



Course Overview

Grade 4

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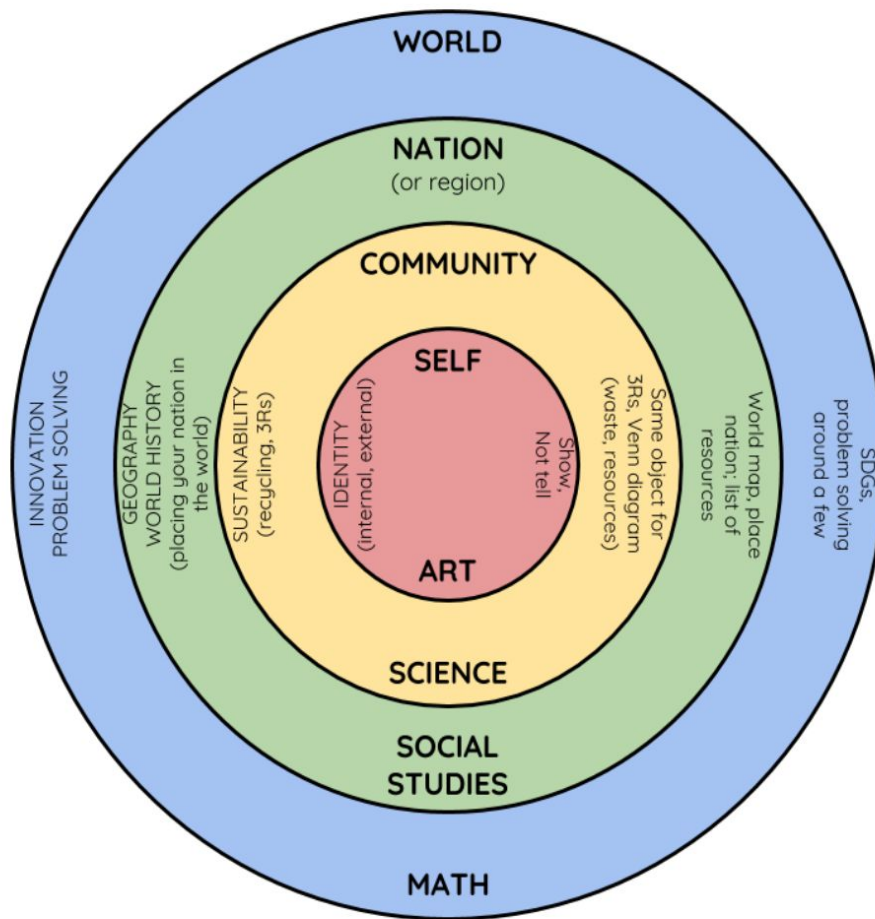
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Overview	
Learning Goal <p>This unit helps students develop a sense of their position in relations to the wider world, and understanding how elements in the world relate to each other in reference to one's own values. The unit is designed to be a sequence of five lessons, though each lesson can be employed independently. Each lesson is also designed to preempt the concepts introduced in the next lesson.</p>	
Lesson Scaffold	
Lesson 1	Developing Self-Identities
Lesson 2	Learning About the Environment
Lesson 3	Nations and Resources
Lesson 4	SDGs and Actionable Steps
Lesson 5	Tying it All Together
Learning Objectives	
<ul style="list-style-type: none">• Students will think about and describe their own identities, as well as their place within the larger world.• Students will identify ways that they can contribute to the health of the environment and reduce waste.• Students will collaborate on a final project and practice performing in front of their peers.	



Global Schools Program





Grade 4 Lesson 1 “Developing Self-Identities”

Time Frame: 45 minutes

Subjects: Visual Art, Language Arts

Standards: Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Quinn Lockwood

Summary and Rationale:

- Students will start the series of five lessons that will help them develop global competencies, exploring notions of identity and starting with the question “Who am I?”
- Learning will include a discussion of individual identities as well as those of their classmates (internal identity, such as interests and values, as well as external identity, such as appearance and dress).
- This should include some discussion that prompts students to think about how values shape their identities.
- Students will discuss what things are important to them, why those things matter, and start thinking about what their families and others they interact with may value, and imagining what people around the world may value.

