Global Schools Program

Course Overview

Grade 2

Notice: All content of this was produced and published independently of the Global Schools Program.

Overview	
Learning Goal	
Moving from global to local, learners will identify features of the global communities, their local community, their classmates, and finally themselves.	
Lesson Scaffold	
Lesson 1	Questioning the World Around Us
Lesson 2	Interviewing a Classmate
Lesson 3	Presenting Your Classmate
Lesson 4	Friendly Bar Graphs
Lesson 5	Debriefing and Reflecting
Learning Objectives	
● Students will explore and discover the diversity that exists in the classroom and the world. ● Students will learn more about what makes other students in the class special. ● Students will become more curious and interested in other cultures. ● Students will practice raising questions and performing active listening.	

Grade 2 Lesson 1
"Questioning the World Around Us: Asking Questions About Culture, Place, and Experience"

Time Frame: 30 minutes
Subjects: Reading/Language Arts
Standards: Peace, Justice, and Strong Institutions (SDG 16)
Designed by: Josie Papazis and Ben Searle

Summary and Rationale: In this lesson, teachers will use a mentor text and photographs to incite interest and scaffold student inquiry. Students will then practice generating appropriate questions to ask others to learn about their culture, experiences, and background. By using visual supports, students are able to identify points of curiosity and will use teacher support to formulate appropriate and probing questions. Questioning is an essential component of building cultural understanding as well as a means to train students to be more metacognitive about their understanding of the world around them.

Instructional Goal: Students will be able to...
   ● Understand the meaning of diversity
   ● Recognize the role diversity plays in day-to-day life
   ● Identify and celebrate the value of diversity

Understanding Goal: Students will learn how to structure thoughtful questions, and about the importance of learning from other's perspectives and experiences.

Essential Questions:
   ● How are other people similar to us?
   ● How are they different from us?
   ● In what ways do people's experiences shape their opinions?
   ● What can we learn from other people that we cannot learn from other places?

Student Learning Objectives: Students will be able to generate appropriate, inquiry-based questions about interests, home life, and cultural practices using visual supports and modeled questioning.

Assessment: Student responses in reading discussion and group-generated questions about the photo.

   ● **Sequence of Activities:**
      ○ Teacher reads *Where Children Sleep* (http://tiny.cc/G2L1R1).

- ○ Teacher chooses 3-4 children from the book and asks students what sort of questions they would ask some of the children in the book if they would like to know them better.
- ○ Teacher should guide students towards more open-ended questions that would generate more substantial responses.
- ○ Teacher writes model questions on the board.
- ○ Teacher then posts 4 pictures of people from different cultural backgrounds, age/ethnic groups, to the class; ask students if they know anything/want to know anything about the people in the picture.
- ○ In groups of three or four students, generate five questions about one of the people in the photographs.

Resources for Teachers:
- ● *Where Children Sleep* by James Molleson: http://tiny.cc/G2L1R1

Grade 2 Lesson 2
"Interviewing a Classmate"

Time Frame: 45 minutes
Subjects: English/Language Arts
Standards: Peace, Justice and Strong Institutions (SDG 16); Partnership for the Goals (SDG 17)
Designed by: Josie Papazis, Ben Searle, Vijayaragavan Prabakaran

Summary and Rationale: Building off skills learned in Lesson 1, students will build empathy and increase understanding of their peers though the process of asking open ended questions and listening actively. Students will track their classmates' responses to present in the next lesson.

Instructional Goal: Students will be able to conduct peer interviews, taking notes for later presentation.

Understanding Goal: Students will understand that when they ask thoughtful, open-ended questions and listen carefully, they can learn things from their peers that they would have never known otherwise.

Essential Questions:
- What do I already know about this person?
- What do I want to know about this person?
- Did anything I learned about this person surprise me?
- Did anything help me understand them better?
- What do I want to know now?
- How can I best ask questions to find out that information?

Student Learning Objectives (Students will be able to):
- Generate open-ended questions through writing
- Identify the interests and backgrounds of another student through active listening

Assessment: Student presentations.

Sequence of Activities:

★ **Part 1:** Teacher leads instruction on identifying and generating open-ended questions. Open-ended questions can help us discover what makes other people unique and special. There is no right or wrong answer to an open-ended question. An open-ended question can't be answered with "Yes" or "No."

★ **Part 2:** Each student copies down the 4 example open-ended questions below. Then, each student creates one or two new open-ended questions of their own (e.g. "Tell me...?", "What...?", "How...?", or "Why...?").

   Sample questions for students to use:
   - Tell me about your happiest memory.
   - What does it mean to be a "good friend?"
   - How do you get to school in the morning?
   - Why do you like school?

★ **Part 3:** Working in pairs, students will use their list of questions to interview their partner to learn more about them. Students should take turns asking questions and listening carefully.

   Student Challenge: Students should document what they learn about their partner by writing down key words or drawing pictures to help them remember what they learn about their partner.

★ **Part 4:** Teacher will lead a class reflection discussion with these guiding questions:
   - Can someone share with the class one new thing they learned about their partner?
   - Did you discover anything that you and your partner have in common?
   - How are you and your partner similar or different?
   - How did you feel when your partner asked you an open-ended question?
   - If everybody was the same, would that be good? Why or why not?

Grade 2 Lesson 3
"Presenting Your Classmate"

Time Frame: 30 minutes
Subjects: Language Arts
Standards: Peace, Justice and Strong Institutions (SDG 16); Partnership for the Goals (SDG 17)
Designed by: Josie Papazis, Ben Searle, Vijayaragavan Prabakaran

Summary and Rationale: In this lesson, students will present the findings of their interviews with their peers. To scaffold accordingly, teachers will present guiding questions to support student presentations. By sharing their findings, students will build classroom community and support intercultural understanding.

