

Empowering Community Helpers Unit Overview

Grade 1 Dance, Drama,
Critical Literacy

Summary Description of Unit

In this unit, students are introduced to the concept of community and the people who play key roles in meeting its various needs. Students spend time living in these community helper roles and are challenged to solve problems which are designed to illustrate the interdependence of people in a community.

In role, the students are presented with a problem of a local park being unfit to visit and use. Students are introduced to some community members whose lives have been affected by the conditions in the park and are challenged to take action to address the situation. Students learn how to advocate for themselves by engaging in talks with the mayor and participate in whole class role play as they clean up the park and host a re-opening ceremony for the neighbourhood.

Overall Expectations

Dance

A.1 Creating and Presenting: apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas

A.2 Reflecting, Responding and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences

Drama

B.1 Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories

B.2 Reflecting, Responding and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

Language

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Reading

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing

1. generate, gather and organize ideas and information to write for an intended purpose and audience.
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

Media Literacy

1. demonstrate an understanding of a variety of media texts.
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
3. create a variety of media texts for different purposes and audiences, using appropriate techniques.

Big Idea and Guiding Questions

An inclusive community is built and maintained by connected and interdependent community helpers. Strong communities are formed and empowered when all community members cooperate and solve problems. Learning to build and follow community guidelines fosters a strong community and teamwork. Equitable communities meet their members diverse needs through roles and relationships that work, interact and depend on each other to solve problems, protect and value each other.

Through role play and dance, we can build an understanding of how community helpers work, move, interact and maintain a community. We can explore qualities of movements and experiencing situations that might occur in our everyday lives and how building relationships helps us participate to solve problems in a drama.

Guiding Questions

- Who are our community helpers and how do we understand their roles in meeting our needs?
- How can drama activities and dance build an understanding of these community helpers and their important roles?
- How do community helpers rely on each other and solve problems?
- How might we help build a safe and inclusive community?
- How does hearing multiple points of view about a problem help us to better understand it?
- What powers/rights/options do we have as citizens when we face a problem in our community?

Critical Literacy

In this unit, students assume a variety of roles enabling them to take on different points of view about a common topic. They are exposed to different points of view through their interaction with guests in role. Students generate texts designed for a specific purpose and audience, attending to their vocabulary use and adherence to text conventions. Students are also asked to go beyond their direct personal experience and consider the needs/interests of all community members when planning for their park re-opening event. When students are acting as advocates for their neighbours when they appeal to the Mayor for help, they are also learning about what tools/means they have available as

Social Studies: Community Roles

- identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities

citizens when they feel their needs/rights are not being met.
*Instances of the use of Critical Literacy will be marked with the letters **CL** throughout the unit.

Read more about [Critical Literacy and how it links to dance and drama](#).

Assessment and Evaluation: How will students demonstrate their learning?

Assessment of Learning

In this unit, Assessment of Learning takes place at three key points:

Lesson 4: Statue and Tableau Checklist

Lesson 6: Creative Movement Rubric

Lesson 8: Role Play Rubric and Writing Task Success Criteria

Assessment for Learning

Check Point #1/Lesson 1: Community Needs/ Community Helpers

Co-constructing and using success criteria for self and peer assessment; anecdotal notes

Check Point #2/Lesson 2: How Do Members of a Community Depend On Each Other?

Teacher observations and anecdotal comments, descriptive feedback, exit card

Check Point #3/Lesson 3: The Importance of Parks

Success criteria chart, self-assessment, artefact

Check Point #4/Lesson 4: Standing Together to Solve Community Concerns

Participation checklist, exit card

Check Point #5/Lesson 5: Plan of Action

Self-reflection using role play success criteria, anecdotal comments, exit card

Check Point #6/Lesson 6: Repairing the Damaged Park- Dance!

Elements of Dance checklist, oral feedback

Check Point #7/Lesson 7: Park Re-opening Planning and Visit from the Councilor

Anecdotal notes and feedback

Check Point #8/Lesson 8: The Re-opening Event

Questioning in Role, exit card

Unit Lessons: How will assessment and instruction be organized for learning?		Approx. Duration 1 class= 50 minutes
Lesson 1	<p>Community Needs/Community Helpers</p> <p>In this lesson students establish and define a community and how community helpers are people who help us meet our needs. Students recreate and role play where several community helpers are introduced in context and students experiment with what kinds of things these helpers can do.</p>	2
Lesson 2	<p>How Do Members of a Community Depend On Each Other?</p> <p>Students explore the setting in which different community helpers do their jobs. They also experiment with how different roles interact with one another. Students solve problems in role as community helpers experiencing the ways in which a problem in one aspect of the community has a ripple effect on several others. They also learn to see a problem from multiple points of view.</p>	2
Lesson 3	<p>The Importance of Parks</p> <p>In this lesson, students explore parks as important community spaces. They investigate who uses them, how they are used and what they should ideally contain. Imagined exploration of park games and a class field trip to a local park to collect images on digital cameras help students build concern and background knowledge for the events that are to come.</p>	2
Lesson 4	<p>Standing Together to Solve Community Concerns</p> <p>The teacher in role as a woman from the community shares stories about damages that have been done to her local park. She and some of her neighbours tell stories of how the situation is seriously affecting their lives. The class joins her in bid to do something about it by writing a letter to the mayor, urging him to take action.</p>	2
Lesson 5	<p>Plan of Action</p> <p>The mayor responds to the students' plea for help by inviting them to present a plan of action to him at an upcoming council meeting. The students come up with solutions to each of the problems they brought forth to the mayor outlining how they could be fixed and who could fix them. The students rehearse their proposal in groups and later the whole class assumes different roles in a meeting with the Mayor.</p>	2
Lesson 6	<p>Repairing the Damaged Park-Dance!</p> <p>The students have got support from the mayor to fix four problems in the park. As a class, and later in groups, students create a series of movements to go along with the solutions they came up with to fix the park. One by one, each group dances their way to a repair while the mayor and other helpers watch.</p>	2
Lesson 7	<p>Park Re-Opening Planning and Visit from the Councillor</p> <p>Now that the park is fixed, it's time to plan for the re-opening ceremony. In their community helper groups, students plan how they will contribute to the event, make it inclusive and determine what kinds of supplies they need. After meeting with a city councillor to have their plans approved, they get to work at preparing props/materials for the big day.</p>	2
Lesson 8	<p>The Re-Opening Event</p> <p>The big day is here! Students take turns acting as community helpers engaging with the citizens of the community as part of a re-opening ceremony. They share food, play games, learn about the garden and listen to a closing speech from the mayor. Students contribute to a classroom book or write an article for the local newspaper about how to build an inclusive community and how they can affect change in their community.</p>	1-2

Empowering Communities **Grade 1 Dance, Drama, Critical Literacy**
Lesson 1: Community Needs/Community Helpers

Curriculum Expectations	Learning Goals
<p>Drama B1.1 Creating and Presenting: engage in dramatic play and role play with a focus on exploring a variety of sources from diverse communities, times and places</p> <p>B1.2 Creating and Presenting: demonstrate an understanding of the element of character by adopting thoughts, feelings and gestures relevant to the role being played</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> • use different actions, feelings and gestures when I adopt a role • role-play a community helper to better understand how this role is important in a community
<p>Dance A1.4 Creating and Presenting: use varied and/or contrasting body shapes to communicate different types of messages</p>	<p>Dance I can:</p> <ul style="list-style-type: none"> • explore the body shapes a community member might use in different situations when helping someone or being helped by another
<p>Language Oral Communication 1.4 demonstrate an understanding of the information and ideas of oral texts by retelling the story or restating the information, including the main idea</p> <p>1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions</p> <p>1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Reading 1.4 demonstrate an understanding of the text by retelling the story or restating information from the text, including the main idea</p> <p>Media Literacy 1.2 identify overt and implied messages, initially with support and direction, in simple media texts</p> <p>Social Studies Heritage and Citizenship 1.0 identify people with whom they have significant relationships and the rules and responsibilities associated with people, places, and events in their lives and community</p>	<p>Language I can:</p> <ul style="list-style-type: none"> • identify and describe different roles in my community, using talk, role play and simple media texts (images) • begin to infer the roles of different community members from their actions and words • begin to identify community helpers' point of view using role play • identify that different types of people can take on diverse types of roles in my community • identify messages in simple media texts such as photographs • identify who community helpers are in my neighbourhood and how they help me

Materials

BLM #1: Community Concept Chart
BLM #2: Community Story
BLM #3: Suggested Success Criteria for Statues
BLM #4: Community Web
Appendix A: Unit Resource Books
 Photographs of students working together as a community.
 Chart Paper
 Community Helpers Pocket Folders
 Enlarged or Projected Community Concept Chart
 Four sheets of paper labelling the four main categories of helpers
 Masking tape

Empowering Communities Grade 1 Dance, Drama, Critical Literacy
Lesson 1: Community Needs/Community Helpers