Instructional Goals:

- Students will begin to explore the concept of identity. They will look specifically at the way that identities are shaped by a variety of factors, with a focus on values as a major force that determines identity.
- Students will be asked to talk about themselves, their interests, and what is important to them. They will also make connections between their own values and those of their classmates — including listing those that are shared and those that are not.
- Students should be able to discuss what might happen when people do not share values, and come up with strategies for getting along with others who may not value the same things.
- Students should be guided in beginning to understand why different people value different things.

Understanding Goals:

- Many things shape our identities.
- Our values play an important role in determining who we are.
- Different people may value different things.

Essential Questions:



- What do we mean when we talk about “identity?”
- What are some different ways we can answer the question “Who am I?”
- What are some examples of things that form our identities?
- What are the things that are important to us?
- Why do we feel that these things are important?
- What are some things that our classmates, friends and neighbors feel are important?
- Do we think those things are important, too?
- How can we get along with people who think that different things are important?

Student Learning Objectives (Students will be able to):

- Feel comfortable talking about themselves and the things that make them “them”
- Talk about many different components of their identities, including the things that matter most to them
- Look for similarities and differences between their values and those of their classmates
- Represent themselves in pictures and words
- Take turns in speaking and responding to their classmates
- Understand that differences should be celebrated.

Assessment: Students’ individual storybooks.

Sequence of Activities:

- **Introduction (5 minutes):**
 - Tell students that they are going to do an exercise to show ways that people are similar and different.
 - Teacher can begin by marking a circle on the floor in the middle of the room. It will need to be large enough for all students to be able to fit inside at once. This may require some preparation of furniture in the room (moving desks, etc.)
 - Invite students to come into the circle if they can answer “yes” to certain questions: “Come into the circle if you wear glasses/have brown hair/have a sister/have been to another country/speak a different language/like to eat vegetables” etc.
 - Finish by saying “Come into the circle if you are in [teacher’s name] class at [school]!” All children will finish together in the circle.
- **Answer the question “Who am I?” (10 minutes):**
 - Students will brainstorm answers to the question, “Who am I?” based on some examples provided that complete the question “I am someone who...”



- For this part of the exercise, students can give more surface-level answers based on interests, hobbies and abilities like “I am someone who likes ice cream” or “I am someone who can run really fast.” This can be done as a class on the board or individually on worksheets.
 - Teacher can guide the students to notice the similarities and differences in their answers (for example, did several students say “I am someone who likes...” or “I am someone who can...”?)
 - Teacher can also take this time to start prompting students to think about the ways that someone living in a different part of the world might answer these questions.
- **Introduce the idea of values (5 minutes):**
 - Teacher will ask students to think more deeply about their identities in terms of what matters to them and what things they think are important.
 - As a class, they can add these things to their existing lists and go through the same process of seeing what things they have in common.
 - Students may need some examples of this before they can do it themselves, like “I am someone who thinks my family is important” or “I am someone who thinks it is important to be kind to others.”
 - **Introduce project (2-3 minutes):**
 - Teacher explains that students are going to create their own personal storybooks.
 - Teacher shows their own book that answers specific prompts on each page by writing, drawing or both.
 - Teacher passes out blank books to students along with a variety of art supplies.
 - **Students begin their project (25 minutes):**
 - Students use remaining class time to work on their storybooks.
 - Ideally, students will finish with enough time to show one another their individual stories and notice some things in the stories that are the same.
 - The books could be turned into a classroom display.

Resources for Teachers:

- Learning Area 1: Who Am I? <http://tiny.cc/G3L4R1>
- Individual and Community Identity Lesson Plans: <http://tiny.cc/G4L1R2>



Grade 4 Lesson 2

“Learning About the Environment”

Time Frame: 45 minutes

Subjects: Science

Standards: Clean Water and Sanitation (SDG 6); Affordable and Clean Energy (SDG 7); Reduced Inequalities (SDG 10); Sustainable Cities and Communities (SDG 11); Responsible Consumption and Production (SDG 12); Climate Action (SDG 13); Life Below Water (SDG 14); Life on Land (SDG 15)

Designed by: Sharon Jiae Lee

Summary and Rationale:

- In Lesson 1, students have learned what values are and have identified and shared about their individual values. In this lesson, students will broaden their definition of values by connecting their individual values to the values of the community, especially in regards to the issue of promoting a sustainable environment.
- Students will learn about the Three R's (Reduce, Reuse, Recycle) and come up with ways to turn waste in the community into resources.
- The teacher will bring one type of waste (e.g. paper, cans, bottles, plastic bags, etc.) that is most prominent in the context of the community. The waste chosen for this lesson plan is bottles, but this can be adapted.

