

<b>Lesson Title/Focus</b>	<b>Quality of Life and Space Mission</b>	<b>Date</b>	Jan 11
<b>Subject/Grade Level</b>	Social Studies Grade 3	<b>Time Duration</b>	30 mins
<b>Unit</b>	Quality of Life	<b>Teacher</b>	Miss McMitchell

Daily Goal: Determine how needs and wants impact our quality of life.

<b>OUTCOMES FROM ALBERTA PROGRAM OF STUDIES</b>		
<b>Learning Outcomes:</b>	3.1.1: Appreciate Similarities and differences among people and communities 3.S.1: Develop critical and creative thinking	
<b>LEARNING OBJECTIVES</b>		
<b>Students will ...</b>		
<ol style="list-style-type: none"> <li>1. Identify basic needs of people</li> <li>2. Make a judgement based on criteria (using critical thinking)</li> <li>3. Support their judgement/decision</li> <li>4. If time, participate in gallery/photo walk of Peru.</li> </ol>		
<b>LEARNING RESOURCES CONSULTED</b>	<b>MATERIALS AND EQUIPMENT</b>	
<ul style="list-style-type: none"> <li>• Connecting with the World Textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Textbook</li> <li>• Workbooklet</li> <li>• Printout of needs and wants for activity</li> </ul>	
<b>PROCEDURE</b>		
		<b>TIME</b>
<b>Advance Organizer/Agenda</b>	<ol style="list-style-type: none"> <li>1. Mindfulness</li> <li>2. Define need (to live a safe and happy life) vs. want (desire but not needed)</li> <li>3. Group Activity "Going to Space" needs and wants</li> </ol>	2:30-3:30
<b>Learning Activity #1</b> Mindfulness	<ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Remind students to be silent</li> <li>• Have students focus on coloring or reading (certain students who have not finished their postcard or their self-portrait will be asked to work on one of those)</li> <li>• After mindfulness, briefly discuss/remind why we do it</li> </ul>	2:30-2:35
<b>Learning Activity #2</b> Workbooklet	<ul style="list-style-type: none"> <li>• Have helper plus friend hand out the sheets for the students</li> <li>• Write the definitions of need and want on the board – have students copy down</li> <li>• Have students brainstorm different examples of each (students must copy 3 of their choice down)</li> <li>• Ask students to put it away in their social (but keep it handy on their desk because they may need it! And join me at the carpet QUIETLY when they are ready).</li> </ul>	2:35-2:40
<b>Learning Activity #3</b> <i>Going to Space Activity</i>	<ul style="list-style-type: none"> <li>• Inform students that they are going to space to settle a new colony because we are running out of room on earth!</li> <li>• In groups, they must narrow down the 30 different things on the cards that I hand out to their top 15 (so only half may go).</li> </ul>	2:40-3:00

	<ul style="list-style-type: none"> <li>• The 15 that they decide are not coming with them on their spaceship and to the new planet are to go into their plastic baggies.</li> <li>• Have students repeat for understanding.</li> </ul> <p>** Inform students that “solar panels” are giant panels that get electricity from the sun to help power electronics.</p> <p>Remind of expectations: Quietly and on task. Work well with your group, or you will work alone. Respect yourself, and others by working at a quiet noise volume and finding a space in the room where your group can work.</p> <p><b>At about 2:40</b> I will give a 2 minute warning – I will then inform students that there is not enough room on their spaceship for all 15 items! They must now narrow down to 6.</p> <p>At about 2:55 students will be called back to their desks and will share group by group the 6 items that they decided to keep.</p> <ul style="list-style-type: none"> <li>• Discuss similarities and differences/ relation to needs and wants</li> </ul>	
<b>Assessment of Learning:</b>	Informal conversation, listening to students suggestions of needs and wants	
<b>Feedback From Students:</b>	Students sharing their top 6 items	
<b>Feedback To Students</b>	Informal conversation.	
<b>Transition To Next Lesson</b>	Inform that tomorrow we will think about our own quality of life, and also look into Peru.	

Note: During work periods, may be good idea to have music on in background that student voice and noise is not meant to go louder than such as: Utopiansounds 4 hours peaceful & Relaxing Instrumental

Groups:

Group 1: Noah, Caleigh, Sariah, Tristan

Group 2: Hunter, Melora, Gavin

Group 3: Muka, Marlow, Lauren

Group 4: Nathan, Ashlee, Soren

Group 5: Kaden, Dameon, Macy, Abdu

Group 6: Mackenzie, William, Cohan, Stavros