



Making A Positive Difference ~ An inquiry for grades 4-6

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FIRST  
PEOPLES

# PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples  
classroom resources  
visit: [www.fnesc.ca](http://www.fnesc.ca)



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*Learning involves recognizing the consequences of one's actions.*

<http://www.fnesc.ca/learningfirstpeoples/>

## Core Competencies

### **Connect and engage with others (to share and develop ideas)**



*I recognize that there are different points of view and I can disagree respectfully.*

### **Acquire, interpret and present information (includes inquiries)**

*I can understand and share information about a topic that is important to me.*



### **Analyze and critique**

*I can analyze my own assumptions and beliefs and consider views that do not fit with them.*

### **Question and investigate**

*I can ask open-ended questions and gather information.*



### **Contributing to community and caring for the environment**

*I can participate in classroom and group activities to improve the classroom, school community or natural world.*

## *Curricular Competencies*



- ▶ Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- ▶ Access information and ideas from a variety of sources and from **prior knowledge** to build understanding
- ▶ Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of **text**

### **Questioning and predicting**

- ▶ Demonstrate a sustained curiosity about a scientific topic or problem of personal interest
- ▶ Make observations in familiar or unfamiliar contexts
- ▶ Identify questions to answer or problems to solve through scientific inquiry
- ▶ Make predictions about the findings of their inquiry



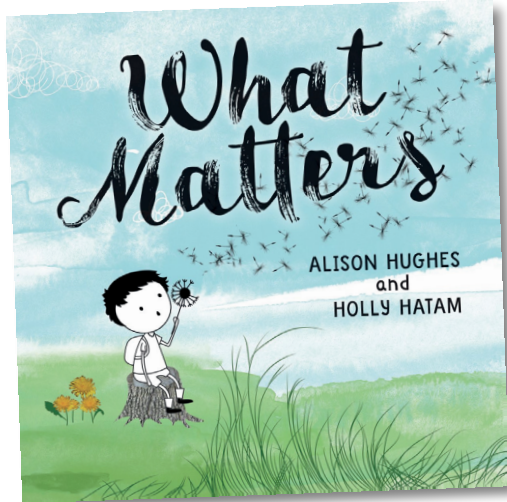
## Ingredients for a Difference Makers Inquiry

1. A Driving Question: A question that captures the heart of the inquiry in clear, compelling language. *“How can I make a positive difference in my community?”*
2. Voice and Choice: Guided by the teacher, learners have voice and choice in terms of identifying real world concerns / issues, imagining solutions and taking action.
3. Core Competencies: Critical and creative thinking; problem solving; communication; collaboration, personal and social responsibility.
4. In-depth Inquiry: Engage learners in an inquiry process - **Feel**- “Why is this important?”, **Imagine**- “What can I do about it?”, **Do**- Take ACTION, and **Share**- document and share the learning experience, the story; the change initiative.
5. Revision and Reflection: Learners go through a process of seeking feedback from their peers to think in-depth about their project. Students learn that revision is a frequent feature of real-world work.
6. Authentic Purpose: Establishing an authentic purpose for the tasks we invite our learners to explore enriches learning opportunities.
7. Significant Content: learners identifying real world problems, going through an inquiry process to come up with their own solutions to those problems and then taking action.
8. A Need to Know: Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, or a photograph.



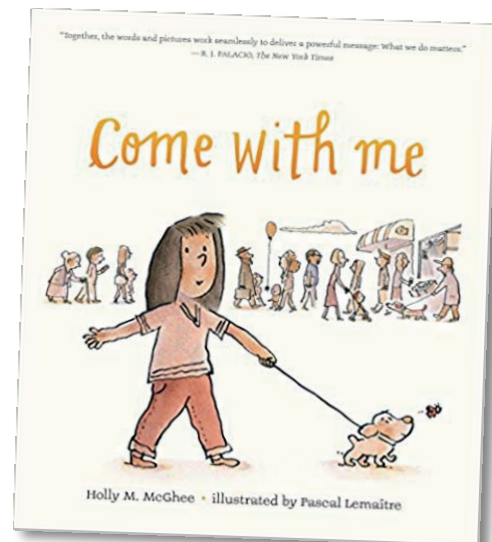
Adapted from Larmer, J. & Mergendoller, J. (2010).  
8 essentials for project-based learning.  
*Educational Leadership*, 68(1), 34.