Instructional Goals: Students will be able to...

- Reflect and learn about how to create a sustainable community
- Accomplish the overarching goal by:
 - FEEL: Showing awareness that wastes can be turned into resources;
 - THINK: Demonstrating knowledge in the Three R's (Reduce, Reuse, Recycle);
 - ACT: Putting the awareness and knowledge into action by creating an innovative way to turn a waste in the community into a resource.

Understanding Goals:

- Wastes are harmful to the environment of our communities and the world.
- Wastes don't have to remain as wastes and can be instead turned into useful resources by using innovative ideas.
- Creative thinking needs to be accompanied with action to cause positive change in our communities and the world.

Essential Questions:

- What are the Three R's? (Reduce, Reuse, Recycle)



- What wastes do we see around us in our community?
- How can we turn the wastes in our community into useful resources?

Assessment: Teacher can assess student performance using the grid below.

Objective	Conditions	Observable Skill/Behavior	Assessment
Define and explain what the Three R's are.	Put students into small groups. Teacher goes around making sure all groups understand the concept of the Three R's.	Students will discuss in small groups.	Can the students define what the Three R's are? Can they give an example for each?
Presenting in class on wastes in their community	Working in groups or individually and presenting in front of class	Depending on the size of the classroom, students can either: 1. Split into groups and come up with a list of observation of wastes in their community. Have one representative per group present in front of class. 2. Have each student present one waste in their community.	Is the student participating in the discussion? Is the student working collaboratively to create a list of wastes? Is the student presenting in a manner that is clear to understand?
Coming up with a creative way to turn a waste that the teacher has brought into something reusable	In groups or individually	In groups or individually, students will turn the item that the teacher has brought into something reusable.	<input type="checkbox"/> Does the student have a finished product that has been turned from waste into something reusable?



Sequence of Activities:

- **Opener (6 minutes):**
 - **Reviewing Lesson 1:** Ask students what they remember from Lesson 1. Students should be able to talk about their individual values.
 - **Questions:** Who can remember what values are? Can anyone share their values? Can we still be friends if our values are different?
 - Introduce to the students that in this lesson, they will be learning about the values of their community.
 - **Questions:** Can anyone tell me what you think is important for your family? What is one important value in our community?
 - After hearing some answers, narrow down the topic to the values of the community in regards to sustainable environment.
 - **Questions:** What do you think our community thinks about the environment? About nature? Do we respect nature? Why or why not?
- **The Three R's (14 minutes):**
 - Introduce the concept and effects of waste (anything that we throw away):
 - Show the effects of waste on the environment through pictures: simply throwing waste away causes pollution, water contamination, soil contamination
 - Emphasize the fact that simply throwing away waste is very harmful to the community
 - Divide students into groups and have them discuss about wastes that they see in their community OR have students brainstorm individually (depending on class size)
 - Have some representatives present the list of wastes that they came up with
 - **Questions:** What is waste? What do you think are the effects of waste? What should we do? There is something that every one of us can do.
 - Introduce the concept of The Three R's:



- Divide students into groups. For each of the Three R concepts, define the concept and have the students brainstorm ways to apply the concept.
 - **Reduce:** Reducing is the best way to help the environment. Have students brainstorm ways to reduce everyday things in their small groups (e.g. instead of buying something, you could borrow).
 - **Reuse:** Instead of throwing things away, we can try to find ways to use them again. Brainstorm ways (e.g. instead of using paper/plastic cups, carry your own water bottle).
 - **Recycle:** Most things that can't be reused can be recycled. Brainstorm ways you can do this (e.g. divide up different materials and throw them away separately).
 - **Questions:** What should we do about waste in our community? What are the Three R's? What does it mean to reduce? What does it mean to reuse? What does it mean to recycle?
- **Activity (15 minutes):**
 - In their groups (or individually), distribute a bottle to each student and ask them to turn the bottle into something creative that they can reuse.
 - Provide the students with scissors, tape, glue, colored paper, etc.
 - Have students collaborate with each other by bouncing off ideas from each other, respectfully listening to different ideas, and coming up with a creative solution to the problem.
 - After 10 minutes of activities, spend 5 minutes having each group (or individual) present what they did with their bottles.
 - **Questions:** How can we turn this waste into something useful?
 - **Closing (5 Minutes):**
 - Emphasize again the effects of waste on the environment. Ask the students what the Three R's were to help the environment. End the class by reminding them that there is something that each of us can do to help the environment.
 - **Questions:** What have we learned about waste today? How do the Three R's help the environment? What could we do to help the environment?