Minds On	Approximately 15 minutes	Notes/Assessment
<p>Whole Group > Exploring an Image Gather students in front the photographs of a working classroom community. Invite students to "read the image" and talk to an elbow partner about what they are viewing. Prompt: <i>Who do you see? What is happening here? What actions are taking place? How do you know? What kind of jobs are they doing?</i> Invite students to share their observations. Prompt: <i>What is this place?</i> On a piece of chart paper, write the word classroom community in the centre. In a brainstorm web, record their ideas and prior knowledge.</p> <p>Whole Group > Guided Narration > Exploration of Levels Explain to students that this short exercise is an exploration of levels: high, medium, low. Direct students to find their own personal space in the classroom and paint a circle around their space with their foot to ensure space to move.</p> <p>Teacher Narration: <i>Imagine you are picking carrots in the garden. Crouch down and dig out the carrots from the ground. Get really low and grab the carrots to get them out. Put them in the basket. Now, imagine you are picking juicy, red raspberries off of the bushes. Kneel at a medium level and pick the berries. Reach into the back of the bushes. Be careful not to be pricked by the thorns! Now, reach up into an apple tree nearby to pick some apples. How high are the apples? Can you reach them? Way up, stretch to get a great big one on top!</i></p> <p>Teacher Modeling > Think-Aloud> Statue Using the think-aloud strategy, select one of the classroom community roles identified by the students. Model the thoughts and considerations you engage in as you create a statue of a classroom community role, with a particular focus on levels and clarity of action. Stay frozen, modeling strong focus and clarity of communication through gesture and facial expression. Invite the students to share their observations of your statue.</p> <p>Whole Group > Preliminary Success Criteria for Statues Co-construct success criteria for statues with the students and display for student reference. Share examples from BLM#3: Sample Statue Success Criteria to guide the class.</p> <p>Whole Group > Individual Statues Ask the students to close their eyes and imagine one of the other roles in a classroom community. On a five count, direct students to freeze in a statue of that helper, with a focus on choice of level and clarity of action.</p>		<p>Assessment for Learning (AFL) Exploring an Image Listen to students for their prior knowledge of a classroom community. List their observations on an anchor chart.</p> <p>Co-construct success criteria for statues, following the think-aloud and teacher modelling.</p> <p>Assessment as Learning (AaL) Have students monitor the effectiveness of their statues by referring to the co-constructed success criteria and by encouraging them to ask themselves questions in their minds like: <i>Am I using my whole body to make my shape?</i></p> <p>Assessment for Learning (AFL) Observe students as they explore the levels in statues. Side-coach and remind the students of the success criteria.</p> <p>Unit Work Maintain a Community Helper Pocket Folder to hold individual written and visual work samples for the whole unit.</p> <p>Notes Have pre-established "dance/drama spots" in the room for students to go to; these can change over time.</p>

Action!	Approximately 70 minutes	Notes/Assessment
<p>Whole Group > Defining Community > Hearing a Community Story Lead a whole class discussion about the elements of a community. Use BLM #1: Community Concept Chart to determine students' prior knowledge and understanding about community. Also use the concept chart to generate a working definition of community and brainstorm what they would like to learn about community. Next, read the community story to the class (BLM #2: Community Story) and ask them to listen for anything new that they learned from the story about community that is not on the chart.</p> <p>Prompt: <i>How is our classroom community like our community at large?</i> Consider extending the discussion with a Venn Diagram on an anchor chart comparing the similarities and differences, or include our classroom community as an example on the BLM#1: Community Concept Chart.</p> <p>Whole Group > Pairs > Sharing Circle Prompt: <i>Who are the community helpers in the story we just read? Who are the helpers in our community?</i> ^{CL} <i>Can you think of other community helpers</i></p>		<p>Assessment as/for Learning (AaL/AfL) Use BLM #1: Community Concept as a diagnostic assessment.</p> <p>Assessment for Learning (AFL) Make anecdotal notes about who is able to speak in role and who isn't so that you know who to side-coach more intentionally the next time role work is required.</p> <p>Differentiated Instruction (DI) Story Map Creation</p>

that were not mentioned in this story? Allow students time to discuss ideas with an elbow partner. **Prompt:** *Who else helps to take care of the community? Who helps us when we have a problem? Whom do you know who is a _____?*

Generate a class list on chart paper of names of roles in a community. Ask students to think of family, friends, neighbors, etc. Invite students to share personal connections to community members they know (e.g., Mrs. Gibraldi, our cross walk guard). Expand the list by introducing additional roles such as social workers, religious leaders, caregivers, step parents, etc. Generate a list and post as an anchor chart.

Expand upon their concept of a community by asking the following:

Prompt: *What are the responsibilities of a community? How do you rely on your community?* (e.g., support with basic needs, ensuring safety, providing transportation, recreation, employment etc.)

Teacher Narrative:

*We are going to learn about the different people that make up our community outside of our school. Who works in the store? the bank? the fire station? Do you know someone in these roles? **CL** Think about how we all rely on each other. By the end of the unit, you will have a chance to play a part in our community and solve important problems. Start to think about who you might like to pretend to be.*

Whole Group > Enacting the Community Story

Using cushions or chairs, set up the classroom to mark the different locations mentioned in the little boy or girl's story that you read earlier. Have different students stand in each of the locales to represent the community helpers that s/he encountered on the journey. Invite a student to play the role of the child. In role as a narrator, retell the story and have the "child" walk through the classroom visiting each space as it's mentioned and interacting with the community helpers who are waiting for her along the way.

Pairs or Small Groups > Mapping the Community Story

In pairs or small groups, ask the students to map the events and people in the story by drawing them on the paper. **Prompt:** *Who else might s/he have met?* Invite the students to add new community helpers or places to their story map, adding their own ideas as they develop an understanding of community helpers.

Teacher Modelling > Statues of Community Helpers in Action

Adopt the role of a community helper from the anchor chart, and create a statue of that person. Model how to make connected body shapes by inviting a student to make a statue that relates to yours and begins to tell a community story. With your student partner, model how to collaborate and make artistic decisions together. **Prompts:** *Do you think we should each be at a different level? How can we make our action clearer for our audience? Do you think I should be looking at you, or should I look away?*

Revisit the success criteria generated about statue work at the end of the Minds On activity. Add more elements to the chart, with a focus on partner statues.

Pairs > Statues

Ask the students to get into pairs and to think of a pose for the role they've selected from the anchor chart, e.g., a crossing guard helping a student across the street. **Prompt:** *What does your community helper do? What action might you show them doing? Close your eyes and picture that person. Make a statue of that action.*

Allow time for students to experiment with different body shapes and positions to explore with their partner, using the success criteria. Give the students an opportunity to practice freezing, all at the same time, prior to presenting. Then have half of the class at a time share in their paired statues, inviting the students who are viewing to identify the roles that are being represented.

- Keep materials for re-enactment of story on the carpet for student reference as they draw their maps
- sit with students with spatial difficulties and draw rough outline of locales and have students illustrate details, provide labels
- draw a sample story map on the board for student reference

Four Corners Activity

Draw or glue an icon/graphic of an example of a community helper that might fit into each of the categories on the paper that's used to label the categories to help students who can't read/are unsure about where their helper belongs.

Notes

Assemble all unit materials in one area: anchor charts with definitions and success criteria, images of community roles, picture books, etc. Add to the display area on an ongoing basis. Include Just Right Level Community helper books in their browsing boxes/ book bag programs, e.g., [Community Helpers](http://www.readinga-z.com) from www.readinga-z.com
PM Benchmark: The Dentist etc. (see **Appendix A**).

Assessment as Learning (AaL)

Have students give peer feedback to each other using the updated success criteria anchor chart.

Teacher Tip

Have a box with at least one prop or costume piece for the students to add to their character, such as a crossing guard vest, hard hat, apron etc.

CL This unit offers opportunities to challenge gender stereotypes. Ensure that both genders are represented in a range of community roles.

A description of *Thought Tracking* can be found in the glossary of the Arts curriculum document.

Whole Group > Thought Tracking

Model thought tracking by inviting one pair to once again create their statue. (Select a pair that you can confidently rely on to model this strategy effectively.) Ask the students to speak aloud (in role) what they are thinking or feeling when you tap them on the shoulder, e.g., "Phew! This fire is so hot! I need to help put it out! I want to help! I hope everyone is out of the building!"

Ask the rest of the students to recreate their statues, and to decide what they might be thinking and feeling in action. Circulate around the room and tap them on the shoulder, indicating that they are to speak in role.

Small Group > Four Corners

Post four signs with the following categories for the community roles: Health, Safety, Learning, and Services (e.g. bus driver, gas attendant, real estate broker, chef, grocery store owner, retail cashier. After providing them with an example for each category, ask students to stand under the sign that they feel best represents the role they depicted for the frozen statue. Allow time for consideration, discussion and choice. Be sure to have pairs of roles represented under each category for clarity. Invite students to talk about the jobs they do.

Small Group > Statues and Interviewing in Role

Invite the class to freeze in their connected statues again, this time by categories outlined above. Circulate amongst their statues, describe what you see and ask questions, inviting them to respond in role.

Teacher Questioning in Role:

I see a nurse bandaging this child's arm. He appears to be a very caring nurse. What a brave little girl. How did you hurt your arm? Who brought you to the hospital? Do you like being a nurse? Have the next category of paired statues take position, and once again, describe what you see and interact with them in role.

Consolidation

Approximately 30 minutes

Notes/Assessment

Pairs>Whole Group>Reflection and Discussion

Direct the students to discuss the following prompts in pairs and then lead a brief whole group discussion, calling on different pairs to respond.

Prompts: *What did _____ do with his/her body to show his role? How did moving our bodies in the shape of community helpers in action and pretending to talk like community helpers help us understand their roles? What clues did you see and hear? Describe one pair that really communicated clearly. What success criteria did they show? Identify one community role that was shown that you feel is particularly important to a community and describe why.*

Whole Group>Peer Feedback

Lead a summary discussion about community roles. **Prompt:** *Why do we have community helpers? What might happen if we didn't? ^{CL}How would the school yard be different? How would your home be different?* Display **BLM #4:**

Community Web on chart paper, and ask for ideas of what type of people fit into each category on the chart, as well as how they help communities, and why they are important. Record all ideas. Post the completed **BLM** in the class as an anchor chart.