## *Books to explore*



*What happens when one small boy picks up one small piece of litter? He doesn't know it, but his tiny act has big consequences. From the minuscule to the universal, *What Matters* sensitively explores nature's connections and traces the ripple effects of one child's good deed to show how we can all make a big difference.*

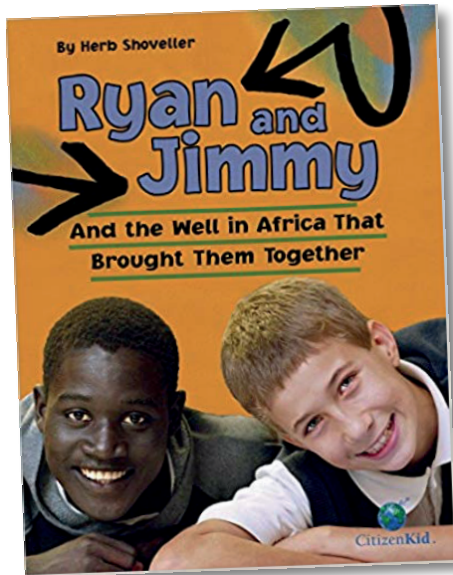
*In this lyrical and timely story, author Holly M. McGhee and illustrator Pascal Lemaitre champion the power of kindness, bravery, and friendship in the face of uncertainty.*



*Blue is a quiet colour. Red's a hothead who likes to pick on Blue. Yellow, Orange, Green, and Purple don't like what they see, but what can they do? When no one speaks up, things get out of hand — until One comes along and shows all the colours how to stand up, stand together, and count. As budding young readers learn about numbers, counting, and primary and secondary colours, they also learn about accepting each other's differences and how it sometimes just takes one voice to make everyone count.*



## Books to explore



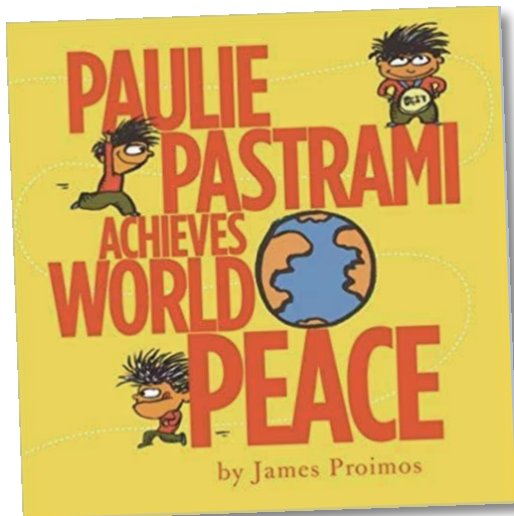
*It costs a lot of money to build a well in Africa -- a lot more than Ryan Hreljac had thought. Still, the six year old kept doing chores around his parents' house, even after he learned it could take him years to earn enough money. Then a friend of the family wrote an article in the local newspaper about Ryan's wish to build a well to supply people with safe, clean water. Before long, ripples of goodwill began spreading.*

*Inspired by true events, One Hen tells the story of Kojo, a boy from Ghana who turns a small loan into a thriving farm and a livelihood for many. After his father died, Kojo had to quit school to help his mother collect firewood to sell at the market. When his mother receives a loan from some village families, she gives a little money to her son. With this tiny loan, Kojo buys a hen. A year later, Kojo has built up a flock of 25 hens.*



Paulie Pastrami can't whistle, he has trouble matching his socks, and he is usually picked last in sports. But he plans to achieve world peace before he turns eight.

Through simple acts of kindness--from reading to the trees and being nice to his little sister to cheering up the school principal and sharing cupcakes with strangers--Paulie learns that spreading peace isn't that hard after all.





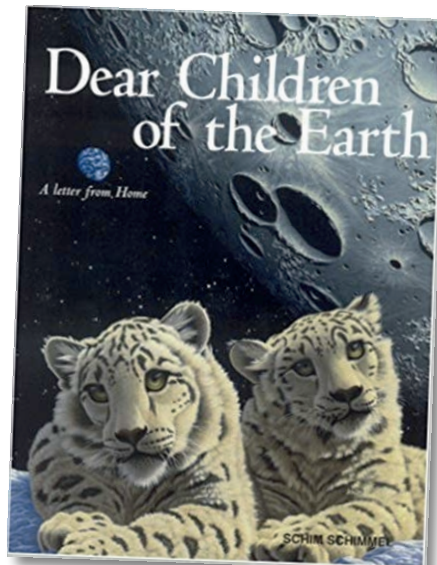
## Books to explore

*This book details all the little and large ways anyone can help make a difference, in their neighbourhood, in their country, in the world! From helping the planet through recycling and saving water, to promoting important causes with awesome art exhibitions, to partying to raise money for charity, there are tons of ideas for ways to kids to get their voices heard and make an impact on issues that they care about.*



