**Heritage and Citizenship: Grade One - Relationships, Rules, and Responsibilities**

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Guiding Question: Why is it important to have relationships, rules, and responsibilities?

Overall Expectations

• identify people with whom they have significant relationships, and the rules and responsibilities associated with people, places, and events in their lives and communities;

• use a variety of resources and tools togather, process, and communicate information about the rules people follow in daily life and the responsibilities of family members and other people in their school and community;

• explain how and why relationships, rules, and responsibilities may change over time, and in different places.

Expectation: 1z8

Activity: Brainstorming List

Based on the previous activity the children will use the relationship that they had identified earlier to then make a connection to an event that they would do with this person, by using the prompting question, “What is something that you have done with this person?”. The children will then draw a picture, equipped with a simple sentence identifying what the event is.

Skills: Attentive listening, brainstorming, fine motor skills, self-regulation.

Assessment: Observations

Expectation: 1z6

Activity: Mind Map

Create a mind map to identify relationships within the students’ lives through a group discussion. Guiding questions include “Who are the important people in your life?” and “What do you do to help the important people in your life?”

Skills: Attentive listening, brainstorming, cooperation, self regulation.

Assessment: Observations

Expectation: 1z10

Activity: Brainstorming

As a group the children will brainstorm a list of ideas that they would like to know about rules and responsibilities that they are familiar with and that they follow either at home or at school. From these ideas, simple questions will be generated. I.e., “Why do you share with your family members?”

Skills: Brainstorming skills

Assessment: Anecdotal record.

Expectation: 1z9, 1z5, 1z16

Activity: Think Aloud

Read a story about a common topic such as “sharing “that may have arisen within the children’s events. Based on this book, the children will participate in a think aloud, discussing the importance of rules and responsibilities and why they have been established. Also discussing how and why the children would follow the rules and responsibilities that are enforced.

Skills: Attentive listening, communication skills, and brainstorming.

Assessment: Anecdotal record

Expectation: 1z7

Activity: Shared Reading

A book depicting a relationship that illustrates specific rules and responsibilities that goes along with the relationship. Once the book is read, a discussion will be generated focused on the rules and responsibilities, which the children will then be able to make self-connections to their own event experiences based from the previous group sharing.

Skills: Attentive listening, communication skills, and cooperative skills

Evaluation: Rubric

Expectation: 1z4

Activity: Group Sharing

The children present their pictures from the previous activity to the class. They will describe who the person is, why they choose the person, and what the event is that they are doing with the person.

Skills: Communication skills and listening skills

Assessment: Checklist

Expectation: 1z15

Activity: Scenario

Present a scenario to the class that will illustrate a change of responsibilities within a relationship. Allow individual think time to assess the newly presented situation. The children will then come back as a group and discuss thoughts and outcomes.

Skills: Attentive listening, communication skills, brainstorming skills, and independent thinking skills.

Assessment: Observations

Expectation: 1z13 and 1z17

Activity: Mock Timeline

A book that outlines events that occur within one day will be read to the class. Based on the events within the book, the class will create a timeline.

Skills: Collaboration skills, brainstorming skills, and prior knowledge of a timeline.

Assessment: Observations

Expectation: 1z11

Activity: Interview

Partnered with a prearranged friend in the class, the children will ask previously generated interview questions to gather information about rules and responsibilities, amongst their partners life.

Skills: Turn-taking skills, communication skills, and cooperative skills

Assessment: Observations, prior knowledge of the interview process.

Expectation: 1z14

Activity: Class Story

As a class, the children will reflect on their previous interview experience with their peer to create a story about what has been learnt about rules, responsibilities and relationships.

Skills: Written skills (i.e. simple sentence structure)

Evaluation: Checklist

Culminating Task

Individual Timeline

Based on the prompting question of, “What do you do in a day?”, the children will turn to their elbow partner to discuss what they do in a day. I.e “I wake up”, “I brush my teeth”, and “I feed my dog”. From this the children will be given a timeline template, which they will be able to draw their daily events. The teacher will then implement a made up scenario that would alter the child’s daily events. The children would then have to recreate the portion of their timeline that would be altered. I.e The situation will be; “The school is closed” then the children would be asked, “What will you do?”, “Where will you go? And “What will your rules and responsibilities be while you are there?” . Based on this new scenario the children will have to use their previously made timeline to determine which apart of their day would be effected based on the change. In order generate ideas to these questions the children will work with a partner and will draw their new events on their timeline. The children will then share their ideas with the class, while presenting their original timeline and newly altered timeline. This culminating task would expand over 3 social studies classes, allowing adequate time for each step of the process to be completed. The children will be evaluated using a rubric based on how the children demonstrate their understanding of how rules and responsibilities are affected by change.