Individual>People I Can Rely On Hand

Give students a blank piece of paper and ask them to trace their hands. Have students work in pairs as they record community helpers they rely on in their own community, in the fingers. Model for the students by showing them your hand of five people you rely on.

Assessment as Learning (AaL)

Invite students reflect on their own work and give feedback to others about their work.

Add the *People I Can Rely On Hand* artifact to the Community Helpers Pocket Folder.

Differentiated Instruction (DI)

Encourage students who have difficulty writing to draw images of the helpers in the fingers of the hand.

Empowering Communities **Grade 1 Dance, Drama, Critical Literacy**
Lesson 2: How Do Members of a Community Depend on Each Other?

Curriculum Expectations	Learning Goals
<p>Drama B1.2 Creating and Presenting: demonstrate an understanding of the elements of character by adopting thoughts feelings and gestures relevant to the role being played</p> <p>B1.3 Creating and Presenting: plan and shape dramatic play by building on the ideas of others, both in and out of role</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> • use information I have learned about roles in my community to help me decide how to speak and move when I am in role • solve problems in drama in role
<p>Dance A1.1 Creating and Presenting: use movements that are part of their daily experience in a variety of ways in dance phrases</p> <p>A1.3 Creating and Presenting: create dance phrases using a variety of ways to connect movements</p> <p>A2.1 Reflecting, Responding, and Analysing: describe differences they observe when various movements from daily life are used as the basis or stimulus for movements in a dance phrase</p> <p>A2.3 Reflecting, Responding, and Analysing: identify and give examples of their strengths and areas for growth as dance creators and audience members</p>	<p>I can:</p> <ul style="list-style-type: none"> • move in role • link movements together to build a dance • say what I enjoyed about a performance and what might make it better • explain how movements I make every day are different and the same as a short dance
<p>Language Oral Communication 1.2 demonstrate an understanding of appropriate listening behaviour by using listening strategies in a few different situations</p> <p>1.8 begin to identify, with support and directions, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Reading 1.6 extend understanding of text by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>Media 1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text</p> <p>Social Studies Heritage and Citizenship 1. identify people with whom they have significant relationships and the rules and responsibilities associated with people, places, and events in their lives and community</p>	<p>I can:</p> <ul style="list-style-type: none"> • listen actively to others in a role play situation and respond in turn • speak in role and I am beginning to show a point of view for the community member I am representing speak from a community member's point of view, using the kinds of words they would use and the kinds of actions they would make • describe people, places, rules, and roles in my community
Materials	
<p>Open Space BLM #5: Party Shopping Problem Prompts Markers, Chart paper, instrumental music, CD Player, blank paper Clipboard Pretend Microphone Class set of blank exit cards</p>	

Empowering Communities Grade 1 Dance, Drama, Critical Literacy
Lesson 2: How Do Members of a Community Depend on Each Other?

Minds On	Approximately 15 minutes	Notes/Assessment
<p>Whole Class > Making Machines The following exercise is an exploration of teamwork and interdependence. Assemble the students in a circle. Explain that you are looking for six volunteers to help you make a smooth-operating machine, using only your bodies. Direct each volunteer to step into the circle, one at a time, to add another moving part to the machine. The teacher begins by stepping into the circle and starting a repetitive movement and sound. The student volunteers add to the machine, one at a time, connecting with a different movement and sound. Continue until all six students have joined in and the machine is functioning fully and efficiently. Direct the machine to speed up, slow down and come to a complete stop.</p> <p>Place students in small groups to create their own machines. Suggest different types of machines (e.g., sandwich maker, furniture maker), and/or invite students to decide what their machine manufactures.</p> <p>Whole Class > Discussion Prompt: <i>How are machines like a community with helpers? Lead the class to an understanding that machines are like communities as they have different parts that work together. Discuss the terms teamwork and interdependence.</i></p>		<p>Assessment for Learning (AFL) Machine Movement Observe how students are interpreting this movement challenge. Watch for coordination and awareness of others bodies in close proximity.</p> <p>Discussion of Interdependence Record the current understanding that students have about community roles and how they help the functioning of a community; revisit the concept explicitly throughout the unit.</p> <p>Tip: Ensure adequate and safe space for these activities.</p>
Action!	Approximately 120 minutes	Notes/Assessment
<p>Whole Class > Circle Formation > Where Am I? Who Am I? Review the community roles explored to date and discuss some of the actions and activities related to these roles. Assemble students in a circle and explain that they are going to use the centre of the circle to establish the setting, actions, and relationships related to various community roles. Tell them that everything will be mimed and there will be no talking.</p> <p>Begin by establishing the setting of a grocery store in role as a clerk stocking shelves. Ask the students to study your actions, and once they have figured out what you are doing and where they think you are, tell them that, one student at a time, they may enter the circle as another person who might be in that setting. Before they add themselves to the scene, they must tap you on the shoulder and whisper their guess in your ear. If correct, he/she may enter the scene in another role, e.g., a cashier or a shopper with a grocery cart. The original actors continue miming their roles and the scene continues with students entering and adding to the action of the scene.</p> <p>Once students get the idea and there are about 7 actors on stage, clear the space and have them initiate a new scene with a different setting, e.g. farm, hospital, restaurant, etc.</p> <p>Afterward, ask students how they knew who the actors on stage were and what they did to let us know where they were. Collectively, create some success criteria for role play to be referred to throughout the unit.</p> <p>Whole Group > Problem Solving in Role Tell students that they are now going to engage in a series of role play activities to solve community problems around shopping for a Canada Day party at the grocery store. Lead with a collective scenario called Prompt A from BLM #5: Party Shopping Problem Prompts. Allow time for students to prepare their lists.</p> <p>Layer in the role play activity from Prompt B (see BLM#5). ^{CL}Invite students to consider the effect of English being a second language in the scene. Read the prompt aloud and allow time for discussion. Provide props such as work aprons, name tags, blank paper and markers ready for students to use. Invite students to choose two people to be the customers and two people to be the store clerks.</p>		<p>Notes This game is great for English Language Learners as it levels the communication playing field.</p> <p>The role play scenarios may take place over a number of days.</p> <p>Assessment for Learning (AFL) Sample Success Criteria for Role Play: - step into the shoes of the character (e.g., speak and behave as they would) - listen actively in role - help make the pretend place come to life through your actions - take on the feelings and point of view of the role</p> <p>Side-coach and enter the role plays in role as a roaming journalist with a clip board. Gather observations and offer descriptive feedback to students to deepen their understanding/ execution of their role.</p> <p>Sample Side-coaching Prompts: <i>Where might this person be working? Who else might be involved? How would they act toward each other? What might they be doing? What does a successful role play look like? Where is this role play</i></p>

Engage students in their role plays and allow time for the scenes to develop. Then, reconvene as a group and record the strategies they used to communicate in a T-chart with the headings: Customers and Store Clerks. Select one or two groups to share their role play with the whole class.

Add a second scenario for the groups next role play to solve. **CL**Read a new prompt about the grocery store running out of stock due to a drought to show our reliance on farmers for food. Read Prompt C. Allow students to role play the new scene in their groups. Invite one or two to share their work with the class. Record and discuss the solutions that arise.

Invite reflection through oral discussion: *What did this role play teach you about the role of the farmers in our community?* **CL***What are the good and bad parts about being a customer who buys food, rather than a farmer who grows it? How did it feel not to be able to get what you need? Is it ever a bad thing to depend on a community helper?*

Finally, add a third and final scenario, **CL**exploring the consequences of the drought in the farmers' personal life. Repeat the process of reading the prompt and inviting students to role play the ideas presented in their small groups simultaneously. Read Prompt D. Once played out as a class, invite one or two groups to share and have a discussion about what was learned and explored.

Whole Group, Small group Extension > Teacher/Student in Role

Enter each of the four problem scenes in role as a TV journalist. Interview each student in the scene with an imaginary microphone. **Prompt:** *What seems to be the trouble here? What happened? Who is responsible for this problem? Who can help? How might you be able to help? Who might you rely on to help you?* Invite them to answer in role. While one student is being interviewed, have the others freeze in role to listen and observe the drama.

happening? How do I know I am in a store? How do I know you are the?

Consolidation

Approximately 30 minutes

Notes/Assessment

Whole Class/ Small Group /Open Space > Shared Reflection, Exit Card

Gather the groups together to discuss the big questions from these role plays and record ideas on an anchor chart for the concept wall.

Prompts: *How do communities help each other in tough times?* Explain that we have a government that will give people money when they are out of a job for a while and that we make deals with other towns and cities to buy food from them so that if one person runs out, we still have someone else to go to for help. **Prompt:** *What are some of the ways that we helped each other in the grocery store or to plan the party? How can we help the farmer in our community scenarios? How can we take care of each other when one of our community members is having a problem? How did you show that today?* Record ideas on a chart paper labeled *Helping Others*, and post it as an anchor chart on the wall.

Assessment for/of Learning (Afi/AoL)

Exit Card of Drawing of Helping Others. Collect drawings and keep in individual Community Artifact Folders. You may use this to inform next steps, or as a summary assessment of their learning to date.

Invite students to take a blank piece of paper. Ask them to draw an example of community members helping each other from based on the role plays. Students may add a sentence or speech bubble to their work explaining their drawing in words, e.g., the store clerk's speech bubble might say, "Can I help you?"