*Green grass is wide and fresh and clean for a family to play in, and brown dirt is perfect for digging a garden. But when gray buildings start to rise up and a whole city builds, can there be any room for green space? The neighbourhood children think so, and they inspire the community to join together and build a garden for everyone to share in the middle of the city.*

*Dear Children of the Earth begins a remarkable letter from Mother Earth asking for help from children everywhere. She writes to express her love for each and every child and asks for their love and appreciation in return. In her own words, and with all of her heart, Mother Earth enfolds children with love and entrusts them with her protection.*



## *Examples of Young Difference Makers*

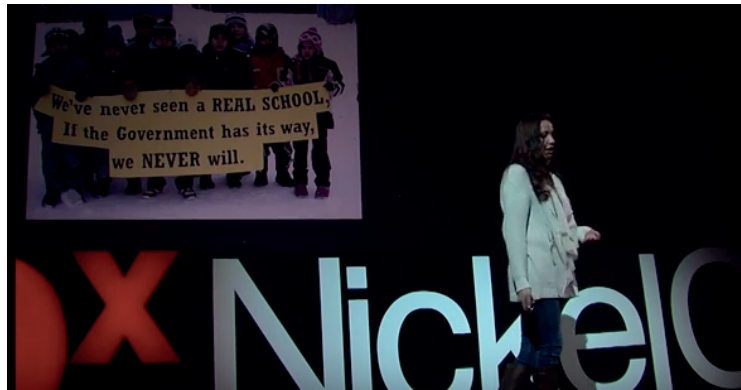


*In 2001, at the tender age of five, Hannah witnessed a homeless man eating from a garbage bin on a bitter winter day. In response to her obvious distress, Hannah's mom simply said "sometimes when you worry and feel sad about things, if you do something to change the problem, your heart won't feel so sad." The next day, Hannah began her quest to change the problem, to the great benefit of Canada's homeless population. (3:36)*

<https://www.youtube.com/watch?v=wwTFxxS6p8w>

<https://www.ladybugfoundation.ca>

*Examples of Young Difference Makers*



*(Published on December 1, 2014). Serena Koostachin inspires viewers with a moving story and movement called "Shannen's Dream" - a movement her sister Shannen started to help bring attention to the rodent and mold infested schools in her First Nation community. The movement engages Aboriginal and non-Aboriginal people to better understand education inequities and to take action. (11:29)*

<https://www.youtube.com/watch?v=e4BFRSlcUi0>

*(Published October, 2010). Timmins-James Bay MP Charlie Angus is keeping Shannen Koostachin's dream alive with a motion in the House of Commons on First Nation schooling. (4:59)*

<https://www.youtube.com/watch?v=FWYCxq4cx-g>



*Examples of Young Difference Makers*



*(Published on July 5, 2012). Alaina Podmorow is a 15 year old who is presently a grade 9 student at Aberdeen Hall University Preparatory School in Kelowna B.C.*

*Alaina is the founder of Little Women for Little Women in Afghanistan and is passionate in her commitment to enforce universal human rights. (6:14)*

<https://www.youtube.com/watch?v=SroVzYL-bFY>

*“The worst thing you  
can do is nothing.”*

*(Published on May 4, 2015, 1:01).*

<https://www.youtube.com/watch?v=VfWOiopCZWg>

<http://www.littlewomenforlittlewomen.com>

*Video Clips to Explore*

*What does it mean to be a Global Citizen?*

(1:44)

[https://www.youtube.com/watch?v=\\_yio6kQrlYQ](https://www.youtube.com/watch?v=_yio6kQrlYQ)

**BE A GLOBAL CITIZEN**

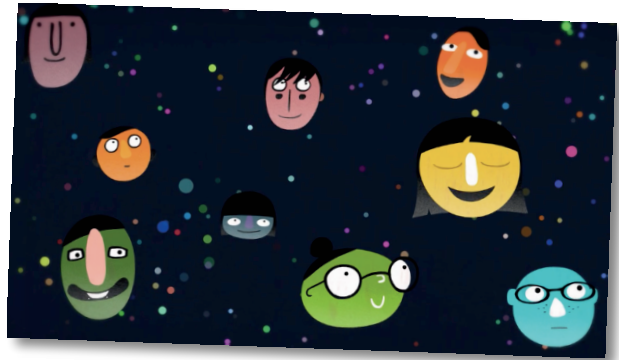


*What Are the World's Biggest Problems?* (3:34)

