

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

Title: Urban and Rural communities

Grade Level(s): 3

Time/Date:

School:

Teacher:

Directions to school, class:

Ontario Curriculum Connection: Canada and World connections: Urban and Rural Communities

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

Urban – In the city

Rural – In the country side

Community – Group of people, plants or animals living close together and sharing resources

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

Black board and chalk

Paper and pencils for the students (in classroom)

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

- **Identify distinguishing features of urban and rural communities**
- **Describe some possible relationships between communities and natural environments**
- **Demonstrate an awareness of the possible differences and similarities among environments**
- **Demonstrate an understanding of the characteristics of urban and rural communities**
- **Describe the interaction between people and the environment**
- **Describe ways in which they and their family use the natural environment**

PROCEDURE

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

Hello class, my name is Today we are going to talk about where we live. Could you all introduce yourself and say in what kind of neighborhood you live? Do you have a house with a garden or do you live close to a park? Do you live in a apartment building? What floor? Many trees?

Let each student name 1 or 2 things that are characteristic for the place where he/she lives.

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

Does anyone know what the word Urban means? Do you live in an urban area? How do you know if an area is urban? What do you call an area with fields ,forests, farms and no cities? So there are 2 different areas that we are going to talk about today; urban areas (cities) and rural areas (farmland and nature).

1. Write these 2 words in two columns on the black board.

2. Ask the students to come up with as many characteristics of urban areas as they can think of (hint in the direction of transportation, entertainment, land use, population, buildings, pollution ..). Write all these examples down in the column **Urban** (i.e., cars, tall buildings, movies, lots of people, litter, recycling...).

3. Then ask the students to come up with all the characteristics they can think of for rural areas. Again; hint at the different categories mentioned above. Write all these characteristics down in the column **Rural** (fields, animals, tractors, forests, clean air, pesticides...).

4. Ask students what features/things of urban and rural areas are connected/similar/common? i.e., cars and tractors – transportation; offices, apartments, barns and houses – buildings; lots of people, not many people – population; forests, fields, city parks, parking lots – landuse; arcades, movies, swimming in a lake, animals – entertainment.

5. Connect all related features with lines and arrows as you like and let the class decide what you would call each category, write these in a third column (you can lead them to some of the categories listed above.)

Ask the class: *If you look at these lists of typical things for urban and rural areas; what do you think is the biggest difference between the urban and rural areas?* Discuss the differences in population size, the amount of 'green space' and pollution.

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

The Debate from Outer Space!

Tell the students that we will be having a friendly debate. *Does anyone know what a debate is?* **A debate is a discussion between two groups. Each group tries to convince the other group and the ecoMentor that their community and opinion is best. A debate is not an argument. Everyone respects others opinions.**

Can you all think of some rules that we can follow for this debate? (no talking when the other group is presenting!) See if you can make 3-4 rules for the group.

In this case, I (the ecoMentor) will be the grandfather/grandmother of a big family from outer space. You will all be my extraterrestrial family. We have just landed on Earth with our spaceship and we'd like to stay on this happy planet. We are deciding if we should live in an Urban or Rural area. Each group will have two minutes to explain why they think their community is best. You can all look at the board for the different features of urban and rural communities that we brainstormed earlier. (transportation, land use, pollution, entertainment...)

Who has lived or has a friend/relative that lives in a rural area. Ask these students to be the Rural Group Divide the class into 2 groups. One group is the Urban Community and the other, the Rural Community. Try to ensure that the groups are even in size.

*Each group gets 2 minutes to tell the other group why they want to move to/live in an urban/rural community. You will all get 2 minutes for each category/feature. Flip a coin to decide which group will go first, the first group can choose the category they would like to start with. Let the teacher be the timer if possible. Make two columns on the board with the titles **Urban and Rural**. For every valid point given by a team member make one mark in their column. Be careful not to give points for repeated answers.*

Have one round for each category. You can tally the points at the end and see which team had more points. Be careful with winners and losers, because in a debate, it's all about opinion! In the end you can end the debate with ... *I'm going back to space. You can all live where you like!*

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play(Pt. II or Cont...) ~10-30mins

Let the students think of the green space where they live. *Do you ever go to a park? Do you play in your back yard? How would you feel if there were no gardens, parks or back yards in the city?*

Let the students think about things they could do to increase and protect the green space in their cities:

Form groups of 4-6 students, and let them brainstorm about a way to preserve and increase the natural areas in their city (i.e. create a school garden, write letters to the local government to ask them to expand the city parks, plant more trees and plants in their back yards, ask the local government if they can plant trees on empty lots, ...) Let the students be creative!

Let each group present their plan in the form of a brochure, explaining what their plan is and how they could realize it.

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

- Ask the students to name some jobs typical for rural areas (farmers, rangers, miners, fisherman ... think of some jobs yourself!) Ask the students to name jobs that are typical for an urban area (taxi drivers, hotel owners, bankers, .. think of some creative and recognizable jobs yourself!)

- Let the students draw a picture of how they and their families use nature (think of camping trips, apple picking, hiking, grow veggies, pick flowers, fishing, ..) Or draw their ideal living community.

Presentation of Findings ~5-15mins

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

What do the farmers produce in the rural areas? Food! Do cities produce food? No, you can buy lots of food in the cities, but it is not grown in the cities. Where does the food that we eat in the cities come from? Farms in rural areas!

Where could we find most trees? In rural areas. What do trees produce that we need? Air (oxygen) to breathe! What would happen if our planet had only urban areas and no rural areas? There would not be enough trees to produce the air for us to live! What else do trees produce that we use? Fruit, wood, paper

So why is it important that there are rural areas? Without rural areas people in the cities could not eat, breathe, or use wood and paper

References

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