Empowering Communities Lesson 3: The Importance of Parks		Grade 1 Dance, Drama, Critical Literacy
Curriculum Expectations	Learning Goals	
<p>Dance A1.2 Creating and Presenting: use dance as a language to express feelings and ideas suggested by songs, stories and poems, with a focus on the element of body, particularly body shapes</p>	<p>Dance I can:</p> <ul style="list-style-type: none"> • move my body in many different ways 	
<p>Drama B1.3 Creating and Presenting: plan and shape dramatic play by building on the ideas of others, both in and out of role</p> <p>B2.1 Reflecting, Responding, and Analysing: express feelings and ideas about a drama experience or performance in a variety of ways</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> • move and speak in and out of role to solve an imaginary playground conflict • share my feelings and ideas about a drama activity by speaking, drawing and writing 	
<p>Language Oral Communication 1.8 begin to identify, with support and directions, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Writing 2.1 write short texts using a few simple forms</p> <p>Media Literacy 3.4 produce short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p>	<p>Language I can:</p> <ul style="list-style-type: none"> • identify how different people use a community place for different reasons. I can explore why we have a different favourite places • make a simple sign to describe who looks after the part of the park in my photo • take a photograph of an important place in the park that I visited that will help me tell a story about that place 	
Materials		
<p>Book from the book list (see Appendix A) Digital camera Digital pictures blown up Cue cards Markers, crayons, pencils BLM #6: Digital Photo Instructions Chart paper Masking tape Community Helper Pocket Folders</p>		

Empowering Communities Lesson 3: The Importance of Parks		Grade 1 Dance, Drama, Critical Literacy
Minds On	Approximately 25 minutes	Notes/Assessment
<p>Whole Group > Discussion Gather students together on the carpet. Read aloud an excerpt from a book on the suggested resource list about recreation in our community (see Appendix A). Prompt: <i>What do you like to play outside in your neighbourhood?</i> Generate a list on chart paper of ideas of favourite recess and after school games and activities.</p> <p>Whole Group > Statues Invite the class to scatter in the open space and stand in neutral. Then ask students to close their eyes and imagine they are playing a favourite game outdoors.</p> <p>Prompt: <i>Imagine you are playing your favourite outdoor activity. What is it? Are you sitting, standing, running, jumping? Are you alone or with others? When I say freeze, make a statue of the activity you are doing. Think about levels, and your relationship to the space around you. Think about how you are feeling in your statue. Count backwards from five and direct students to freeze in their statues.</i></p> <p>Small Groups > Tableaux Direct students to draw on their prior learning about statues and paired statues to create tableaux. Organize the class into small groups and ask each group to make a tableau of a favorite recess game or activity. Prompt: <i>This time we are going to connect our statues and make one frozen image of our favourite game and activity on the yard.</i></p> <p>Have half of the class share at a time, and make a list of all of the activities that are represented in the tableaux.</p> <p>Layer in a problem with the students. Prompt: <i>I want you to go back into your groups and bring your tableau to life by adding speaking and movement. This time, I want you to show me an example of a time you did this activity and something unfair happened. Stop your scene when the unfair event happens and the class will figure out a way that we can help you solve the problem.</i></p> <p>Brainstorm possible unfair scenarios and allow students time to rehearse their scenes. As groups come to the conflict in the scene, ask the class: <i>Who might we add in to the tableau to help solve the problem? Who helps make the rules and decisions in our school yard (e.g., teachers, principal, vice-principal, parents)?</i> Invite discussion and then volunteers to put themselves into the scene.</p>		<p>Assessment for Learning (AFL) Revisit the success criteria for statues see BLM #3 for sample success criteria for both statues and tableau). Add a section for tableau, and add new success criteria. Focus on the importance of relationships and connecting shapes in tableau. Remind students that is one of the elements of drama.</p> <p>Assessment as Learning (AaL) Invite students to identify examples where levels and relationships are clearly depicted in their own tableau after they have shared their work.</p>
Action!	Approximately 60 minutes	Notes/Assessment
<p>Whole Group > Guided Movement Exploration > An Imaginary Walk to the Park Prepare an open space in which the students the can move. This guided movement exploration encourages students to explore all the different ways their bodies can move through space. Explain to the class that you are going to lead them on an imaginary walk to an imaginary park, where they will meet a friend. Ask them to spread out in the space, and get ready to follow along as you narrate. Emphasize that they must move exercise body control and move safely at all times. Provide positive feedback to students who are moving in creative and safe ways. Move along side students who need support, allowing for a gradual release of responsibility as they are ready.</p> <p>Teacher Narration: <i>Begin by walking slowly around the space in all different directions, moving towards and away from your friends. Let's try walking sideways. Now very carefully backwards. Look over your shoulder to be safe, just like drivers do when they are backing up!</i></p>		<p>Assessment for Learning (AFL) Use the oral discussion to gauge student understanding of park communities.</p> <p>Prior Knowledge: Teach students how to use your school digital camera or make cardboard frames for them to plan their image within.</p> <p>Tips and Considerations Note: When completing the guided visualization activity, it may be effective to do it in a</p>

I want everyone to keep walking, but only in "this" half of room (define a smaller space). Imagine that you are on a very busy street, so everyone must stay close together, and weave around one another. You are late for to meet your friend at the park, so you have to squeeze by each other as quickly as possible without touching! This street is far too busy, so you'll have to take a secret route!

As you turn the corner, you see a high fence leading to a quiet path. I want everyone to show me how you can climb over the big fence to get to the other side... reach as high as you can, and jump down! Now, follow the narrow winding path in front of you. Oh no! A river! The only way to cross the river is by crawling through a long, low tunnel. Let's all get as low as we can and move through the tunnel! There's still more water... let's jump from rock to rock to get to the other side!

The park is just on the other side of the giant hill in front of you! Let's all climb up the steep slope! Reach your legs as far in front of you as you can... bigger steps will get us there faster. Can you lunge even further?

Good job! We're at the top of the hill! What a pretty apple tree this is here! (motion to an imaginary tree). Shall we all pick some fruit from the tree? Reach as high and far as you can!

Do you like rolling down hills? Let's all roll down the hill! Be careful not to crash into each other!

We're almost there... just one more busy street! Everyone come walk in this area again. What are all of the ways you get by each other without touching? Can you go around? Through some one's legs? Over? Under? Show me all different paths.

Finally you've arrived at the park! Turn and give someone a handshake or hug hello!

Assemble the students together to chart all the ways they moved. In one column chart all of the **body parts** they used, and in another column chart all of the **body moves** (locomotor skills) they used. Advise the students that this will be a useful chart for them to add to, and to refer to later in the unit when they are creating their dances.

Whole Class > Pairs > Community Park Walkabout and Taking Photos

Explain that that they are now going to talk about real parks and why they are an important part of a community. In pairs, have students discuss with why a community park is important and what they like to do at the park. Explain to the students that you are going to visit a local community park and take pictures of it so that you can remember what you saw and understand all the parts of the park and the community members it serves.

Prompts: *What are the important parts of a park? What do we have to be sure to take pictures of? ^{CL} What might be missing? Are there ramps for wheelchairs and strollers? Do the signs reflect the community? What languages are they in? What if people in our neighbourhood can't read English? How might pictures, symbols or dual language signs help? How do we keep our environment clean? Do you see recycling bins, bike racks, etc.?*

Look at signs that are posted in the park and discuss.

Refer to **BLM #6: Digital Photo Instructions** for taking photos with children. Take photos of community elements in the park, and print them in black and white as 8 1/2" by 11" images - larger if possible. Display them in the class upon return.

Whole Group > Individual > Guided Visualization

Invite students to walk about the gallery of their images of the park displayed around the classroom. Remind them of their journey and their walk through the park. After the walkabout and exploration of the park images, invite

quiet space outdoors in the park if possible.

Make three or four copies of the photos to use in the T-chart bulletin board display and allow for choice if more than one student likes a photo.

students to find a comfortable spot in the classroom and close their eyes. Play quiet instrumental music to set the mood and perhaps dim the lights. Invite students to remember back to their walk in the park. **Prompts:** *What was your favourite spot in the park? What were you doing? What did you see? hear? smell? feel? Were you alone or in a group? Who were you with? Do you go there often? Why is this spot important to you? What makes it special?*

Whole Group > Oral Discussion

When the visualization is finished, invite students to a sharing circle to describe their favourite park spot. Discuss how different people use the park for different reasons. Generate a list of all the people in our community who use a park. Generate a second list of all the people in our community that help take care of the park. Record on anchor chart paper. Create a T-chart with images taken by the students. On one side of the chart is an image of the park. On the other side will be a sentence about who takes care of that part of the park: e.g., *garden was planted by a gardener and pollinated by bees; washrooms were cleaned by city maintenance workers; play structure was built by a construction worker; trees are cared for by the squirrels that eat their nuts and the city gardeners and arborists.* The big idea to be learned here is that city workers care for the park and animals also have a role to play.

