - 30 Minutes) <ul style="list-style-type: none">● Bring up the buffalo usage photo and talk to the students about how before treaties were signed, first nations groups had a high need for the buffalo as they used it to gain many	



Past and Present Needs In a Community

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of their necessities of life. Go through the different usages of the buffalo.

EMPHASISThe First Nations people did not waste any of the buffalo.

- *You have two choices today. You can either write or draw about an item in your life that you could try and use every part of instead of wasting it.* Work with students to brainstorm some ideas such as growing their own vegetables so there is not garbage, composting, donating your clothes instead of throwing them out. Provide time for the student to write about some ideas that they have about what they could use all of instead of wasting it.
- Day 2: Have an elder come into the classroom and ask him or her to talk about the importance of the buffalo to First Nations people and what it was used for.

Closure: (5 Minutes)

- Provide each student with a cue card and as an exit slip from the Elder's Visit, have them write three things that they learned about how the buffaloes satisfied many of the past First Nations communities.

Types of Community Wealth

Created by: Miss deBoth

Content: (Topic) Types of Wealth In Communities	Instructional Strategies: (Specific)
Outcome(s): RW3.2 Analyze the creation and distribution of wealth in communities studied.	
Interdisciplinary: <ul style="list-style-type: none">● CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.	
Prerequisite Learning: <ul style="list-style-type: none">● Community● Resources	
Adaptive Dimension: <ul style="list-style-type: none">● <i>Hearing Impairment:</i> Have speaker and audio assistant equipment installed in your classroom or have the student sit closer to the front of the room.● <i>Visual Impairment:</i> Have explicit explanations to help create greater detail and understanding for this student. Have the student sit near the front of the room and ensure that there is proper assistance for hands on activities.	
Preparation: (Equipment/materials/set-up) <ul style="list-style-type: none">● Set up Video● Set up a Future Wealth Prediction Bulletin board	
Set: (5 Minutes) <ul style="list-style-type: none">● Ask the students <i>what is wealth?</i> Wealth is having an abundance of a particular valuable thing. There are multiple types of wealth:<ul style="list-style-type: none">○ Self Wealth - Being confident, self-assured○ Relationship Wealth - Feeling connected and finding partners, being an active member of your community and overcoming challenges.○ Physical Wealth - Having money or physical goods of value.● Communities are generally rated as to how much physical wealth they have.	
Development: (30 Minutes) <ul style="list-style-type: none">● Watch video about renewable and nonrenewable resources. <i>Do you think that renewable resources or non-renewable resources are considered to be more physically wealthy?</i>● If you hear about wealthy places in the world do you think that places with non renewable resources such as natural gas, and oil, do you consider them more wealthy than a community where their resources are renewable resources such as trees?	



Types of Community Wealth

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- To the students: *Silently think to yourself. In future years, do you think that renewable resources will be considered more wealthy or non-renewable resources. Why? Your job today is to create a small picture and write a sentence about why you think either renewable or nonrenewable resources will be considered more wealthy in the future.*

Closure: (5 Minutes)

- Ask the students to hand in their write up and drawing when they are done so that they can be hung up on the Wealth Prediction Bulletin board.
- Use this as a formative assessment to see how students are viewing renewable and nonrenewable resources and their importance.

Resources:

- <http://www.tfophoenix.com/index.php/the-four-types-of-wealth>

Organizations Supporting Community Needs

Created by: Miss deBoth

<p>Content: (Topic) Organizations that support our community needs</p>	<p>Instructional Strategies: (Specific)</p> <ul style="list-style-type: none"> • Group Research and Presentations
<p>Outcome(s):</p> <ul style="list-style-type: none"> • RW3.2 Analyze the creation and distribution of wealth in communities studied. 	
<p>Interdisciplinary:</p> <ul style="list-style-type: none"> • CP3.4 Use imagination, a variety of drama strategies, and reflection to further the drama's development. 	
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> • Volunteer • Community 	
<p>Adaptive Dimension:</p> <ul style="list-style-type: none"> • <i>Hearing Impairment:</i> Have speaker and audio assistant equipment installed in your classroom or have the student sit closer to the front of the room. • <i>Visual Impairment:</i> Have explicit explanations to help create greater detail and understanding for this student. Have the student sit near the front of the room and ensure that there is proper assistance for hands on activities. • You could take the links for research and print off the information so that students could do the research in the classroom about their particular organization. 	
<p>Preparation: (Equipment/materials/set-up)</p> <ul style="list-style-type: none"> • Chart Paper • Markers • Resource links (If unable to have technology, print off information for students) 	
<p>Set: (15 Minutes)</p> <ul style="list-style-type: none"> • <i>What is a Volunteer?</i> Define volunteer as someone who shares time and/or talent for the common good. • Ask the students <i>do you know anyone who volunteers at a church, school or hospital? We have parents who come in and help us in our classroom because our school cannot afford to pay someone to do that.</i> Work with the students to discuss and come up with different roles that volunteers fill. • <i>Have you ever volunteered somewhere before with your parent or guardian?</i> 	
<p>Development: (Pt 1 - 30 Minutes; Pt 2 - 40 Minutes)</p> <ul style="list-style-type: none"> • <i>We are going to explore some volunteering organizations. You are going to work in groups on a select organization. You will be looking for what is the organization and what it's role is. When you are done researching, you will create a small skit that</i> 	