Instructional Goal: Students will be able to present findings of their peer interviews with the class.

Understanding Goal: When we all ask thoughtful questions and listen carefully, we can find out things about our class we would have never known otherwise and build more meaningful friendships.

Essential Questions:
- What did I learn from my interview?
- How do I want to present it to the class?
- What did I learn from other people's interviews?
- How does this new information impact our class community and my relationships with my classmates?

Student Learning Objectives (Students will be able to):
- Actively recall their interview from the last session
- Present three to five new things they learned about their classmates

Sequence of Activities:

★ **Part 1:** Building off the previous activity, each student will stand up and share a few positive things about their partner that they learned. Students will use the following questions as a guide:

- Who are they?
- What are they like?
- Why are they special?

- How are they different from you?
- What do you like about interviewing your partner?
- Were you uncomfortable asking questions? If yes, why do you think so?

★ **Part 2:** As an extension, students can create a poem, a dance, a drawing, or bring a small gift to present to their partner that celebrates or illustrates something they like about their partner.

★ **Part 3:** Teacher will lead students in a reflection after all presentations are done using the following guiding questions:

- Can someone share how they felt when their partner said something nice about them?
- Can someone share how they felt when they said something nice about their partner?
- Why does it feel good to say nice things?
- Why do you think it is good to be different or unique?

Grade 2 Lesson 4
"Friendly Bar Graphs"

Time Frame: 40 minutes
Subjects: Language Arts, Math
Standards: Good Health and Well-Being (SDG 3); Peace, Justice and Strong Institutions (SDG 16); Partnership for the Goals (SDG 17)
Designed by: Vijayaragavan Prabakaran

Summary and Rationale: Teacher will model how to collect and represent data in bar graphs in order for students to quantify different perspectives in their class and understand commonalities within their classroom communities.

Instructional Goal: Students will learn about different ways to present information from teacher modeling.

Understanding Goal: The way I present information is just as important as the actual information itself, and I must think carefully about what I want my audience to learn from my presentations.

Essential Questions:
- How do we most commonly present information?
- What types of presentation are best for different types of information?
  - Numerical data?
  - Interviews?
  - Other ideas?
- How does the way in which I present information affect how people view that information?

Sequence of Activities: Teacher facilitates student discussion about the qualities of a good friend and organizes data into simple bar graphs.

Suggested Script:

Teacher: "What is one word you would use to describe a friend? What makes a good friend? Think about a friend or a person you like to spend time with, and write down two or three words that describe them."

Optional: The teacher may choose to write a list of adjectives on the board for kids to choose from.

Teacher: "Now, as each of you tell me a word that describes a good friend, I am going to write that down."

Writes on the board.

Teacher: "Oh, there's so many great words on the board, and some of you said the same words. Wouldn't it be cool if we had a way of showing the most common qualities of a good friend in a graph?"

Teacher categorizes data and models counting of each category, writing a number for each quality depending on how many students listed that quality.

Example: "Funny" – 7 students, "Kind" – 5 students, "Helpful" – 4 students, "Smart" – 2 students

Teacher: "Fantastic! Now, we are going to learn how to show this in a picture with bars."

Teacher draws the bar graph and tells the students that the categories are on the bottom line and the number will be the vertical line.

Teacher: "This is very interesting! Now we can know the most important qualities of a good friend just by looking at this picture. This is also called a bar graph."

Teacher checks for understanding.

Teacher: "Now, we are going to do another bar graph, but all together this time."

Teacher cold calls or picks a student who asks a question they are interested to know about for the whole class (e.g. "What is your favorite color//animal/food?"). Teacher facilitates the student to collect data and write it in number (abstract) form, and then to draw it as a bar graph.

Options for Independent Practice:
- Student teams use the data they already have collected from the previous lessons about their friends, and represent that data in graphs.
- Student teams do a project outside the class on questions that would lay the foundation for SDG competencies:
    - How many times were you helpful this week?
    - How many of your friends speak a different language?
    - How many times did you share something?

Grade 2 Lesson 5
"Debriefing and Reflecting"

Time Frame: 20 minutes
Subjects: Language Arts, Math
Standards: Peace, Justice and Strong Institutions (SDG 16); Partnership for the Goals (SDG 17)
Designed by: Josie Papazis, Ben Searle

Summary and Rationale: It is important to ensure that students be metacognitive about the importance of questioning and why we use questions to build bridges. Through guided reflection, students will reflect on the process and discuss how to transfer these skills to contexts outside of the classroom in order to ask questions of their peers and the world around them.

Instructional Goal: Students will be able to consider what they have learned about thoughtful questioning, and reflect on how they can bring these conclusions into their everyday life.

Understanding Goal: The skills I have learned from interviewing my classmates are also applicable to my relationships with other people outside of class, and I should continue to ask thoughtful questions and listen actively in my life.

Essential Questions:
- What did I learn about asking questions and interpreting answers from this project?
- Was there anything that surprised me, or that I had never considered before?
- Are there any other settings in which these skills might be valuable? If so, what are they?

Student Learning Objectives (Students will be able to):
- Reflect on the interview and inquiry process
- Share their reflections with the class

Sequence of Activities: Teacher will lead the class in the following questions...
- What was difficult about this process?
- Was it easy talking with your partner?
- What did you learn about your partner that you didn't know before?

Target Themes and Responses:
- Accepting differences/tolerating
- Collaborative learning