Consolidation	Approximatley 20 minutes	Notes/Assessment
<p>Pairs > Individual > Discussion and Labels for Who Takes Care of Our Park?</p> <p>Arrange the photographs of the park onto a bulletin board that the students can view. Organize students into pairs and invite them to select an image or two to discuss with their partner. Distribute cue cards as signs for the park. Make crayons, pencils and/or markers available. Have T-chart and word wall in plain view for students to refer to. Invite students to talk about what is in the image from the park and who uses it. Then ask them to discuss who takes care of that park item. Invite them to label the photo by writing the name of the caregiver of the park item on the cue card. They might also draw a picture of the caregiver.</p>		<p>Assessment for Learning (AFL)</p> <p>Labels created for picture of part of park showing which community helper takes care of/ created this part. Include as an artifact in the Community Helper Pocket Folder.</p>

Empowering Communities **Grade 1 Dance, Drama, Critical Literacy**
Lesson 4: Standing Together to Solve Community Concerns

Curriculum Expectations	Learning Goals
<p>Drama B1.3 Creating and Presenting: shape dramatic play by building on the ideas of others, both in role</p> <p>B2.1 Reflecting, Responding, and Analysing: express feelings and ideas about a drama experience or performance in a variety of ways</p> <p>B1.2 Creating and Presenting: demonstrate an understanding of the element of character by adopting thoughts, feelings and gestures relevant to the role being played</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> • respond to a partner in role with words and movement • share my feelings and ideas by speaking, drawing and writing • use my face and body to make shapes to match different characters that are powerful or powerless
<p>Language Oral Communication 1.8 begin to identify, with support and directions, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Writing 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitudes or feelings towards the subject or audience</p> <p>2.5 begin to identify, with support and direction, their point of view about the topic</p>	<p>Language I can:</p> <ul style="list-style-type: none"> • identify how the destruction of the park affected people's lives differently depending on who they are and what they use it for • help my class draft a letter to the mayor to tell him what's wrong with the park and what we want him to do to help by using the proper form for a letter and persuasive and respectful language

Materials

Props for Park Friends in role: hat for Mrs A, stroller or baby carrier for dad in park, soccer ball and whistle for soccer coach and basket ball and/or baseball cap for local big kid

BLM #7: Elder Prompts
BLM #8: Park Friends Prompts

Class set of exit cards (sheets of letter sized paper cut in half)
 Chart paper for draft of mayor letter
 Markers for signing
 Large envelope for mailing of letter

Empowering Communities **Grade 1 Dance, Drama, Critical Literacy**
Lesson 4: Standing Together to Solve Community Concerns

Minds On Approximately 15 minutes **Notes/Assessment**

Overview
In this lesson, students will meet 4 different members of a fictitious community whose lives have been adversely affected by the destruction of their local park. **CL** Each has a different point of view for the students to consider. **CL** Students will be taught what actions citizens can take when faced with a community problem.
Guiding questions will be:
What happens when a community space is compromised?
CL *How do members of a community rely on each other?*
CL *How does hearing multiple people's stories help better understand a problem?*
CL *What actions can I take as a citizen when I have a problem in my community?*

Individual > Pairs > Movement Exploration
Tell students that soon you're going to be meeting some people who are facing a really big problem that's making them feel powerless. **CL** Explain that they're going to experiment with what it feels like to be powerful and powerless so that can better understand how to help them.

Clear a large space in the room and have students walk in a circle. Tell them that when you call out a word, they have to stop and make a frozen picture of that word using their whole body. When they're in their shapes, ask them to think about what it feels like to be that way and then have them unfreeze and continue moving in a circle until they hear the next word.
(See sidebar for sample words to call out.)

When you are about halfway through your list, have students get into two lines, facing each other so that each student in one line has a partner in the other. Label the lines A and B. Tell students that when you call out the next few words, line A will do an action and line B will react to the action. After a couple of words, switch so that B is the actor and A is the reactor.

Add another column to the movement chart called **Body Shapes** and list some of the body shapes they made during the movement exercise.

Whole Group Discussion > What Do We Do When We Feel Powerless?
Engage students in a discussion of how it felt to be powerless or weak. Try to come up with strategies about what we can do when we are feeling this way.

Assessment of Learning (AoL)
Since they've created frozen images throughout the unit, this could be a good time to evaluate the quality of the shapes students are generating using the success criteria established during the statue work.

Sample Prompts for Movement Exploration:
*dragon attacking a village
*monster smashing a car
*mouse hiding from a cat
*kitten who's being chased by dog
*bully yelling at a classmate
*someone who's being teased
*baby who can't reach her/his bottle
*bolt of lightning crashing down
*tornado
*delicate flower in a windstorm

Action! Approximately 180 minutes **Notes/Assessment**

Whole Group > Teacher in Role
*Explain to students that you are going to adopt the role of an elder in the community who uses the park every day: Mrs. Ahmed (change the name as relevant in your local community). Inform students that she grew up in the neighbourhood and has been helping care for the park for many years. Every spring, she leads a community clean-up to pick up garbage in our park. She played in the park when she was a little girl and now she looks after several children in the neighbourhood who play in the park often. She is paying a special visit to the classroom. **Prompt:** Why might she need to see us?*

Begin the role play with a clear signal that you are now in role as Mrs. Ahmed, e.g., use a simple prop such as a scarf or name tag. Be welcomed by student greeters and sit in the specially-assigned seat. In role, improvise or use **BLM #7: Park Elder Prompts** (take out lines that are a call to action, and just have her tell her story for now).

After Mrs. Ahmed has shared her story, explain that there are others from the community that have also been affected by the ruin of the park and that they will also be coming in to share their stories.

Assessment for Learning (AFL)
Clipboard of checklist and class list to check off who is participating and make notes on sticky notes about the quality of their observations/contributions.

Tips and Considerations
Note: when explaining and preparing students for teacher in role as the community elder, Mrs. A, be sure to explain that this event is fiction and we are not talking about a real park that was vandalized. Some primary students may think this event is really happening.

Whole Group > Shared Writing

Out of role, invite students to complete the following information on a pre-set chart which has four categories running horizontally across the top of the page which read:

What s/he liked to do in the park

How his/her life was affected by the park being ruined

Things that need to be fixed

This chart will be revisited as new characters come in to share their stories and will be referenced later in the unit.

Whole Group > Teacher in Role as Visitors from the Community

Next, have three more guests, in sequence, visit to share how they also use the park and how they've been affected by its destruction. See **BLM #8: Park Friends Prompts** for a synopsis of each person's story. Record the information you gather from each visit onto the chart.

Note: Classroom teacher may play all three roles or a community volunteer, student teacher, another staff member, parent helper or older student in another class may take on these roles.

Whole Group > Discussion

Once the students have met the three other community members lead a brief summary discussion. **Prompts:** *Does it seem fair to you that all of these people who rely on the park can no longer use it?* **CL** *What can citizens of a community do when something in their community needs fixing? Who can we take our problem to?*

If students say that they could go in and fix things, acknowledge that that's a potential solution and that we may indeed offer to help do some of the work but warn them that lifting heavy objects and dealing with broken glass is dangerous, and the materials to clean/rebuild are expensive.

If students don't come up with the mayor/city councilor, tell them that when there is a problem with a building or park in a community, we go to the mayor to fix it. **Prompts:** *Since many people live in a city, we need a leader who is good at making decisions and coming up with solutions to problems. In Ontario, the people in the city vote for/get to pick the person who'll be their leader and part of his/her job is to listen to the people when s/he's making a decision.*

Whole Group > Shared Writing In Role

In role as Mrs. Ahmed, thank the students for listening to the stories that you and your friends had to share. Explain that if the students really want to help, they need to get the mayor involved by writing a letter informing him/her about the problem and asking him/her to do something about it.

Tell the students that, as an active community member, you've had to write letters to the mayor before. **CL** Remind the students that when writing to a government official, it is important to use polite, formal language. Also, emphasize that it is important to be persuasive, as the mayor receives many letters requesting help every day.

Divide a piece of chart paper into three sections horizontally to represent the opening, the body and the closing of the letter.

In the opening of the letter, tell your students that you need to say who you are, what the problem is and what you would like the mayor to do.

In the body of the letter, have students refer to the chart they completed after the guest visits to review what needs to be fixed/repared. For each item that needs repairing, have the students write a sentence or two explaining why it is important that it be fixed by describing how it is affecting people's lives. They can pull their arguments from the guest visitors' stories or from their own experience.

Possible Extension:

Invite an actual local politician in to explain and talk about their job as a city councillor, band council member, etc., and how they help people.

In the closing, be sure to thank the mayor for listening and offer to meet him if he has any questions.

Once the letter has been written, review it and see if it sounds convincing enough. Encourage students to replace neutral words with strong, passionate words to be more persuasive.

Consolidation	Approximately __ minutes	Notes/Assessment
<p>Whole Group > Signing and Delivering the Letter Have the students sign their names at the bottom of the letter to show their solidarity. ^{CL} Explain to them that having a lot of people from a community express the same opinion about a problem helps to get it resolved because the mayor can see that it is affecting many people and not just one or two.</p> <p>Pack the letter into an oversized envelope addressed to the Mayor at City Hall. Thank the children for their care, concern and creativity and tell them that you will mail the letter on your way home.</p> <p>Individual > Exit Card Hand out exit cards and have students complete the following writing prompt: <i>When people are unhappy with something in the community they can_____.</i> Let students complete the sentence without discussion to see how much they've internalized.</p>		<p>Assessment for Learning (AFL) Collect students' exit card reflections to determine the current level of understanding students have about the powers of individuals within a community and how community problems could be solved.</p> <p>Differentiated Instruction (DI) If students are not able to write independently, allow them to draw a picture of their ideas instead.</p>

Empowering Communities **Grade 1 Dance, Drama, Critical Literacy**
Lesson 5: Plan of Action