<https://www.youtube.com/watch?v=YY9nxG2ZQ7w>

*The World's Largest Lesson* (6:19)

<https://vimeo.com/138852758>



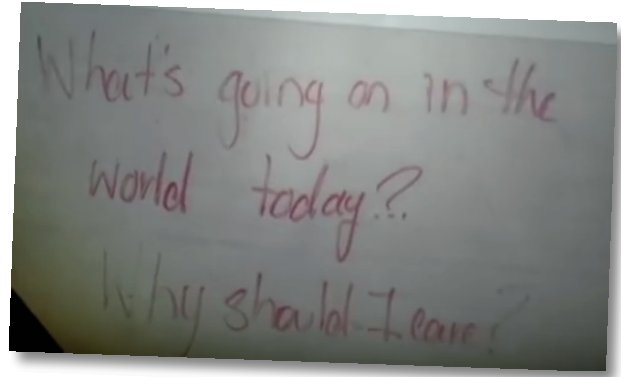
*The World's Largest Lesson 2016* (5:16)

<https://vimeo.com/178464378>

## *Video Clips to Explore*

*If I could Change the World (6:11)*

<https://www.youtube.com/watch?v=wuRURJ9E3iQ>



*For the Heroes: A Pep Talk From Kid President (4:16)*

<https://www.youtube.com/watch?v=tgF1Enrgo2g>

*Global Citizen video playlists - so many thought-provoking video clips to explore.*

[https://www.youtube.com/channel/UCg3\\_C7BwcV0kBIJbBFHTPJQ](https://www.youtube.com/channel/UCg3_C7BwcV0kBIJbBFHTPJQ)



*What is Sustainable Development? (3:40)*

<https://vimeo.com/144354623>

## Websites to Explore



*In September 2015, 193 world leaders agreed to 17 Global Goals for Sustainable Development. If these Goals are completed, it would mean an end to extreme poverty, inequality and climate change by 2030.*

<https://www.globalgoals.org/>

*Kids Go Global is a place for Elementary, Junior and Senior High schools to explore Global Issues and then work alone or with NGOs to take action locally and internationally.*

<http://www.kidsglobal.net/the-issues>



*Global Education promotes understanding of sustainable futures and the importance of developing skills of critical and creative thinking and ethical understanding.*

<http://www.globaleducation.edu.au/resources-gallery/resource-gallery-teaching-activities.html>

**Global Education**  
Teacher resources to encourage a global perspective across the curriculum

## Websites to Explore

*A social action platform for a global generation that wants to solve the world's biggest challenges. #Canada*

<https://www.globalcitizen.org/en/content/tags/canada/>



**WE** is a movement that brings people together and gives them the tools to change the world. Making doing good, doable.

<https://www.we.org>

Building awareness, fostering solutions...

<https://www.plasticoceans.ca>



The Ladybug Foundation makes a difference for people who are homeless

<https://www.ladybugfoundation.ca>



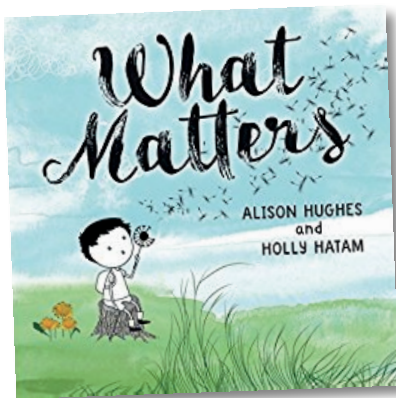
## Lesson ~ What Matters?

**Driving Questions:** What is social responsibility? What does it mean to be socially responsible? What does it look like?

**Learning Targets:** Thinking critically; making meaningful personal connections; engaging with others to share and develop ideas.

**Co-constructing ideas:** What is social responsibility? What does it mean to be socially responsible? What does it look like? How do we define it?

Invite learners to think about ‘social responsibility’ and what it means to them...what it could look like... When students have an idea to contribute they are encouraged to contribute. Teachers will jot down, acknowledge and discuss student contributions.