Organizations Supporting Community Needs

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represents what your organization is and does. You will have today to research and create your presentation and tomorrow to present to the class. Make sure that everyone is actively apart of this project. Allow time for students to research and create their skits. In the second class of this lesson, the students will have a chance to practice their skits and finalize them before performing them in front of the group.

Closure: (10 Minutes)

- *How do these organizations help meet the needs of communities?*
- *What would be do if we did not have these organizations available to support communities ?*

Resources:

- <http://www.learningtogive.org/units/people-who-work/volunteers-community>

Student Research Resources

- [Unicef](#)
- [Doctors Without Borders](#)
- [Free The Children \(ME to WE\)](#)
- [Amnesty International](#)
- [Red Cross and Red Crescent](#)
- [Habitat For Humanity](#)

Technology in Our Community

Created by: Miss deBoth

Content: (Topic) <ul style="list-style-type: none">● Technology that exists in our community including electronic technology, paper, cars, refrigerator etc.	Instructional Strategies: (Specific) <ul style="list-style-type: none">● Group Work● Station Exploration
Outcome(s): RW3.3 Evaluate the ways in which technologies have impacted daily life.	
Prerequisite Learning: <ul style="list-style-type: none">● What is the Internet, Paper, a Car and the Telephone	
Adaptive Dimension: <ul style="list-style-type: none">● <i>Hearing Impairment:</i> Have speaker and audio assistant equipment installed in your classroom or have the student sit closer to the front of the room.● <i>Visual Impairment:</i> Have explicit explanations to help create greater detail and understanding for this student. Have the student sit near the front of the room and ensure that there is proper assistance for hands on activities.	
Preparation: (Equipment/materials/set-up) <ul style="list-style-type: none">● Exit Box● 4 Index Cards to each student● Pre-made groups● Pre-set up Stations:<ul style="list-style-type: none">○ Station 1 - Internet: Books about Canada, question cards “What is the capital city of Nunavut?” “Where is the Hudson’s Bay Located?”○ Station 2 - Telephone: Set of Tablets; headphones and preload Morse Code Video Question Card “What is the Morse Code? Who developed it?”○ Station 3 - Paper: Chalkboards and Chalk, Question Card “Create a picture on your chalkboard of your favourite activity. Please describe in 2 sentences on your exit slip what your drawing is.”○ Station 4 - Car: Blown up Map, Walk Time - Distance Legend “How long would it take you to walk from one end of Regina to the other?”	
Set: (5 Minutes) <ul style="list-style-type: none">● Have the four stations set up around the classroom when students arrive. <i>We are going to split up into groups to explore these four different stations. We are looking at different technologies in our community.</i>● <i>You will each receive four index cards. These cards are used as exit slips for each station. You are expected to fill these out at each stations and put them in this exit bin before class is done. (Hold up Bin)</i>	



Technology in Our Community

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- *You will have a chance to look at each of these lessons, but let's split you into your groups.*
- Split students into groups and assign their station.

Development: (20 Minutes)

- Provide 5 Minutes per station and then switch until all groups have gone to each station. While the students are explore, walk around and ask the students *What do you notice about this technology? Is it easy to use? Is there any issues with this technology? Is there a different technological device that you know of that could or has replaced this?*
- Please place your exit slips in the exit box and return to your desks.

