

“ONE WORLD LIVING TOGETHER” SUGGESTED LESSON PLANS & PRACTICAL SUGGESTIONS (BY C. NINI)

Theme: One World Living Together - **Grade Level(s):** Kindergarten to grade 12

Subject/s: Media Arts, Language Arts, Social Study, Geography, Multicultural Education

Timelines: 4 mini lessons to introduce the theme and the needed information, then let students work on their project independently.

General Goal: To increase awareness of our global connections, gain appreciation for the cultural diversity, and pride for own roots.

“Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results.” -- Herman Melville

Specific Objectives:

- To provide students with the opportunity to learn about the cultures of the world
- To give students the opportunity to increase their understand of the interdependence between countries and people
- To give students the opportunity to discover the history and characteristics of their community

Suggested Resources/Materials: maps, atlas, multicultural literature, books, videos, multicultural education resources, family members....

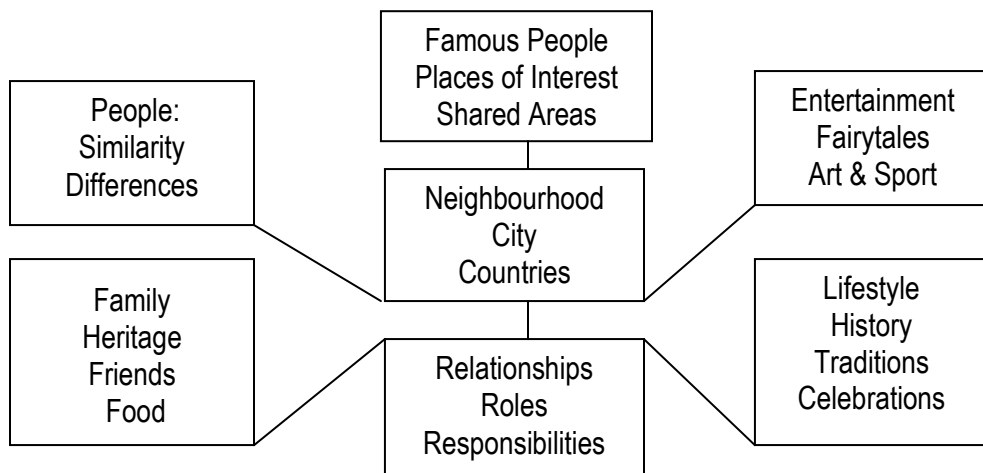
Procedures:

- Start by compiling a list of countries represented in the class, school or community
- Locate the countries on the map/globe
- Suggest resource materials to gather information related to the history, geography, and culture. Of these countries (see template)
- Identify individual characteristics, similarities and differences
- Discuss the reality of intercultural connection and interdependence experiences that exists between people and countries: difficulties, solutions, roles and responsibilities
- Ask students to Illustrate their vision of One World Living Together with a artwork or composition

Learning Outcomes: Student will...

- Gain a broaden awareness and understanding of the global community
- Learn about the invaluable contribution made to Canada by the cultural community
- Strengthen their artistic and writing skills, while expressing their creativity and artistic talent

Suggested Categories



PRACTICAL SUGGESTIONS

- Remind students that their drawing or composition must reflect the One World Living Together theme.
- Instructing students to use the same size paper and margins will make it easier to bind the booklet.
- Since so many people will be going through the pages of your booklet, the use of heavier paper is highly recommended.
- Being on outdoor event, laminating the cover of your booklet is also highly recommended. If laminating is not possible, consider using regular, letter size paper for your booklet, so you can protect each page in clear sheet protectors.
- Remind students to write their first name, grade and school on the front or back of their work, so that we can easily identify it in the event that the page comes out from the booklet.
- Ensure that the cover page of your booklet clearly identifies your class, grade and school. Make it more interesting by asking one of your students to personalize it for the class.

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## CURRICULUM CONNECTIONS SAMPLES

As part of the Social Studies Grade 2 Ministry Document, the students are expected to understand many big ideas. For this project I took them back to the 2 big ideas:

- The world is made up of many different regions, which have distinct characteristics.
- Understanding the diversity that exists among families and within the local community leads to an appreciation of diverse perspectives.

