

ecoMentors Lesson Plan Template: Helping kids explore the planet! www.ecomentors.ca

Title: Global Communities

Grade Level(s): 2

Time/Date:

School:

Teacher:

Directions to school, class:

Contact Info:

Ontario Curriculum Connection: Canada and World Connections – Features of Communities Around the World

Vocabulary: Words & Concepts your class may be learning, look these up yourself too!

Community – A group of people living in the same place or doing the same thing

Local - from your city, town or province or anywhere close to where you live rather than far away or overseas

North – the places in the world that are closest to the top of the globe

Equator – the line that is in the middle of the globe, the hottest place

South – the places in the world that are closest to the bottom of the globe

Tropical – Hot places in the world that are close to the equator

Materials and Equipment: List these before and while you plan and revise so you're prepared.

- Confirm with the teacher that there is a world map or globe present
- one 3' or 4' diameter cardboard circle with a small picture of a dinner table or person in the centre.
- ask the students and teacher ahead of time to each bring in last week's grocery store fliers (3-5 fliers/student)
- confirm that the students have scissors and glue beforehand
- two produce items from the supermarket or home. Use items you can find both locally and from away like apples, pears, onions, garlic, potatoes, squash, cucumbers...etc. Buy one organic, local item and a non-local (preferably somewhere overseas) non-organic produce item. Try to have the two items look somewhat similar.

What is your class accomplishing?: Learning & Activity Goals, Objectives

- **Describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing and shelter**
- **Demonstrate an understanding of the relationship between location and climate**
- **Identify the ways in which climate affects how needs (food, recreation, shelter) are met in different communities around the world**
- **Describe some everyday items and identify the countries of origin of these items**
- **Identify factors that influence the choice of clothing and food**

PROCEDURE

The Spark: Introductions, Demonstrations, Show and Tell, Topic Intro (Break the ice!) ~5-10min

- Ask students to introduce themselves along with the last thing they ate. For an added twist tell the students they must introduce one other student and remember what said was the last thing they ate.

- Bring in two identical pieces of fruit, one from Ontario or Canada and one from out of the country. Put them both on display in front of the class and ask 'What is the difference between these two apples, pears, peaches...?' Ask student to walk around the class with the apples showing the others. Get as many answers as you can from the students. Giving them hints until they find that the apples came from different places. Point these places out on the map.

- Tell them the difference about the food item you brought.

What does local mean? Can anyone spell it? **Local - from your city, town or province or anywhere close to where you live rather than far away or overseas**

Where is the North? Point it out on the map. What do people do for fun in the cold North? What do people do for fun in Canada and the U.S.A.?

Does anyone know what the equator is? Point out the equator on the map. What do we call the countries around the equator? What do people do near the equator in hot places? What kinds of food grow in the cold North?

Mostly food from the ocean, fish, whales, seals *What kinds of food grow in Canada?*

What kinds of food grow in the tropics where it is very hot? Why is it so hot close to the equator?

Brainstorming, Getting ideas, Connecting ideas (assess their knowledge!) ~10-20min

On the black board, make 3 lists/columns **Canada, Tropical and Both.**

Have the students brainstorm on different kinds of food foods and place them under the proper titles, some may appear in both lists such as apples, pears, potatoes, grapes... however some may only appear in Tropical. If they find it difficult to think about examples of food, have them to take a look in the fliers.

“Why should we eat foods that are from Canada?”

- Less energy for the food to travel far
- Fresher, more nutrients, healthier
- Help our people in our neighborhoods, cities and country
- Less wax and chemicals to preserve the food
- Going to farmers markets is fun and tasty!

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play ~10-30mins

Food Circle – Goal: identify local and non-local foods.

Stick the cardboard circle to the wall or blackboard. Tell students that they’ll be making a collage.

“Ok, everyone, today, we will be going shopping. Do you go shopping with your mom or dad? What do you look for? Today we will be looking for food from Canada.. Read through your fliers and find some food with the word ‘Canada’ beside it. Can anyone spell Canada for me? Especially good is food from Ontario can anyone spell Ontario?” Write Canada and Ontario on the board so students become familiar with the words. Give students 5-7 mins for to flip through their grocery fliers and find food items that are from Canada. The students should look for the word ‘Canada’ beside the product in the flier. Ask students to glue the food products close to the middle of the circle. Tell students the food items with the word ‘Ontario’ beside them are the best.

“Ok, Everyone now we are going to find foods that are not from Canada, some of the food items you will have are from U.S.A. or they have other names. If you don’t know the name, you can come to the front of the class and ask me to find it on the globe/map for you!” Give students 5-7 mins for to flip through their grocery fliers and find food items that are not from Canada. The students should look for other country names beside the product in the flier. You may have to help students with identifying the country name and gluing the food in an appropriate place. Ask students to glue the food products on the circle depending on how far away their home country is.

1. From Ontario (glue these items close to the center of the circle)
2. From Canada (glue these items at a distance from the circle’s center according how far away they are from ON)
3. Are from far away places and overseas (glue these items at a distance from the circle’s center according how far away they are from ON)

Before you ask the students to start, demonstrate how you would like images selected from a flier, cut out and posted on the circle. Also encourage students to cut out funny pics of people or other images they may find in the fliers to add some humor to the art collage.

Contingency, Plan B, extra game or activity (Back up plan) ~5-10mins

Ask students to draw a picture of them buying a local food product and where it is from.

Presentation of Findings ~5-15mins

Ask students to point out the items they have clipped and why they have placed the items where they are placed.

Review, Conclusion and steps towards continued action ~5-10mins

So why is it good to buy local foods? What local foods will you ask your family to buy?

References

<http://www.kidsregen.org/bigStory/summer04.php>

Great work ecoMentor! After use of Lesson Plan revise, add ideas and repeat!