Resources for Students:

- Waste Management: <http://tiny.cc/G4L2R1>
- Kids NIH: <http://tiny.cc/G4L2R2>
- Video Song for Three R's: <http://tiny.cc/G4L2R3>

Resources for Teachers:

- Definition of Waste: <http://tiny.cc/G4L2R4>
- Waste Effect on the Environment: <http://tiny.cc/G4L2R5>
- Trash to Treasure: <http://tiny.cc/G4L2R6>
- Curriculum and Activities for Kids and Teachers: <http://tiny.cc/G4L2R7>
- The 3 R's of the Environment: <http://tiny.cc/G4L2R8>
- (Video) Creative Ways to Recycle Bottles: <http://tiny.cc/G4L2R9>



Grade 4 Lesson 3

“Nations and Resources”

Time Frame: 45 minutes

Subjects: Social Studies

Standards: No Poverty (SDG 1); Zero Hunger (SDG 2); Clean Water and Sanitation (SDG 6); Affordable and Clean Energy (SDG 7); Decent Work and Economic Growth (SDG 8); Industry, Innovation, and Infrastructure (SDG 9); Responsible Consumption and Production (SDG 12); Partnership for the Goals (SDG 17)

Designed by: Holing Yip

Summary and Rationale:

- Once the students have gained awareness of the physical objects in their surrounding as waste and resources from the previous lesson, they will learn in this lesson about how the exchange of resources (and sometimes waste) can connect different nations and regions.
- Through investigating where their everyday resources are from, students will gain an understanding that nations and regions are interrelated and interdependent.
- In preparation for the next lesson on the world, students will get a sense of how this interrelatedness affects global dynamics of interaction.

Instructional Goals:

- Students will reason why certain objects can be produced in their place of origin, and, if applicable, why these resources have been imported.
- Students will record their ideas using mind maps and form arguments using the mind map as a guide.
- Students will articulate pros and cons of regional and global interdependence.

Understanding Goals:

- Some of our daily resources are produced within our nation or region, and some are produced in other places.
- The regions are interconnected through the exchange of resources.

Essential Questions:

- Where is this object produced?
- How far is the place of origin from us?
- What circumstances and resources do we need to produce this object?
- Can we produce this locally?
- Can we produce this elsewhere?
- How do you choose where to produce this?



- What happens if you need it but cannot produce it locally?
- What are the pros and cons of producing this locally vs. importing it?
- Do you think one is better than the other? Why or why not?

Student Learning Objectives (Students will be able to):

- Know about one common resource that is imported and one resource that is produced locally
- Learn the specific conditions of production of at least one resource
- Name at least one nation or region with which their nation/region trades with

Assessment:

- Mind maps
- Discussion participation in the brainstorming and debate

Sequence of Activities:

- **Introduction (5 minutes):**
 - Teacher will present pictures of list of objects or resources and ask students to guess where they are produced.
 - Alternatively, if time allows, this can be a small group activity where one student tries to find out where an object is produced by reading the product label while other students in the group try to guess where the object is produced.
- **Getting Started (10 minutes):**
 - Teacher will choose one imported resource, and demonstrate the use of a mind map by leading students through a whole-class brainstorming session to examine the pros and cons of importing the resource vs. producing it locally.
 - Teacher will prompt students to consider the factors that exist in both their own nation/region, and the factors in the object's region of production.
- **Students' Mind Maps (10 minutes):**
 - Teacher picks another resource, and students are then divided into small groups to produce a similar mind map on poster paper.
- **Presentation (15 minutes):**
 - The mind maps produced by the small groups are displayed at the front of the classroom.