**Establishing a need to know:** Share the story *What Matters* by Alison Hughes.

What happens when a young boy picks up a single piece of litter? He doesn't know it, but his tiny act has BIG consequences.

**Establish a purpose for viewing/listening:** Share the image of the front cover with students, along with the title. Invite students consider and predict what the story might be about.

**Digging deeper:** Share the link to the Social Responsibility core competency with students, how its a part of the curriculum. <https://curriculum.gov.bc.ca/competencies/social-responsibility>

*Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.*

**A closer look:** Share the clip *Isabel, Pet Portraits* (2:28)

<https://www.youtube.com/watch?v=xk2TC0BBdHg>

Motivated by her love for animals Isabel uses her talents as an artist to make a difference. For a small donation, this seven year old will draw a picture of your pet and all money raised goes to a local animal shelter. Dogs, cats, bunnies - hundreds of pet portraits have been created by Isabel.



Invite students to watch the clip and be responsible for jotting down either a Notice/ a Think /or a Wonder to share and contribute to the learning:

Notice - something I saw/observed in the video clip

Think - a connection to prior knowledge / experience, or an inference

Wonder - a deep thinking question

**Independent performance of understanding:**

Students work independently in response to the social responsibility think mat.

What issues matter to you? What are you concerned about?

What do you do / could you do to make a positive difference in the world around you?

The image shows a worksheet titled "What Matters?" with a green triangle containing the letters "PS". To the right, it reads "SOCIAL RESPONSIBILITY CORE COMPETENCY" and includes a definition: "Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships." Below this is a two-column table for student responses.

What bugs you? What issues matter to you? What are you concerned about?	What do you do / What could you do to make a positive difference in the world around you?

*What Matters?*



## **SOCIAL RESPONSIBILITY CORE COMPETENCY**

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

What bugs you? What issues matter to you? What are you concerned about?	What do you do / What could you do to make a positive difference in the world around you?

## *Lesson ~ Create something to make the world awesome*

### **Big Ideas:**

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

### **Core Competencies:**

**C** I can understand and share information about a topic that is important to me.

**PS** I can participate in classroom and group activities to improve the classroom, school community or natural world.



**Learning Target:** Using stop motion animation to share a message, I take action to support diversity and defend human rights and can identify how diversity is beneficial for my community.

**Driving question:** “What will you create to make the world awesome?” which comes from a video found on YouTube called *A Pep Talk from Kid President to You* (3:27)

<https://www.youtube.com/watch?v=l-gQLqv9f4o>“



*“...what will you create to make the world awesome? Nothing if you keep sitting there. That’s why I’m talking to you today. This is your time! This is my time! It’s our time, if we can make everyday better for each other, if we’re all on the same team let’s start acting like it. We got work to do. We can cry about it or dance about it! We were made to be awesome! Let’s get out there! I don’t know everything, I’m just a kid. But I know this, its everybody’s duty to give the world a reason to dance. So get to it. You’ve just been pep talked. Create something that will make the world awesome.”*

**Zooming in:** Share some examples of projects created using Stop Motion Animation, inviting students to think about using this technology to create something to share a message about valuing diversity.

<http://www.youtube.com/watch?v=GSzCLf8tjP4> (2:06) Magic Water

<http://www.youtube.com/watch?v=EOvEhWfneUM> (3:55) Lego Mini Golf

<http://www.youtube.com/watch?v=8uOcBIJIQco> (1:23) Whiteboard Workout

## *Lesson ~ Create something to make the world awesome*

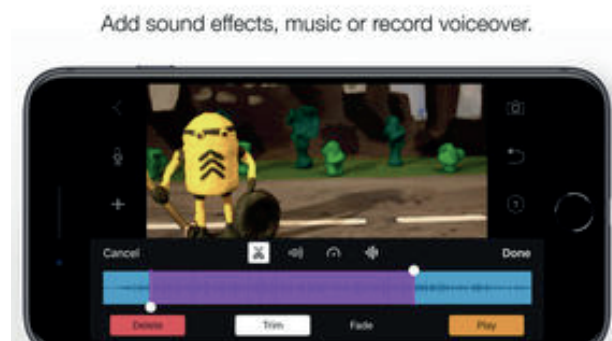
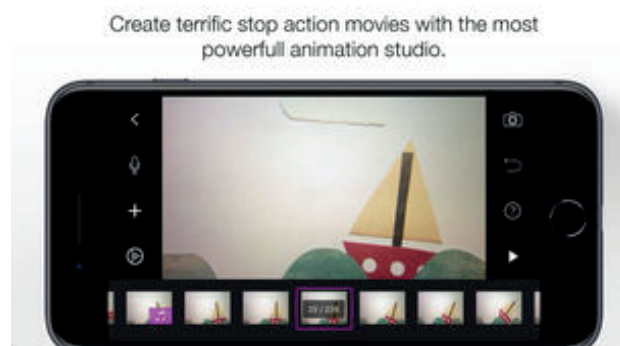
Working in teams of two, students will brainstorm ideas, come up with a concept, plan and shoot a stop motion short that focuses on bringing awareness to making a positive difference.