Curriculum Expectations	Learning Goals
<p>Drama B1.3 Creating and Presenting: shape dramatic play by building on the ideas of others, both in and out of role</p> <p>B2.1 Reflecting, Responding, and Analysing: express feelings and ideas about a drama experience or performance in a variety of ways</p> <p>B1.2 Creating and Presenting: demonstrate an understanding of the element of character by adopting thoughts feelings and gestures relevant to the role being played</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> • role play and build a drama with my classmates • share my feelings and ideas about a drama activity by speaking, drawing and writing • show what my character is thinking and feeling
<p>Language Oral Communication 1.8 begin to identify, with support and directions, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Writing 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitudes or feelings towards the subject or audience</p> <p>2.5 begin to identify, with support and direction, their point of view about the topic</p>	<p>Language I can:</p> <ul style="list-style-type: none"> • begin to understand different points of view of different characters • help write a letter using the proper form for a letter, and using persuasive and respectful language

Materials

Props for acting in role
BLM #9: Letter from the Mayor
 Class set of exit cards
 Chart paper and markers
BLM #11: Role Play Rubric

Empowering Communities **Grade 1 Dance, Drama, Critical Literacy**
Lesson 5: Plan of Action

Minds On	Approximately 5 minutes	Notes/Assessment
<p>Whole Group > Teacher in Role Print BLM#9: Letter from the Mayor, and place in a large envelope marked IMPORTANT in red lettering. In role as Mrs. Ahmed, return to the classroom and inform the students they have mail from the mayor. Have students talk to an elbow partner and predict what they think the mayor said in response to the letter. Record a couple of predictions on chart paper. Read letter aloud.</p> <p>Whole Group > Discussion > What Did the Mayor Say? Since the letter is written in a formal voice, you may want to spend some time checking for understanding with your students. Go through a couple of lines at a time and have students talk to their elbow partners about what they think the mayor is saying in their own words. Take some suggestions from the pairs and share with the whole group to establish a common understanding.</p> <p>Individual > Whole Group > Revisiting Predictions Revisit the students' predictions. Have them reflect upon their accuracy individually and then pick one or two predictions from your chart paper to discuss collectively. Try to find the exact information in the letter that supported or invalidated the prediction.</p>		<p>Differentiated Instruction (DI) You may want to transcribe the mayor letter onto chart paper to make it more visible for all students so that it can be referred to as a shared text. If you have an ELMO you may want to project the contents of the letter onto a screen. Similarly, you may want to type up the letter and pretend that you received an email response and pull it up on a smart board /prometheum.</p> <p>If your students are having a hard time discussing the letter contents with their partners, re-read the lines one more time and have them try again.</p>
Action!	Approximately 90 minutes	Notes/Assessment
<p>Whole Group > Preparation for Visit to Mayor Still in role as Mrs. Ahmed, explain that it sounds like the mayor means business and that if we only have half an hour that we better make sure that we're really prepared about what we want to say.</p> <p>Get a blank piece of chart paper and make three columns: <i>Needs To Be Fixed/How it Will Be Fixed/By Whom</i>. Revisit the chart from the guest visits to refresh ideas about what needs to be fixed and put the information into the first column. Complete the next two columns as a group. Determine what a regular citizen would be able to do and what a professional might need to do (e.g., community helpers such as construction workers, sanitation workers, sign makers, translators, cleaners architects, etc.).</p> <p>Small Group > Role Play > Preparing To Meet The Mayor Tell students that before meeting the mayor, it is important to practise speak clearly and confidently. Divide the class into groups of four. In each group, one student will act as the mayor, the other three students will act as citizens. Each citizen will greet the mayor and tell him/her how they plan to fix one of the problems in the park. The mayor can either nod in agreement or can ask questions to seek more information from the citizens about their plan. Prompts: <i>That sounds like a good idea. How many people will you need? or How much do you think that will cost? or How long do you think that will take to complete? Debrief with the students. Prompts: What did it feel like to be the mayor? What did it feel like to be speaking to the mayor?</i></p> <p>Determine who will represent the class as speakers when we go to visit the mayor, and have interested candidates practise the speeches for the mayor. Encourage classmates to give advice to the volunteers. Prompt: <i>What could be added to make this presentation even more persuasive?</i> Choose 3 or 4 representatives, one for each problem that needs to be fixed.</p> <p>Whole Group > Process Drama > Meeting the Mayor Arrange the space in your classroom to establish the formal setting of a conference room. Establish a place where the mayor and councillors sit, a place where the speaker stands, a place where the community members can sit, etc.</p> <p>Assign students the roles of greeters who let people into the space and seat them, a staff person who will officially start the meeting and introduce all of the</p>		<p>Assessment for Learning (AFL) Before engaging in both of the role play activities in this section, revisit the role play success criteria that were established and posted in Lesson 2.</p> <p>Carry around a clipboard and make anecdotal observations of the students' ability to sustain their roles in their small group role play.</p> <p>Spend time side-coaching students who need some prompting/support to effectively engage in role.</p> <p>Assessment of Learning (AoL) Since students have had a lot of experience with role play by now, you may want to evaluate their role play skills at this point, using BLM #11: Role Play Rubric.</p> <p>Consider inviting an older student or another teacher videotape the session so that you can watch it afterward to conduct your evaluation.</p>

speakers, media who film the meeting, clerks who will take notes of everything that was said in the meeting and councillors who will sit on either side of the mayor who will help him make his decisions. Everyone else will be community members.

Remind students that when we are in role we need to control our emotions, listen carefully to what others are saying and make the drama come to life by really trying hard to become the people we are pretending to be.

Once students are in place in the room in role, have everyone stand to sing *O Canada* as a way to set the tone and seriousness of the setting. Next have the staff member announce what the meeting is about and introduce the first speaker to come forth and present a solution to one thing that needs to be fixed to the mayor.

Encourage students to come to life in role once a speaker speaks, nodding their heads, making notes etc.

Whole Group > Teacher and Students In Role > Critical Questioning

After each speaker presents their solution to the mayor, the teacher in role as mayor thanks each speaker and poses a question to them to make them think more critically about the suggestion they offered.

Prompts: *How much will it cost? How long will it take? Why is this more important than something else that the community has asked me to do? CL Who will this benefit? Is it good for the elderly as well as the youth?*

Speakers can consult with their citizen/classmates if they need to before responding to the mayor. Similarly, the mayor may consult with his/her councillors after each speaker to determine whether or not they agree with the proposed solution.

Once the solution has been presented and discussed, the greeter introduces the next speaker until they've all spoken.

After all of the presentations have been made, the teacher in role as mayor needs to make closing comments:

Prompt: *I want to thank you all for taking the time to come here today. As you know I am very busy but I wanted to make sure to see you after you wrote me such a convincing letter about the problems with the park in your community. You have presented some very interesting and thoughtful solutions to the problems that you noticed and while I would love to be able to say that I will approve them all, I can only afford to fix four things. Please take a few minutes as a community, to reach consensus on the four most important things to fix.*

Small Group > Discussion In Role

Have the students in role as citizens gather to discuss and vote on which four items will be fixed while rest of students wait in role.

Suggestion: In role as the mayor, you may want to appoint one of your strongest/most confident students as the person who will help maintain order as the citizens vote on their top 4.

Once you feel as though the students have reached a decision, in role as the mayor, call upon a student to speak on behalf of the group with their decision.

Consolidation	Approximately 30 minutes	Notes/Assessment
<p>Whole Group > Teacher in Role; Students in Role Next, the teacher in role as mayor concludes the session saying the following:</p> <p>Prompt: <i>I think that my team and I should be able to get the support you need to fix your park in two weeks. Meet us at the park at 9:00 a.m. sharp. After we've finished the work, I'd like to have a re-opening ceremony with some food and entertainment. Of course we'd have to invite some community</i></p>		<p>Assessment As Learning (AaL) The content on the exit cards will give you a sense of how well the students are internalizing the success criteria and where they are in terms of their ability to</p>

helpers to look after health and safety as well. Since you seem to care so much about your community, would you like to help us plan the event? (Wait for student response.) Excellent, let's take care of the clean up and repairs first and then we'll meet again to plan the re-opening.

At this point, staff person who started session will formally close the session. Mayor and councillors exit and reporters can interview community members and speakers. **Sample interview questions:** *How do you feel about the mayor's response? Would you bring a problem to the mayor again? Are you upset that not all of your items are going to be repaired?*

Exit Cards > How Convincing Was Our Group?

Come out of the role as the mayor and congratulate your students on their efforts in the process drama. Focus their attention on the success criteria for role play chart that you referred to in the first part of this lesson. Distribute blank exit cards and invite students to write their name and draw a happy face, sad face or neutral face, to represent how well they feel they followed the rules of role play. Encourage them to add a sentence describing why they think this using the language from the chart.

accurately rate their own performance.

Accept all responses given. There are no wrong answers at this point.

Differentiated Instruction (DI)

For students who are unable to record their thoughts beyond the smiley face symbols, have a conversation with them and record their thoughts on the back of the exit card.

Empowering Communities **Grade 1 Dance, Drama, Critical Literacy**
Lesson 6: Repairing the Damaged Park - Dance!