Closure: (10 Minutes)

- Let's talk about each station.
 - *Station number one: You were asked to look through a bunch of books for some information, do you know of a technological tool that currently exists that makes this process more convenient? YES! The Internet.*
 - *Station number two: What technological tool helps send messages to one another quicker and more conveniently than morse code? Telephone!*
 - *Station number three: Can anyone show me their drawing of their favorite activity? No? Why not? Because they cannot be saved and they rub off. What is something that we use in our everyday lives in the school that helps us save what we write down? Paper and Pen.*
 - *Station number four: Can you imagine walking from one side of regina to another? Can anyone think about a technology that has helped us move around quicker? YES! A Car!*
- Thank you for participating today. We have learned about different technological tools that were invented to make life more convenient and simple. Keep an eye out for other technological tool while you are out and about in your life and realize how they make your life more convenient.

Technology's Influence on Communities

Created by: Miss deBoth

Content: (Topic) <ul style="list-style-type: none">● The way that technology influences human life.	Instructional Strategies: (Specific) <ul style="list-style-type: none">● Discussion● Videos● Art Work
Outcome(s): RW3.3 Evaluate the ways in which technologies have impacted daily life.	
Interdisciplinary: <ul style="list-style-type: none">● CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).	
Prerequisite Learning: Technology has impacted our lives.	
Adaptive Dimension: <ul style="list-style-type: none">● <i>Hearing Impairment:</i> Have speaker and audio assistant equipment installed in your classroom or have the student sit closer to the front of the room.● <i>Visual Impairment:</i> Have explicit explanations to help create greater detail and understanding for this student. Have the student sit near the front of the room and ensure that there is proper assistance for hands on activities.	
Preparation: (Equipment/materials/set-up) <ul style="list-style-type: none">● Pull up A Day Without Technology Video● Chart Paper● Markers● Large white pieces of paper● paint	
Set: (10 Minutes) <ul style="list-style-type: none">● Pull up video called A Day Without Technology. Development: (30 Minutes) <ul style="list-style-type: none">● <i>Technology has impacted our lives daily. What technology do you use or have in your everyday life?</i>● Work with the students to create a list of technology that is used in their daily lives. When this is complete, go through and discuss the pros and cons of each. Keep this paper for the next lesson.● <i>What would you do if there was no technology for a day?</i> Have the students create a visual representation of what they would do if there was no technology for a day. Closure: (5 Minutes) <ul style="list-style-type: none">● Thank you for participating today, I hope that you are starting to think about how technology is impacting your life.	



Technology's Influence on Communities

Created by: Miss deBoth

- For next class, you are asked to think about one negative and one positive way that technology influences you.

Reversing the Negative: Personal Action Plan For Technology in Our Community

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<p>Content: (Topic)</p> <ul style="list-style-type: none"> Developing an action plan against the negative impacts of technology. 	<p>Instructional Strategies: (Specific)</p> <ul style="list-style-type: none"> Personal Plan Creation Personal Action
<p>Outcome(s): RW3.3 Evaluate the ways in which technologies have impacted daily life.</p>	
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> Technology has impacted the way we do things in our daily lives. 	
<p>Adaptive Dimension:</p> <ul style="list-style-type: none"> <i>Hearing Impairment:</i> Have speaker and audio assistant equipment installed in your classroom or have the student sit closer to the front of the room. <i>Visual Impairment:</i> Have explicit explanations to help create greater detail and understanding for this student. Have the student sit near the front of the room and ensure that there is proper assistance for hands on activities. 	
<p>Preparation: (Equipment/materials/set-up)</p> <ul style="list-style-type: none"> Chart Paper with Technologies and Pros and Con (From last lesson) Take Down Future Prediction Board and replace it with Finding A Balance: Plugged in and Unplugged 	
<p>Set: (5 Minutes)</p> <ul style="list-style-type: none"> Pull out the chart paper of technologies in daily life as well as the pros and cons of each. Highlight the cons of some of the technologies. Introduce their final activity for the unit. <p>Development: (30 Minutes)</p> <ul style="list-style-type: none"> <i>Each student will create a 1 page personal plan for going against technologies negative impact. For examples, if you choose the computer as your technology, one of the negatives is that children spend lots of time on their computer instead of playing outside and being active. Your personal plan could be the process you plan to go through the help ensure that you find a balance between computer time and active play time.</i> Provide students an opportunity to brainstorm with classmates as well as come up with ideas for their personal plan. The teacher's job is to rotate around the classroom and help facilitate conversations to provoke independent thinking and responsibility of one's own ideas and opinions. <p>Closure: (10 Minutes)</p> <ul style="list-style-type: none"> Thank you for participating today. When you have created your personal plan and have drawn a picture, please make sure that you hand in your creating, so that I can display them on our bulletin board. We will check back in with your plan at a later date. 	



Reversing the Negative: Personal Action Plan For Technology in Our Community

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