- Student groups are divided into two sides for debate: one side will argue that the resource is better imported, while the other side will argue that the resource is better produced locally.
- Students can draw their arguments from poster mind maps created by other groups.
- **Conclusion (5 minutes):** To conclude the debate, the teacher will introduce the idea that nations and regions are invariably interrelated. Students will discuss as a class some pros and cons of the interdependence between regions.

Resources for Students: World map or regional map for students to understand where the country of origin is

Resources for Teachers: Teachers may choose one locally produced and one imported resource from the following list of suggestions:

- Water
- A fruit
- A vegetable
- Cooking oil/a condiment
- Fuel
- A drink
- A processed food
- Clothing
- Building/construction material
- Pens
- A book
- An electrical appliance



Grade 4 Lesson 4

“SDGs and Actionable Steps”

Time Frame: 45 minutes

Subjects: Math

Standards: No Poverty (SDG 1), Zero Hunger (SDG 2), Good Health and Well-Being (SDG 3), Quality Education (SDG 4), Gender Equality (SDG 5)

Designed by: Eva Flavia Martinez Orbegozo

Summary and Rationale: Students will explore their position as citizens of the world by gaining key insight on world statistics and reflecting upon their role as world citizens and potential social changemakers.

Instructional Goals: Students will gain understanding of relevant statistics and data about the world they inhabit. They will make use of mathematical tools to discuss key topics such as world population, distribution of religions, education achievement. They will be asked to engage in self-reflection, critical thinking, group work, and discussions.

Understanding Goal: Students will understand that statistics and math are tools to describe the world, to compare different realities and raise awareness of important issues. They will understand that knowledge about key global topics is fundamental to explore their relation to the world around them and to eventually take action to improve it.

Essential Questions:

- Why are percentages important to describe the world?
- How can we use charts to compare different statistics?
- Are these data helpful to understand facts about the world?
- How do they make you feel?
- What are your thoughts about this global picture of the world?
- Does this activity change your ideas about the world and what you can do to change it for the better?
- Do you think statistics are helpful to convince people about the need to tackle certain topics and effect change?

Student Learning Objectives (Students will be able to):

- Use percentages and charts to discuss their feelings about certain world issues in small groups.



- They will have to individually write at least one sentence using a percentage that brings up an issue that is interesting, surprising or shocking for them and explain why.
- Use percentages and charts to describe key topics such as world population, distribution of religions, education achievement and create a group presentation about the main figures related to one of the SDGs.
- Reflect on the power of statistics to communicate sense of urgency and to encourage action.
 - They will include this reflection in the conclusion of their presentation.

Assessment: Individual prompt questions and group presentations.

Sequence of Activities:

- **Introduction (Feel):**
 - Watch the video “If the World was 100 People...” available here: <http://www.100people.org>
 - If the video is not available, infographics can be created with the data from this website: http://100people.org/statistics_100stats.php?section=statistics
 - Prompting Dialogue: Teacher asks students to discuss...
 - What are the numbers that call your attention?
 - What topics are they related to?
 - Students discuss in pairs and write an individual reflection:
 - On a piece of paper each student is asked to write one number that has caught their attention, the topic that the number relates to, and why they find it interesting, cool, shocking, unfair, important, etc.
 - Students can write more than one sentence if they have time, but it is important that they express the way the data makes them feel.
 - The structure of the sentence would be:
 - “Out of 100 people, _____ people are _____.”
 - “ I find this _____ because _____.”
 - Finally, the teacher takes a few examples and writes percentages on the board.
- **Percentages (Think):**



- By using the numbers provided by students, the teacher translates them into percentages on the board. This will be one way to depict and talk about the information that stood out to the students.
 - **Example:** 1 would be dying of starvation, 15 would be undernourished, 21 would be overweight → 1% would be dying of starvation, 15% would be undernourished, 21% would be overweight.
- Working with a partner, students will exchange their sentences and translate the numbers into percentages. The pairs will discuss their reflections and write them down on their individual sheets of paper.
- **Charts (Think):** By using a set of number for one of the categories discussed in pairs, the teacher explains how to comparatively show those percentages in a block chart.
- **Presentations (Act):**
 - Students work in groups around a set of data on one topic that is interesting for them (it can be simpler with only two percentages; e.g. 83 would be able to read and write whereas 17 would not). They need to create a board including:
 - Percentages
 - Representation in a block chart (teacher can provide a piece of paper already including graduated axes; students can draw their charts there)
 - A few bullet points on ideas they find important about those numbers. They could mention whether they feel they are signaling a problem, how they feel about it, why that is a problem and/or how it could be solved.
 - A few groups of students will present their boards to the classroom and share their reflections. All groups will hand in their presentation materials.