Curriculum Expectations	Learning Goals
<p>Drama B1.2 Creating and Presenting: demonstrate an understanding of the element of character by adopting thoughts, feelings and gestures relevant to the role being played</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> pretend to be a caring member of the community in our drama
<p>Dance A1.1 Creating and Presenting: use movements that are part of their daily experience in a variety of ways in dance phrases</p> <p>A1.3 Creating and Presenting: create dance phrases using a variety of ways to connect movements</p> <p>A2.3 Reflecting, Responding, and Analysing: identify and give areas of their strengths and areas for growth as dance creators and audience members.</p>	<p>Dance I can:</p> <ul style="list-style-type: none"> use everyday actions as a starting point for creating interesting movement create and present a series of movements in a small group respond to dance critically I can give and receive feedback

Materials

A variety of instrumental music
 Chart about problems that need fixing and how and who will fix them from previous lesson
 Blank chart paper to record actions to go with each problem
 Large open space
BLM #10: Elements of Dance Checklist
Appendix B: Rubric for Creative Movement

Empowering Communities Lesson 6: Repairing the Damaged Park		Grade 1 Dance, Drama, Critical Literacy
Minds On	Approximately 10 minutes	Notes/Assessment
<p>Whole Group > Pass the Movement Invite students to join you at the carpet. Tell them that we're going to pretend that today is the day that we're going to clean up and repair the park. It's going to be hard work and our bodies need to be warmed up.</p> <p>Gather the whole group in a circle and model a movement. Invite the students to repeat the movements that you initiate. Pass a movement around the circle, with each student echoing your movement one at a time, so that the movement ripples around the circle. Next, invite students to make their own movements and pass them around the circle. Encourage students to use their whole bodies, to exaggerate movements and to practise a variety of articulations (limp, extended, round, taut), as well as different levels.</p>		<p>Assessment for Learning (AFL) Give specific feedback to students, using the vocabulary of the elements of movement. In particular, focus on body shapes. Refer back and ad to the Movement chart started in Lesson 2.</p>
Action	Approximately 100 minutes	Notes/Assessment
<p>Whole Group > Problem Review > Generating Movements Tell students that fixing the park is going to require action and that instead of just pretending to go and repair each of the problems in the park, we're going to dance the problems away! Tell them that first they're going to come up with some movement as a class and later they'll have a chance to work in groups to address the problems one by one in their own dances.</p> <p>Take out the chart of problems and solutions created as a class at the beginning of the Action section in Lesson 5.</p> <p>Ask students to find a spot on the carpet facing you with enough room for their arms to be extended to either side.</p> <p>One by one, go through each problem and isolate 3 or 4 verbs or actions that could go along with how you said you would fix the problem. For example, a broken bench is fixed by sawing wood, hammering nails and painting the wood. Call out the verb/action and have the whole class join you as you bring this movement to life.</p> <p>Quickly jot down the chosen movements beside the problem on your chart to help you and the students remember before moving on to the next problem.</p> <p>Once you've developed and recorded some generic movements for each problem as a whole class, divide the class into groups of 4 or 5 with each group being responsible for one problem (e.g., one group cleans graffiti, one group plants a garden, one group rebuilds a fence).</p> <p>Tell each group to use the following structure to develop a dance. Post the structure on the wall in the room.</p> <ol style="list-style-type: none"> 1) Create an opening pose to show the problem 2) Do your first action to the count of 8 in unison 3) Do your second action to the count of 8 in unison 4) Do your third action to the count of 8 in unison 5) Create a closing pose to show how happy you are that it's fixed <p>Remind students they can use the movement that was generated as a class or they can create new movement of their own.</p> <p>Allow practice time (without music) and circulate among the groups, encouraging students to exaggerate their movements/shapes and to experiment with levels and their use of space.</p> <p>Whole Class > Small Groups > Working Dances Establish an order to share the dances. Explain that the students are going to go into role as the community that has come together to repair the park. Inform students that you will narrate a bit of the story, and that they will help bring the story to life by gathering and greeting one another as community</p>		<p>Assessment for Learning (AFL) Rotate between groups and give feedback on quality of movements and transitions. Prompt: <i>How can we make our movements and emotions clearer? What other body parts can you move? Can you hammer with your whole body? Can you saw with your head only?</i> Encourage students to experiment with body parts and body moves. Give specific feedback and movement challenges.</p>

members, and then performing their park repair tasks through dance. Establish a freeze signal (e.g., verbal command, triangle, drum). Encourage students to remain in role and to freeze whenever they hear the signal.

Ask the students to begin the role play as you narrate:

Prompt: *The big work day finally arrived. All of the local community members woke up early and gathered in the park. Mrs. Ahmed was there and she was just delighted by the turnout.*

Go into role as Mrs. Ahmed briefly and begin to greet community members:

Prompt: *Good Morning. Thank you so much for coming. What work team are you on this morning? Do you have your tools?*

Step out of role and continue as narrator:

Prompt: *Everyone was so cheerful as they greeted as each other. (Allow time for morning greetings in role.) Finally everyone gathered in their work teams, and soon the work would begin.*
(Freeze signal)

As narrator, introduce each group in turn to perform their working dance.
(e.g., *The builders took out their hammers and saws and set right to work!*)

After each group has performed once, invite all groups to perform simultaneously. As the narrator, you can orchestrate this sharing, asking the groups to speed up and slow down. Freeze one group at a time, until all of the work comes to an end, providing some narration to guide the students to the end of a busy, tiring day of community work.

Consolidation

Approximately 30 minutes

Notes/Assessment

Small Groups > Debriefing With The Mayor

Once all of the performances have finished, in role as mayor, thank the whole group for their wonderful efforts and for bringing the problem to your attention in the first place. Then, invite the students to reflect upon how it feels to have repaired the park, using the following **Prompts:** *What have you learned about how a community works? Why is it important to listen to other people's stories and experiences? What do you think would have happened to the people you met if you hadn't taken action?*

Finally, dismiss yourself and tell them that you'll be sending one of your councillors back in a week to see how their plans for the re-opening ceremony are coming along.

Whole Group > Providing Feedback About Dances

Invite students to reflect on their own and their peers' dances. Encourage students to express appreciation for the work and suggest possible areas for improvement.

Review the elements of dance with students. Project or post on chart paper, and distribute copies of **BLM #10: Elements of Dance Checklist**, so that they know what they should be looking for in each others' work. Decide if you would like them to fill them out individually, with a partner, or in small groups.

One by one, have each group perform their piece again. After each performance, invite students to share "2 stars" (two strengths) and "1 wish" (one suggestion for improvement). Model giving constructive feedback, (e.g. *I like the way you used different qualities of energy by hammering hard and fast at the beginning, and then slowing down and hammering lightly toward the end. Perhaps you could start and end in a freeze next time to clearly signal the beginning and end of your dance*).

Ask questions to build knowledge of the elements of dance. **Prompts:** *How did you use levels in your dance phrase? What energy words might describe your dance? (Refer to word list.) What movements do you remember from this dance phrase? Why?*

Assessment for/of Learning

Use **BLM #10: Elements of Dance Checklist** to shape feedback students give each other.

Use **Appendix B: Rubric for Dance/Movement** to evaluate student work.

Empowering Communities Lesson 7: Park Re-opening Planning and Visit from the Councillor	Grade 1 Dance, Drama, Critical Literacy
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Curriculum Expectations	Learning Goals
<p>Drama B1.3 Creating and Presenting: plan and shape dramatic play by building on the ideas of others, both in and out of role</p> <p>Language Oral Communication 1.8 begin to identify, with support and directions, who is speaking in an oral text and the point of view expressed by the speaker</p> <p>Reading 1.6 extend understanding of text by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>Writing 1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>Media Literacy 3.4 produce short media texts for a specific purpose and audience using a few simple media forms and appropriate conventions and techniques</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> plan an event in my community helper role and stay in character <p>Language I can:</p> <ul style="list-style-type: none"> create a list of things that my team and I might need for my station at the re-opening ceremony create a media text to promote the event that will appeal to different members of my community
Materials	
Chart paper Markers Construction paper Computer access/ Internet Samples of posters advertising events (optional) Tape, glue, scissors, fabric scraps, name tag stickers for creation of props for roles in re-opening event	

Empowering Communities Lesson 7: Park Re-opening Planning and Visit from the Councillor		Grade 1 Dance, Drama, Critical Literacy
Minds On	Approximately 15 minutes	Notes/Assessment
<p>Small Groups > Poster Creation Now that the park is repaired, it's time to re-open it for the public! Explain to students that we need to create a poster to advertise the re-opening event. Take time to discuss the following Prompts: <i>What information needs to be on the poster?</i> CL <i>Who will the audience be? How will we have to change our wording to reach/appeal to all members of the community?</i> Share examples of local community posters, drawing student attention to elements that are effective. Emphasize the importance of strong, clear, bold message.</p> <p>Ask each group to create a poster on the computer to advertise the event. Encourage the use of different fonts and clip art that will attract attention and be inclusive. Post the finished products around the room.</p>		<p>Tips; Considerations Kidpix is a program that can be used for poster development</p> <p>Differentiation (DI) Hand-drawn posters may also be made for those who are not as adept with using technology.</p>
Action!	Approximately 60 minutes	Notes/Assessment
<p>Whole Group > Re-opening Event Planning As a class, make a list of things that need to happen on the day of the re-opening that you will present to the councillor when she comes to visit this week. Try to round out the list so that it includes jobs for all four sectors of community helper roles that were discussed in the beginning of the unit: health-ambulance/nurses on hand in case of injury or emergency, washrooms clean and accessible, provide sunscreen and fresh water safety-security guards to monitor crowds, place for lost children, give advice about how to use park equipment safely, bicycle safety learning-teach people about keeping park environmentally friendly/maintaining the garden social services/food services-youth counsellors to supervise soccer and basketball games, speakers to introduce event, refreshments provided (hot dogs and drinks)</p> <p>Small Group > Making Lists of Required Supplies Next, tell students that we need to make a list of supplies that each of the community helper groups will need to do their jobs. Divide students into their four groups of community experts and have them record on chart paper in pictures or words what supplies they will need. For example, the safety group will need police officers to have whistles to control the crowd, while the service people will need hot dog buns and veggie and meat hot dogs so that all religious groups can enjoy the food.</p> <p>Small Group Sharing > Rehearsal for Councillor Visit Once groups are finished, each group presents their list to another group in preparation for their upcoming visit from the councillor. Encourage all students in a group to feel free to add to/make a comment about what is brought up by other group members rather than having a single spokesperson.</p> <p>Teacher in Role > Councillor Visit In role as councillor, with a prop such as a clipboard or a blazer or name tag to distinguish yourself as being an "official", take a seat at the front of the classroom and call upon the students to share with you their plans for the re-opening ceremony and the supplies that you'll need.</p> <p>As the students are sharing, ask a few questions for clarification to keep the role play authentic. CL Be sure to bring up the subject of accessibility and honouring peoples' languages and religious food needs if the students do not address it themselves.</p> <p>Once all groups have shared, thank the students for their contribution and tell them that the mayor is sure to be pleased and the community members will be very happy.</p>		<p>Assessment for Learning (AFL) Circulate as students work to support those groups who are having difficulty generating ideas. Observe closely and take anecdotal notes, noting their progress in relation to identified expectations.</p> <p>CL Encourage students to be mindful of being inclusive of ELL community members, religious practices that affect food choice, the elderly, the disabled, the impact of their work on the environment as they make their plans.</p>

