



# GRADE SIX

## Social Studies Strand B. People & Environments

### LESSON ONE: INTERCONNECTEDNESS

**Conflict Resolution Skills:** respect, interconnectedness, relationship building

**Curriculum Expectations Covered:**

- Social Studies B. 1.2, 2.4
- Learners will:
  - become acquainted with the terms political, economic, environmental and social issues
  - understand the interconnectedness of single actions (on a micro and macro level)
  - become acquainted with several local NGOs that make global impacts
  - define terms: NGO, political, economic, environmental, and social
  - interpret and analyse data relevant to their investigations

**OBJECTIVE**

Learners will develop conflict resolution strategies and justice awareness via the Grade Six Ontario Curriculum.

**TIME |** 80 minutes

**MATERIALS**

- Space: all activities can be done in your own classroom!
- Whiteboard and markers

### LESSON TWO: FOCUS ON POLITICAL ISSUES

**Conflict Resolution Skills:** negotiation, leadership, open communication, active listening

**Curriculum Expectations Covered:**

- Social Studies 1.2, 2.1, 2.2, 2.4, 3.5
- Learners will:
  - recognize political issues that are happening locally and globally
  - understand the communication skills that are involved in political leadership, and practical tools for healthy communication
  - analyse responses of Canadian governments, NGOs and citizens to a political issue
  - describe negotiation decisions with classmates
  - define win/win and win/lose outcomes
  - interpret and analyse data relevant to their investigations

**YOUR WORKSHOP SERIES INCLUDES:**

- 5 cross-curricular workshops
- 2 TREE classroom facilitators
- Weekly evaluation tools
- Additional classroom resources:
- Resources for parents and guardians .

## LESSON THREE: FOCUS ON ECONOMIC ISSUES

**Conflict Resolution Skills:** empathy, Intent/Action/Effect

**Curriculum Expectations Covered:**

- Social Studies B1.1, 1.2, 2.3, 2.4, 3.1, 3.7, 3.8
- Learners will:
  - Define globalization and identify its positive and negative impacts on our world
  - Analyse sourcing methods and map where their clothing came from
  - Empathize with children across the world who are subject to harsh working conditions
  - Analyse responses of Canadian governments, NGOs, and citizens to an economic issue
  - Interpret and analyse data relevant to their investigation

## LESSON FOUR: FOCUS ON ENVIRONMENTAL ISSUES

**Conflict Resolution Skills:** Power “over” and power “with”, constructive and deconstructive power

**Curriculum Expectations Covered:**

Social Studies B. 1.2,1.3,2.4, 3.4, 3.9

Learners will:

- Describe how Canada and other regions have affected the environment
- Understand how to reduce waste in their daily lives
- Identify power dynamics, and describe the role of power in conflict
- Analyse responses of Canadian governments, NGO’s and citizens to an environmental issue
- Interpret and analyze data relevant to their investigations

## LESSON FIVE: FOCUS ON SOCIAL ISSUES

**Conflict Resolution Skills:** Inclusion vs. exclusion, equality vs. equity, active listening, understanding and responding to “needs”

**Curriculum Expectations Covered:**

Social Studies B. 1.1, 1.2, 2.3, 2.4, 3.2, 3.6

Learners will:

- Describe Canada’s participation in international accords
- Analyse the social issues one NGO addresses using various technologies
- Construct maps that identify the countries, by latitudinal and longitudinal coordinates, in which their NGO works
- Analyse responses of the Canadian governments, NGOs and citizens to a social issue
- Interpret and analyze data relevant to their investigations

## **(OPTIONAL) LESSON SIX: OUR STORY, CANADA'S STORY**

**Conflict Resolution Skills:** Interconnection, group dynamics, respect, communication

### **Curriculum Expectations Covered:**

Social Studies B1.1, 2.4, 2.5, 2.6, 3.3

Learners will:

- Evaluate evidence and draw conclusions about global issues of political, economic, social, environmental importance through their written group project
- Communicate the results of their inquiries using appropriate vocabulary through their group presentation
- Describe their class as an ecosystem, and identify its political, social, environmental and economic spheres

### **WORKS REFERENCED**

Ontario Ministry of Education. (2013). The Ontario curriculum: Social studies, grades 1-6; history and geography, grades 7-8 [Program of Studies]. Retrieved from <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>