

## **GRADE 6 Lesson: HUMANE BEINGS**

### **GOALS**

*The overall purpose of this lesson is to*

1. increase student awareness concerning the degree to which our attitudes and actions affect everything;
2. educate students on how to live a more humane life toward people, animals and our environment; and
3. challenge students to make decisions that positively impact their life, the lives of other people and other species and the entire planet.

### **STUDENT OBJECTIVES**

*After this lesson students will be able to*

1. understand and recognize the difference between the terms humane and inhumane, while realizing the purpose and appreciating the need for a humane education system;
2. critically examine the impact our individual choices have on our lives and the lives of other living beings and our natural world;
3. evaluate situations involving humans, animals and the environment, deciding upon the most humane action/choice that would do the most good and least harm; and
4. identify what individual changes they can make that will affect positive change everywhere.

## **Curriculum Connections**

### **LANGUAGE**

#### **ORAL COMMUNICATION**

##### ***SPECIFIC EXPECTATIONS:***

- 1.1** identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
- 1.5** interpret oral texts by using stated and implied ideas from the texts
- 1.9** identify a variety of presentation strategies used in oral texts and analyse their effect on the audience
- 2.1** identify a variety of purposes for speaking and explain how the purpose and intended audience influence the choice of form
- 2.2** demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions
- 2.3** communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information
- 2.4** use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience

**2.6** identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

## **READING**

### ***SPECIFIC EXPECTATIONS:***

**1.1** read a wide variety of texts from diverse cultures, including literary texts, graphic texts and informational texts

**1.5** develop interpretations about texts using stated and implied ideas to support their interpretations

**3.1** automatically read and understand most words in a range of reading contexts

**3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues

**3.3** read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

## **MEDIA LITERACY**

### ***SPECIFIC EXPECTATIONS:***

**1.1** explain how a variety of media texts address their intended purpose and audience

## **SCIENCE AND TECHNOLOGY**

### **UNDERSTANDING LIFE SYSTEMS: *Biodiversity***

#### ***SPECIFIC EXPECTATIONS:***

**3.6** identify everyday products that come from a diversity of organisms

### **UNDERSTANDING MATTER AND ENERGY: *Electricity and Electrical Devices***

#### ***SPECIFIC EXPECTATIONS:***

**1.2** assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment

## **SOCIAL STUDIES**

### **PEOPLE AND ENVIRONMENTS: *Canada's Interactions with the Global Community***

#### ***SPECIFIC EXPECTATIONS:***

**B2.1** formulate questions to guide investigations into global issues of political, social, economic, and/or environmental, their impact on the global community, and responses to the issues

**B2.5** evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues

## **HEALTH AND PHYSICAL EDUCATION**

### **HEALTHY LIVING: *Making Healthy Choices***

#### ***SPECIFIC EXPECTATIONS:***

**C2.1** apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating [CT]

**C3.1** explain how healthy eating and active living work together to improve a person's general health and well-being and how the benefits of both can be promoted to others [CT]