Resources for Teachers:

- “If the World was 100 People...”: <http://www.100people.org>



Grade 4 Lesson 5 “Tying it All Together”

Time Frame: 45 minutes

Subjects: Theatre, Language

Standards: Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Madhuri Dhariwal

Summary and Rationale: The students will use the knowledge and skills gained in the previous 4 lessons and create a performing arts project that ties it all together. This will help to make the learning from different subjects interrelate.

Instructional Goal: Students will be able to...

- Connect their own identities to the larger world and see their role in promoting sustainable growth
- Recognize larger world problems through their understanding of the SDGs
- Express this through a self-written play, thus understanding about the expression of ideas through theatre.

Understanding Goals:

- How to use theatre as a means of expression
- How the self, community, nation and world are actually interconnected
- The position/ role of an individual in promoting sustainable growth
- Where we are in relation to the rest of the world (geographically, historically, etc.)

Essential Questions:

- What are the different means of expression? (writing, speaking, performing, various arts)
- Do your values help you understand the world differently?
- Are the resources we currently have in the world only for us?
- Should we care about world problems?

Student Learning Objectives (Students will be able to):

Objective	Conditions	Observable Skill/Behavior	Assessment
Understand that there is a world out there bigger than their own	Lessons 3-4	Will show in their script/play	Can the student identify resources from the world?



Understand how their values relate to the world	Lessons 1-4	Will show in their script/play	Can the students talk about values in context to the world and solving a world problem?
Translate their ideas into a play	Small groups	Writing the script	Does the content of the play reflect the ideas discussed in class and from Lessons 1-4?
Work collaboratively	Small groups	Discussing ideas while writing the script	Do the students help each other while working in the group?

Assessment:

- A few assessment tools that can help the teacher assess whether the intended objective of the lesson was achieved are:
 - The play written by students (see rubric in “Resources for Teachers”)
 - The brainstorming session for the play will also show the teacher if the previous learning objectives have been met.
 - A short survey/questionnaire asking students indirectly about sustainable growth and their role in world problems (see example in “Resources for Teachers”) to be included in Objective 1 mentioned above.
 - Since this is the culmination of the previous 4 lessons, assessment about the content of those lessons would already have been conducted.

Sequence of Activities:

Teacher will...	Time	Students Will...
Explain the class objective: students are going to write a play using the information from the previous 4 lessons. Mention different forms of self-expression and introduce theatre as the one being used for this class.	5 minutes	(Try to) understand the objective and give their inputs about different forms of self-expression.



Give an example of the play and an outline of what they want the students to do.	5 minutes	Learn from the examples and ask questions if they don't understand the prompt.
Facilitate a brainstorming session for ideas on the play. Then with students' input, narrow down to one topic If there are too many students, break it down to 2 groups and have them write different plays.	10 minutes	Brainstorm ideas on what their play should look like as a large group.
Assign parts of the playwriting to different students/groups if the class is really large. The script shouldn't have more than 5-10 lines per student depending on the size of the class. Division can be in different ways, e.g. dividing the play into 4 acts, assigning the acts to different groups, and dividing the roles within the acts.	5 minutes	Get settled in their roles / groups
Give the students time to write their script(s).	20 minutes	Write their sections
Collect the parts and put it together at home.	1 minute	Submit their parts

The teacher will collate and edit the play at home and share it with the students in the next class. They can then choose to perform it in class, for the school, or as a year-end showcase!

Resources for Teachers:

- Example of plays: <http://tiny.cc/G4L5R1>
- Rubric:
 - 1. Does the content of the play reflect:
 - The values of the students
 - The values of sustainability
 - Connections to the world
 - 2. Is the play
 - Interesting to watch?
 - Easy to understand?
 - Clear in structure?