

# 3

## Pre-Task Activity #3: Why should I care?

### Purpose

This lesson will introduce students to the concept of an issue. Teachers and students begin by discussing an issue they might face in the school yard, such as bullying. Students complete a concept attainment activity that focuses on meaning and understanding. This activity scaffolds students' learning by viewing examples and non-examples of a concept. The concept attainment activity will prepare students for the culminating task, where they will be asked to identify public issues within their own communities.

### Strand and Expectations

Canada and World Connections

### Overall Expectations

Students will:

- use a variety of resources and tools to gather and analyse information about government processes, rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process
- work in groups to develop problem solving skills and emphasize civic engagement

### Specific Expectations

Students will:

- use graphic organizers and graphs to sort, classify, and connect information;
- look at the issue of bullying and use problem solving skills to arrive at solutions to these and similar problems/issues that may arise in the classroom, school and community
- model activities and processes of responsible citizenship (what should you do if you see someone is being bullied during recess?).

**Time Required: Two 40 min periods**

### Resources

- Polacco, Patricia. *Mr. Lincoln's Way*. New York: Philomel Books, 2001.
- Newspaper articles about familiar issues.

## Teaching/Learning Strategies

1. The teacher may begin the lesson by reading several news articles to the class using the overhead. During the reading the teacher will ask the class to note significant sections and determine the main problem or dispute.
2. Teachers may introduce the concept of an issue by asking students to complete the graphic organizer provided. (Appendix #7) The centre oval is used for the essential question, what is an issue? Once students have defined the term issue, they should then be instructed to identify the characteristics of an issue, followed by examples and non-examples.
3. In groups of 4 or 5 students read an article about an issue that directly affects them (i.e. bullying). Teachers may also use any public issue found in a newspaper article for this lesson. Using an article provided by the teacher, students will complete all areas of the graphic organizer. Once each group has completed the task, students share their findings and add any missing information.
4. Teachers and students then discuss possible solutions to bullying. Using the model provided, teachers create a similar classroom organizer on chart paper. (Appendix #8) Throughout the unit students will learn about various issues that arise in the classroom, school yard and community. As a class, teachers and students should gradually fill the chart paper with examples of issues, why they are important, what can be done to solve them, and challenges that may arise in addressing each issue.

## Assessment

- Formative assessment: observation of students working in small groups (Appendix #4 group work observation chart)
- Informal teacher observation of students' responses

## Accommodations

- Students with reading difficulties may find it challenging to extract information from an article. In this case they may be assigned to one group. This group may use Patricia Polacco's, *Mr. Lincoln's Way*, to fill in the 'What is an Issue?' graphic organizer.
- Encourage ESL students to record any unfamiliar vocabulary into a personal dictionary and encourage them to find antonyms and synonyms.