The students have completed all the Ministry expectations so this project was easy to explain and students embraced the activity. Since they already had learned about various communities around the world they took one of their communities they had inquired into and illustrated their understanding of a community from around the world. At the top of the page they illustrated a Canadian landscapes (since we are studying the group of 7, it was easy to get ideas). The students used their hand fist and printed their fist across the page and added 5 fingerprints to show toes. This is to illustrate immigration to Canada from other countries, hence our multicultural community that Canada is made up of. (Ms. N. Lauriault)

**Visual Arts Grade 4-8** - As the Visual Arts teacher, I introduced the theme of *One World Living Together* and what it means, using a variety of examples both locally and globally, from a variety of perspectives. We discussed the use of symbols, composition, and the strategic use of colour to help communicate a message effectively. Specific Expectations from the curriculum that I focused on for this assignment were: create art works that explore feelings, ideas, and issues from a variety of points of view -use elements of design in art works to communicate ideas, messages, and understandings. (E. Dametto)

**Grade 1** - In the Grade One Social Studies curriculum we focused on significance, i.e., Demonstrating an understanding that it is important to treat other people and the environment with respect. Throughout the year and in every aspect of our curriculum, we focus on relationships, making friends, being a good friend and being respectful of all living things- people, plants and animals. (G. Roussy)

**Grade 2, St. Michael School, Guelph** - Students were given a variety of books at the beginning of our unit that explored the different countries that they had expressed an interest in. Some countries were significant to us because they were locations around the world that students' families were originally from, while other countries were just plain intriguing.

As a class, we worked in groups to learn about each country's heritage by completing a graphic organizer that asked them to research each region's signature foods, flag characteristics, climate, holidays and clothing. Unlike other units, students were constantly put in different pairings, to experience the diversity of working with a new peer each day. In the end, students were then paired together to complete a poster with a common goal to express the theme of "One World Living Together".

They really enjoyed recreating flags of the world on their posters and that quickly became the central theme of our artwork. Our goal was to represent a world that lived together in harmony, despite our beautifully unique differences. We are all distinctive as individuals, yet we are capable of accomplishing so much more when we work together in solidarity. (A. Richardson)

### OUR PEACE POEMS

Our Peace Poems were created by the grade 2 students after the message from Mike Neuts, a guest speaker on bully prevention. The cloze and brainstorming worksheet was used in our lessons to reach the final good copies for the display. (T. Brown-Rogers)

Antonyms - words that mean the opposite.

example: kind - mean

Brainstorm antonyms for the words below:

beautiful - \_\_\_\_\_

calm- \_\_\_\_\_

quiet - \_\_\_\_\_

nice - \_\_\_\_\_

strong - \_\_\_\_\_

crying - \_\_\_\_\_

friends - \_\_\_\_\_

play- \_\_\_\_\_

listen - \_\_\_\_\_

helping - \_\_\_\_\_

sunny - \_\_\_\_\_

comfortable - \_\_\_\_\_

fun - \_\_\_\_\_

love - \_\_\_\_\_

What is Peace?

To me peace is \_\_\_\_\_, instead of \_\_\_\_\_

Peace is \_\_\_\_\_ instead of \_\_\_\_\_

Peace is \_\_\_\_\_ and \_\_\_\_\_

Peace is \_\_\_\_\_

Instead of \_\_\_\_\_.

So ,we should \_\_\_\_\_

instead of \_\_\_\_\_.

We should \_\_\_\_\_

instead of \_\_\_\_\_.

Be \_\_\_\_\_ to others.

Do \_\_\_\_\_ to be more peaceful.

\_\_\_\_\_ more.

or \_\_\_\_\_ more.

Don't \_\_\_\_\_ or \_\_\_\_\_

Just be more \_\_\_\_\_

to \_\_\_\_\_ and \_\_\_\_\_

I hope my poem has made you more peaceful

for our world.