Consolidation	Approximately 25 minutes	Notes/Assessment
<p>Whole Class > Role Preparation Give the students time to create props, name tags, and/or impromptu costumes out of found materials in the classroom (paper, markers, stickers, clothing from the drama centre) that will help the guests that come to the re-opening ceremony know who they are.</p>		

Empowering Communities Lesson 8: The Re-opening Event		Grade 1 Dance, Drama, Critical Literacy
Curriculum Expectations	Learning Goals	
<p>Drama B.1 Creating and Presenting: apply the creative process to dramatic play and process drama using the elements and conventions of drama to communicate feelings, ideas and stories</p>	<p>Drama I can:</p> <ul style="list-style-type: none"> • actively participate and solve problems in role • help build the drama • make my character believable 	
<p>Language Writing 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for that purpose and audience</p>	<p>Language I can:</p> <ul style="list-style-type: none"> • write about and draw what I have learned about community and being an active citizen 	
Materials		
<p>Large open space Props created at end of last lesson Tables, benches, chairs, mats to help establish zones Actual snacks (hot dogs/juice/water) optional Music and CD player A copy of <i>The Important Book</i> by Margaret Wise Brown Some examples of student-authored Big Books Large paper (11"x17") for Big Book creation Markers, crayons, pastels for illustration of Big Book Variety of templates for newspaper article Class set of exit cards (sheets of letter sized paper cut in half)</p>		

Empowering Communities Lesson 8: The Re-opening Event		Grade 1 Dance, Drama, Critical Literacy
Minds On	Approximately 25 minutes	Notes/Assessment
<p>Physicalizing the Space Take time to physically arrange the space (preferably the gym or a large empty space) so that it has clearly defined stations that will be necessary for the event: food, medical, safety and lost children stations, washrooms, a playground/basketball court/soccer field, a garden and a performance space. You can use benches, mats, chairs, and tables to help flesh out the target areas. Pre-set the props/costumes/posters at all of the stations to facilitate transitions.</p> <p>Have half of the students gather the props they made, assume their community helper roles and stand in their stations ready to receive the other half of the class who will be in role as community members and who will attend the mock event. Remind them of the importance of staying in role to keep the drama alive.</p> <p>Sample Organization: The learning team will be at a pretend garden ready to explain how to grow vegetables; the health team will be putting sunscreen on people and giving them lots of water to stay hydrated; and the social services team will engage people who drop by their station to play a game of basketball or soccer. It might be wise to have the social services team of youth workers stay in role the whole time so that there's always "organic park-like play" going on in the drama.</p>		<p>Suggestions to support the realization of the imagined space: Students may want to decorate signs to mark the stations so that they're easier for guests to identify You may want to play upbeat music in the background to promote a party-like atmosphere.</p>
Action!	Approximately 5 classes, 30 minutes each	Notes/Assessment
<p>Whole Class > Process Drama > The Event! Have greeters at the doors let in the visitors and encourage them to interact with the community helpers at the various stations in the room. In role as the mayor, circulate in the room yourself to model how to interact at the stations.</p> <p>After about 10 minutes of letting the guests freely interact with community helpers at the various stations (or until a moment where you feel like student engagement at the stations is waning), announce that it's time for students to switch roles: those who were visitors will now be the community helpers &nbsp;&nbsp;&nbsp;and those who were community helpers will leave the room and come back as visitors. Allow at least 5-7 minutes for this transition to take place.</p> <p>Whole Group > Second Round of Station Visits Once again, allow at least 10 minutes of time for students to interact at the stations in the room. When you feel that student interest in waning, in role as the mayor, call the students together to meet in the centre of the room.</p> <p>Teacher in Role > Mayoral Closing Once everyone is assembled, thank everyone for coming and make a statement about the importance of people in a community working together to solve their problems and fighting for what's important.</p> <p>Whole Group > Community Handshake Encourage everyone in the community to form two lines on the same plane facing each other just like teams at the end of a hockey game. Ask the leaders of the line to approach each other simultaneously and shake the hand of each person in that line as a way of showing appreciation for one another. You may want to end with a cheer: "Together, we're better! Together, we're better!"</p> <p>Whole Group > Partners or Small Group > Discussion Facilitate a class discussion about the learning that has taken place, encouraging students to cite examples from unit activities or from everyday life. Provide opportunities for partner and small group discussion of some of the following unit guiding questions: 1. <i>Who are our community helpers and how do we understand their roles in meeting our needs?</i></p>		<p>Assessment for Learning (AFL) In role as mayor, circulate among the stations and engage with the students, asking questions to help them deepen their commitment to their role and take more risks in role. Direct questioning in role allows you to determine student level of understanding and skill.</p> <p>Assessment of Learning (AoL) Use the writing task (big book or article) as a means of evaluating the students' understanding of the following key concepts that were explored in the unit:</p> <ul style="list-style-type: none"> • understanding of community • understanding of interdependence within a community • understanding of how people can make a difference • awareness of the importance of inclusion <p>Sample Success Criteria for the Big Book: - answers some key questions for the unit -demonstrates understanding of at least one of the big ideas for the unit - has a clear message</p>

2. How can drama activities and dance build an understanding of these community helpers and their important roles?
3. How do community helpers rely on each other and solve problems?
4. How can we help build a safe and inclusive community?
5. How does hearing multiple points of view about a problem help us to better understand it?
7. What powers/rights/options do we have as citizens when we face a problem in our community?

Record some of their key ideas so that they can use them in their culminating writing task.

Individual > Culminating Writing Task

Below are two possible culminating writing tasks, allowing for teacher and/or student choice, to respond to student readiness and interest. Both tasks allow students to demonstrate their learning and understanding of the big ideas and guiding questions for this unit.

Option 1:

As a final culminating task, invite students to share what they know, understand and value about community by contributing to a big class book. Read the picture book The Important Book by Margaret Wise Brown, or show a slide show on YouTube, to familiarize students with the text pattern and format of the book. Together, identify the pattern:

The important thing about _____ is that it is _____. It _____, and it _____, and _____, and it _____, and _____. But the important thing about _____ is that it is _____.

Explain that each student is going to create one or more pages of the class book with an illustration and their writing, and that everyone's contribution will be combined to create a big book called "*The Important Thing About Community*". Explain that this book should contain everything they have learned about community and everything they value about community. Review the ideas that were recorded during the previous discussion. Generate success criteria for the task with students (see sample criteria in side bar). To help with this, show samples of big books and other student published books, and identify the elements that are effective. Post the criteria for their reference. Have students create a rough draft, revise and edit their illustration and writing, before finalizing a copy for publication in a class book.

Option 2:

Ask them to share what they have learned by writing an article for the local newspaper telling citizens what makes a healthy and inclusive community and what they can do to make a difference. ^{CL}Students may choose to write the article from the point of view of someone other than themselves, such as mock citizen, e.g., Mrs. Ahmed, the youth worker who led the basketball games, etc.

Take about three days to support students in their article writing. On the first day, you may want to have students in pairs orally telling their partner the things that they have learned. Collectively, generate some success criteria for what might be included in a good article.

On another day, provide a variety of article templates, scaffolded for higher and lower degrees of support so that all students can be successful. Share samples of good articles as the students work so that they have a sense of what they're working toward. Encourage students who have difficulty writing to start by drawing a picture story of what they have learned as a starting point. Once completed, have students share their articles with one another orally.

- the picture supports the written message
- it follows the pattern of The Important Book
- an edited clean copy is ready for publication

Sample Success Criteria for Article:

- answers some key questions
- demonstrates understanding of at least one of the big ideas for the unit
- presents a persuasive argument
- motivating, inspiring
- includes an example of how to be inclusive
- has a clear message
- includes a picture to create interest
- is titled
- an edited, clean copy is submitted

Consolidation	Approximately 30 minutes	Notes/Assessment
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Whole Class > Discussion
Revisit the community concept chart from Lesson 1. Invite students to identify and describe how their understanding of community has changed or developed over the course of the unit. Focus on the "*Things We Want To Know About*

Community" to determine if they now know everything they wanted to know. Discuss and address any remaining questions.

Partners > Individual > Reflection

Review all of the dance and drama strategies and conventions used in this unit. Chart them on the board or on chart paper: statues, tableaux, dance phrases, teacher in role, role play, hot-seating. Ask students, in pairs, to discuss one strategy that helped them grow in their understanding of community, and to describe how. Direct students, individually, to record this on an exit card, with words or pictures, as a final artifact for their portfolio.