As part of the planning process, students are encouraged to draft their ideas first on paper (see following). Students will need to determine how they will use *Stop Motion Studio* to share their difference maker message. Students will also need to think about and determine what medium they will use (Lego, clay, whiteboard and dry erase marker...) and what their message will be.

Provide a demo and brief tutorial for using the app *Stop Motion Studio*.



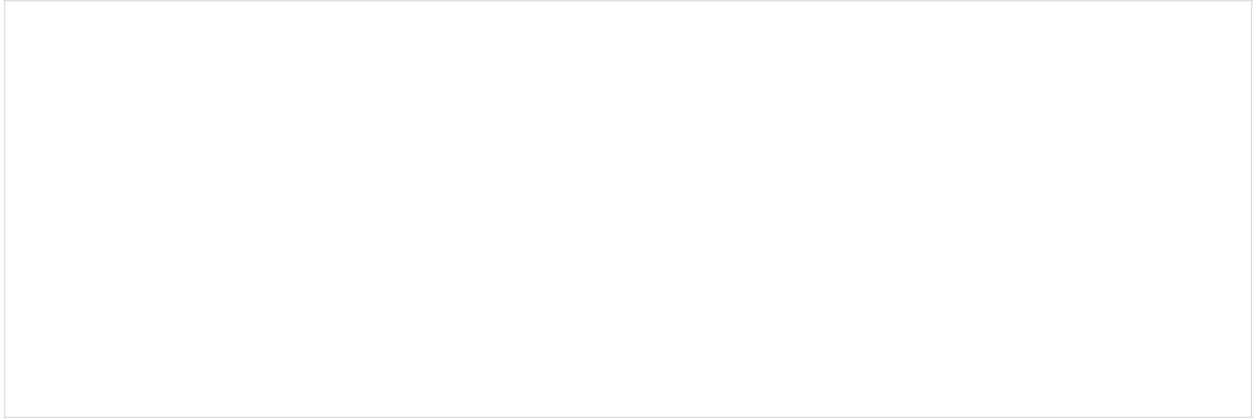
Students can use their own devices (iPads, iPhones) or school iPads to create their stop motion clip. Necessary materials can be brought from home or will be provided at school. Time and space at school can be provided to capture and produce the projects.



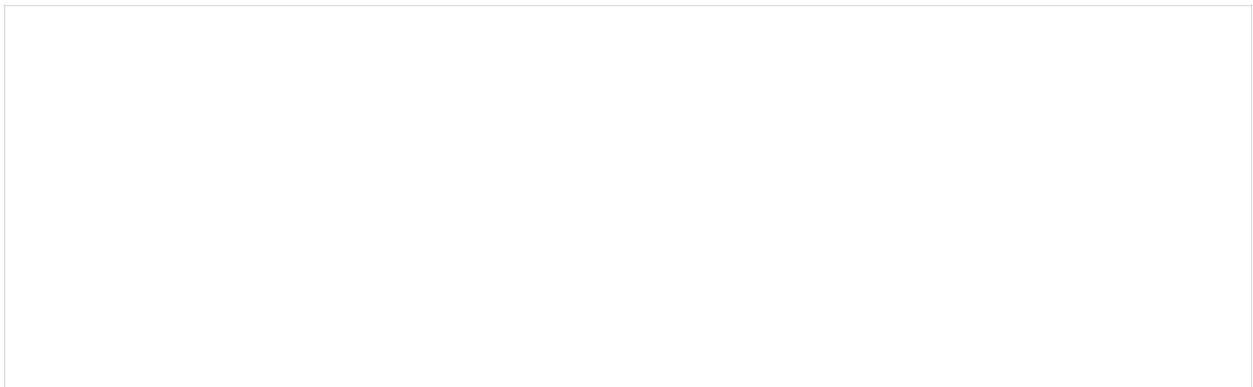
## *Lesson ~ Create something to make the world awesome*

Stop Motion Project ~ What is a difference maker?

**Step 1:** Determine the topic ~ What is our message about being a difference maker?



Main ideas ~ What do we want the viewer to understand?



**Step 2** ~ Create a storyboard for approval BEFORE you begin shooting

A storyboard is a draft visual representation of the different shots (shot sketches) in the order they will appear in the finished work. *Your drawings can be simple stick figures.*

In addition, include:

1. a description of the materials you plan to use...(Lego, Clay, Whiteboards )
2. an audio description (where the narration comes in, or if there is music over the shot.)

**Step 3**~ Collect or create the stop motion on your device...

**Step 4** ~ Add captions and edit your video clip...

**Step 5**~ Add your audio...

*Lesson ~ Create something to make the world awesome*

Team self-assessment:

What worked?
What was difficult?
What would you do differently next time?

As a team, respond to the criteria below by sharing specific evidence of your successes:

<b>Criteria for Success</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
Our Stop Motion offers an informative, thought-provoking message about being a difference maker.				
Our Stop Motion includes eye-catching images and sound.				
Our message prompts the viewer to think differently about making a difference, and to take action.				
Our team worked well together ~ communicating with purpose (contributing ideas), thinking creatively, and sharing responsibility (learning from each other)				

## *A Student Driven Inquiry Framework*



### **ENGAGE & QUESTION**

In this stage, teachers 'tune in' to what the students know, gather prior knowledge, and lay the foundation for the inquiry. Students formulate wonder questions.

Students are guided by these questions:

- What do I know about the topic?
- What ideas am I interested in?
- What wonder questions do I have?
- Why does this topic/idea matter?



### **INVESTIGATE**

In this stage, students develop a plan and gather information.

Students are guided by these questions:

- How will I go about answering my wonder questions?
- How will I find suitable, relevant and reliable information?
- Did I check information using more than one source?



## *A Student Driven Inquiry Framework*



### **CONSTRUCT AND CREATE**

In this stage, students sort out what they have learned.

Students are guided by these questions:

- How can I sort the information I have found?
- Is my information, complete, accurate and fair?
- How will I organize my findings in a logical way?



### **COMMUNICATE**

In this stage, students communicate their findings.

Students are guided by the following questions:

- How will I share my information to interest the audience?
- Is my communication appropriate for my audience and purpose?
- Are my ideas clearly presented?

## *A Student Driven Inquiry Framework*



### **REFLECT**

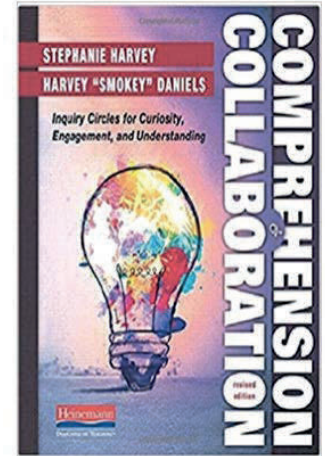
In this stage, students reflect on their learning.

Students are guided by the following questions:

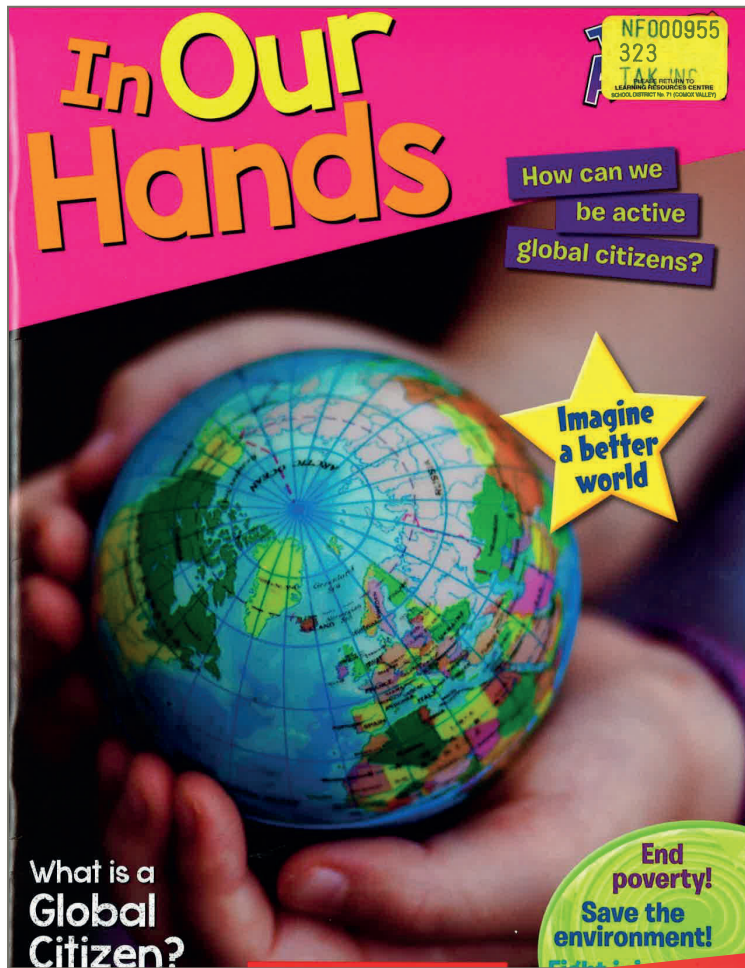
- What have I learned from my inquiry?
- How could I act on this? Will it make a difference?
- What worked well?
- What was difficult?
- What can I do differently next time?



## *‘What learners can do during inquiry time’*



- ◆ **Read to themselves** ~ nothing correlates more highly with reading achievement than reading volume. Reading provides the most direct route to finding information and answering questions. So just plain, independent reading is one of the most important things kids can do during inquiry circle time.
- ◆ **Read to each other** ~ reading together with an inquiry circle partner or the entire inquiry circle can spur conversation and lead kids to discoveries they might not make when reading alone.
- ◆ **Conduct research online** ~ choosing sources which are accurate and authoritative. Is the source up to date? Consider EBSCO and other Destiny based links.
- ◆ **Respond in writing and/or drawing** ~ jotting and drawing thinking is especially useful when reading to find information and answer questions. Keeping track of thoughts and questions helps students clarify their understanding and synthesize information. Students are encouraged to write and/or draw about their research, whether in books, online, watching a video, or scrutinizing an artifact .
- ◆ **Respond by talking** ~ talking with groups or partners goes a long way toward learning and understanding. Explicitly set and co-construct criteria for ‘quiet conversation’.
- ◆ **Develop interview questions and conduct practice interviews** ~ students come up with some interview questions and practice interviewing with an inquiry partner.
- ◆ **Contact specialists and experts** ~ Students work with partners to come up with a list of people they might want to contact to get more information.
- ◆ **Maintain a research notebook** ~ We remind students to sort through their written and drawn responses and write up important findings in their notebooks so they don’t lose track of them. Often these discoveries lead to more questions.
- ◆ **Plan to actively use knowledge and take action** ~ Students can discuss how they plan to actively use the knowledge which they have acquired. They might decide to simply share it with the class or they may be moved to take a more public advocacy position. They can talk with each other and then make a collaborative plan.



*"In Our Hands invites readers to be a global citizen and engage with issues facing humanity and the environment. The magazine begins with ways to become aware and active as an agent who can raise awareness, articulate a vision and help get things done."*  
- Jeffrey Wilhelm, Series Editor.

~ A box sets of 16 magazines and the teacher guides are available through Destiny ~

Call #: NF 323 TAK INO



*Inquiry Project Student Self-Reflection*



***FEEL*** – What is the issue/the idea you explored?

What question/questions did you begin with?

Why were you drawn to this issue/idea?

Why is this a problem? Why are you concerned about this; curious about this?

Who does it affect?

***IMAGINE*** – What did you find out about the issue/idea? Where did your research lead you?

What worked? What was difficult? What would you do different next time?

Who are the people, what are the ideas/events that are contributing to the problem?

Who has helped or are trying to change the problem?

What did you imagine yourself doing about this issue?

What new questions came from this work?

*Inquiry Project Student Self-Reflection*

**DO** – What actions did you take to address this issue/  
explore this idea?

**NEXT STEPS** - Is this issue over for you? Do you have  
any next steps in mind? What do you plan to do next?




What can I (we) do personally, locally and globally to  
help make a difference?

Are you on to something new?



Reflecting on the core competencies

Name: \_\_\_\_\_

	What worked?	What was difficult?	What could I do differently next time?
Communicating with purpose... 			
Thinking creatively... Thinking critically... 			
Personal and Social responsibility... 			



# Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE