



Course Overview

Grade 1

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Overview	
Learning Goal Learners will understand that they are active members of their community; family, class, neighborhood, and world.	
Lesson Scaffold	
Lesson 1	Who am I? What makes me happy and healthy?
Lesson 2	What is a community? Exploring my class, my neighborhood, my country
Lesson 3	What happens when we aren't all becoming happy and healthy?
Lesson 4	Equality and Fairness: We are all connected!
Lesson 5	Our very own Declaration of Human Rights
Learning Objectives	
<ul style="list-style-type: none">• Students will cultivate an appreciation and respect for cultural diversity.• Students will apply concepts learned in class to their community and day-to-day lives.• Students will think about what they can do to contribute to their own community.	



Grade 1 Lesson 1

“Who am I? What makes me happy and healthy?”

Time Frame: 60 minutes

Subjects: Visual Art, Writing

Standards: Good Health and Well-Being (SDG 3); Quality Education (SDG 4)

Designed by: Katherine Kinnaird

Summary and Rationale: This lesson aims to provide students with a foundation in self-expression and self-awareness so that they will have the tools to think about others in subsequent lessons. It is the first step in students’ process of situating themselves in the world.

Instructional Goal: Students will be able to...

- Develop a sense of self-awareness and self-appreciation
- Think critically about what makes them themselves
- Acquire tools for self-expression (written and oral)
- Improve writing and spatial awareness skills through art

Understanding Goal: Building off students’ natural curiosity, students will understand what makes them unique, identify their likes and dislikes, and begin to think critically about why they do the things they do.

Essential Questions:

- Who am I?
- What is important to me? Why?
- What do I like to do? What do I dislike? Why?
- What do I want to be in the future? Why?

Student Learning Objectives (Students will be able to):

- Tell others about themselves
- Express themselves through both art and writing

Assessment: The teacher can ask students questions throughout the lesson to check for comprehension. The teacher can do this during the opening activity, main activity, and closing activity (see below). Teachers can evaluate students’ self-expression using the following rubric:

1 – Limited expression: Students share little or no information about themselves.

2 – Some expression: Students share some information, but provide inconsistent answers.



3 – Adequate expression: Students share information about themselves, their families, their friends, and their likes and dislikes, but do not explain any of their answers.

4 – Good expression: Students share information about themselves, their families, their friends, and their likes and dislikes with the teacher, but not with their classmates.

5 – Excellent expression: Students share information about themselves, their families, their friends, and their likes and dislikes in great detail with the teacher and their classmates.

Sequence of Activities:

- **Opening Activity (10 Minutes):** The teacher prepares students to discuss themselves by reading through a list of activities. Students raise their hand if they like that activity. The teacher selects two students who raised their hands to explain why they like the activity and two children who did not raise their hands to explain why they do not like the activity.
- **Main Activity (30 Minutes):** Students will create a painting of themselves that reflects who or what makes them who they are.
- **Closing Activity (10 Minutes):** Students will then share their painting with the class to build their communication skills.

Resources for Students: Depending on the class, context, and students' abilities, the teacher can decide whether to show students examples of others' self-portraits (e.g. famous artists' self-portraits or other first graders' self-portraits) or allow students to design their self-portraits on their own.

Resources for Teachers:

- Teacher Workshop — Self-Portraits:
<https://www.teachkidsart.net/teacher-workshop-self-portraits/>
- First Grade Self-Portraits:
<https://www.learningforjustice.org/classroom-resources/lessons/painting-beauty-creating-selfportraits>



Grade 1 Lesson 2

“What is a Community: My Class, My Family, My Neighborhood”

Time Frame: 60 minutes

Subjects: Visual and Performing Arts

Standards: Decent Work and Economic Growth (SDG 8); Industry, Innovation, and Infrastructure (SDG 9); Reduce Inequalities (SDG 10); Sustainable Cities and Communities (SDG 11)

Designed by: Tatiana Shevchenko

Summary and Rationale: Students will continue to situate themselves in their community by exploring themselves in the context of the world around them. Students will use visual and performing arts to depict the different roles of the people in their lives.

Instructional Goal: Students will be able to...

- Learn about the communities they live in and the people who make up their communities
- Understand the interconnectedness and interdependence of all people in the community
- Develop understanding and respect for different professions within their community
- Recognize the diverse types of work done at home, at school and outside of these places

Understanding Goal: Students will understand that their world consists of many different people with many different roles and that the people in their lives are interconnected and interdependent and therefore must be cherished and respected.

Essential Questions:

- Who are the people in my life?
- What role do they play?
- How are the people in our community interconnected?
- How is my daily routine dependent on/connected with my community?
- What would happen if those people stopped doing their community roles?
- How do we show appreciation for the people in our community?

Student Learning Objectives (Students will be able to):

- Think analytically about themselves and the different people in their lives
- Share stories and compare experiences
- Work in teams to create skits
- Perform in front of the class
- Compare and contrast experiences
- Identify different roles and responsibilities of community members around them



Assessment: Students will be assessed based on their level of participation in the activity:

3 – Active participation: Student communicates clearly, works well with others, contributes to course discussion and his/her team, participates in the play production and performance

2 – Moderate participation: Student actively listens but doesn't share, works with others, participates in the class discussion, has a role in the play but does not contribute to the play's design

1 – Passive participation: Student does not listen or share with others, student does not communicate with his/her team, student does not perform or participate in the production of the play.

Sequence of Activities:

★ **Part 1: Sharing and Mapping (10 Minutes)**

Teacher and student sit in a discussion circle.

Teacher asks students: *“What are the things that you do every day?”*

Students share their answers: ex. “I eat breakfast, I ride the bus, I put on my clothes, I go to school, etc.”

Teacher asks students to expand on their answers ex. *“Who helps you with these things? Where do the items you use for your daily routines come from? Who do you interact with on a daily basis?”*

The students answer: ex. “My mom makes breakfast in the morning, my teacher teaches me, my clothes are made by my grandmother/I buy my clothes at the store, the bus driver drives me to school, etc.”

★ **Part 2: Role Playing (40 Minutes)**

2.1 — Group Work (10 Minutes)

- Students are grouped into small teams of 2-3.
- Each member of the team shares their scenario from a daily routine and what it would look like without the key community members who are involved in this routine.
- Members act out what the routine would look like without the key people in their lives, or the key items or tasks which are done by different people in the community.
- Each group picks one scenario to act out.



Example of a role play:

Setting: Small Town, Morning

Student 1 (Student): I am ready to go to school. I am heading to the bus stop and it's a beautiful day. I take the bus to school every morning; it's great!

Student 2 (Bus Driver): I drive the bus every morning, but today I am sick. I will not be able to drive all the kids to school.

Student 1 (Student): I am waiting for the bus, but it is not here. I don't think I will be able to go to school today.

Student 3 (Teacher): I am so worried about my students. I hope they are okay. Nobody came to class today.

Student 1 (Student): Today was my favorite class. We were going to learn about turtles, but I will not be able to do that. I hope the bus driver is okay!

Student 2 (Bus Driver): I love driving the neighborhood kids to school. I can't wait to go back to work tomorrow so they can go to their lessons and learn many great things.

2.2— Skit Presentations (30 Minutes)

- Groups of 3 students (10 groups total based on 30 student class occupancy) act out their plays.

★ Part 3: Discussion (10 Minutes)

After each group has performed their skit the teacher asks students some follow-up discussion questions. The teacher will then explain that we will talk about people in our community who help us.

- What kinds of things do we do every day?
- Who were the key community members in the skits that we saw?
- What kinds of jobs, tools, and uniforms do these community members use?
- What kind of connections do we have among us and with different community members?
- What would happen if some community members were no longer a part of our community?
- What are some similarities and differences which we see in our communities and in our daily routines?



- How do we appreciate our community members every day?

Resources for Students*:

- (Video) Community Discussion by Kids: <https://youtu.be/5tcix328XmU>
- (Video) What Makes a Community: <http://tiny.cc/G1L2R2>

* Resources for students are context-dependent and assume access to internet and understanding of the English language.

Resources for Teachers:

- Neighborhood and Communities Around the World:
<https://www.dpi.nc.gov/media/7187/open>
- A Community is a Place Where People Live: <http://tiny.cc/G1L2R4>
- Lesson Ideas: Community Helpers: <http://tiny.cc/G1L2R5>
- Community Helpers Craft Idea: <http://tiny.cc/G1L2R6>



Grade 1 Lesson 3

“Inequality”

Time Frame: 60 minutes

Subjects: Math, Science

Standards: Zero Hunger (SDG 2); Achieve Gender Equality and Empower All Women and Girls (SDG 5); Reduce Inequality Within and Among Countries (SDG 10)

Designed by: Kara Howard

Summary and Rationale: This lesson will allow students to actively engage with the issue of inequality and will place this issue within the larger framework of building moral, empathetic, and ethical individuals.

Instructional Goal: Students will be able to...

- Recognize and appreciate the interdependence of all people
- Learn how to be a good person
- Be aware of the scarcity of water, energy, and food
- Gain awareness of actions and responsibilities in an interconnected context
- Connect ethical values to content knowledge

Understanding Goal: Students will understand what inequality is and what it feels like to be affected by inequality. Students will begin to question why inequality happens and whether it is justified.

Essential Questions:

- What is inequality?
- How does inequality make us feel?
- How do we see it in our communities?
- Why does inequality happen?

Student Learning Objectives (Students will be able to):

- Identify examples of inequality
- Discuss emotions they connect to inequality
- Hypothesize why inequality happens

Assessment: Teachers can utilize informal checks for understanding during the activity, then formalize the assessment in a final collage of feelings they associate with inequality.

Sequence of Activities:



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- **Introduction:** Teacher will introduce the topic of inequality as a concept of some people having something, when others do not. Teacher will relate inequality to the math concept of unequal ratios using the $<$ sign using examples of $4 < 6$, $2 < 4$, etc. Teacher will then use these examples to talk about how unequal amounts of things can be seen in our daily lives.
- **Activities:** Teacher will tell the class that they have brought some sweets to the class today. (Teacher can bring any type of sweet or snack that is contextually applicable and can be distributed in small pieces, e.g. M&Ms, toffees, pretzels, etc.) Teacher will explain that the class is going to see how we can have moments in our lives that are unequal and that we going to do an activity that lets us talk about how we feel when this happens.

* Make sure to tell the students they should not eat the snacks until the very end of the lesson.

- **Teacher will:**
 - Distribute the majority of the snacks to one person, and one snack to every other child in the room.
 - Prompt the children to describe this distribution of snacks — whether it is equal or unequal.
 - Ask a few students who have one snack to talk about how they feel when they only get one snack as opposed to the student who gets many.
 - Ask the student with many snacks to talk about how they feel in this situation.
 - Collect all the snacks and then redistribute them. This time the teacher will give an equal number of snacks to each of the boys in the class, but no snacks to the girls.
 - Elicit responses from individuals on both sides discussing their feelings about this distribution of snacks. The teacher will prompt with questions like: is it okay for boys to get more snacks than girls? Why not?
 - Collect all the snacks a final time. This redistribution will have 2 student with many snacks, a few more students (between 5-10 depending on class size) with 4-5 snacks, and then the rest of the students (the majority) with only 1 snack.
 - The teacher will again ask the students their perspectives on the distribution of snacks. Teacher will prompt with questions such as “Is this fair?”
- **Conclusion:** Teacher will lead a discussion that asks students to pretend that what they had was not snacks, but instead water, or food. Teacher will prompt students to think about what it would mean if the students with the most snacks got to eat 3 meals a day, where the people with one snack only ate 1. Students will brainstorm about how they would feel in that situation. Students will brainstorm other things they see in the world that



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are distributed unequally — water, food, money, toys, clothes, etc. Finally the students will discuss what distribution would be best for everyone.

- **Resources for Teachers:**

- Mathematics and Social Justice in Grade 1:

<https://www.proquest.com/openview/bcaff60e49a6b60f8c6530a8bccc3633/1?pq-origsite=gscholar&cbl=27755>



Grade 1 Lesson 4 “Equality and Fairness”

Time Frame: 50 minutes

Subjects: Civic Education, Social Studies

Standards: No Poverty (SDG 1); Zero Hunger (SDG 2); Decent Work and Economic Growth (SDG 8); Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Nicolás Buchbinder

Summary and Rationale: This lesson will allow students to begin their reflections on equality and fairness. Building on Lesson 3, students will be encouraged to think about material equality and whether specific contextual situations require different distributions.

Instructional Goal: Students will be able to...

- Understand the rights of all humans to lead happy, healthy, and productive lives regardless of gender, age, disability, etc. (e.g. no poverty, no hunger, etc.)
- Understand the belief of basic equality of all people and their potential

Understanding Goal: Students will initiate their understanding on equality and fairness, experiencing and identifying moments and circumstances in which everyone should receive the same and in which each person should receive an individualized treatment.

Essential Questions:

- How does inequality feel?
- What are the things that every kid should have?
- Should we always be treated the same way?

Student Learning Objectives (Students will be able to):

- Propose and identify material elements that every child should have
- Interpret the problem presented in a children's literature piece or video
- Understand that fair treatment can depend on circumstances

Assessment: Teacher should encourage participation of all students to make sure everybody is engaged in thinking about the topic.

Sequence of Activities:

- **Opener (5 minutes):** Recalling what happened in the last class



- Teacher will ask students to remember what they did last class: What happened with the M&Ms and how did that activity make them feel in different moments of the class?
- **Activity #1 (15 minutes): Reflecting on equality**
 - Teacher will ask students which would be the best way to distribute the M&Ms, directing students towards reflecting on equal distribution. After that, the teacher will ask the students what things they think every child should have, and consider whether every child has access to those things.
- **Activity #2 (20 minutes): Fairness is not always giving the same to everyone**
 - Teacher reads “The Fairest Teacher of Them All” (<http://tiny.cc/G1L4R1>) by Jason Buckley.
 - Teacher will ask students different questions about the reading: What happened in the story? Why did Albert change his job? Was Albert doing the right things treating everyone the same? What should Albert have done?
- **Activity #3 (10 minutes): Sharing**
 - In the last 10 minutes, some students will share what they did and the teacher will close with a commentary and reflection on equality and fairness.

Resources for Teachers:

- The Fairest Teacher of Them All:
<https://www.tes.com/teaching-resource/the-fairest-teacher-of-them-all-6032056>
- Teacher’s Guide: <http://tiny.cc/G1L4R2>



Grade 1 Lesson 5

“Our Very Own Declaration of Human Rights”

Time Frame: 60+ minutes

Subjects: ELA, Social Studies

Standards: Reduced Inequalities (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Chloé Suberville

Summary and Rationale: This lesson allows students to take action on skills they learned, and to apply their knowledge of equality and inequality. As a community they will use teamwork and communication to build a declaration of human rights as part of their classroom community.

Instructional Goal: Students will be able to work together to apply their knowledge of equality and inequality, and what it means to be a part of a larger community.

Understanding Goal: Students will understand the meaning of creating a document where we all agree on things that human beings deserve. Students will work together to create a common document, for the greater good of the community (classroom) where they understand the importance of such a document.

Essential Questions:

- What is a declaration of human rights?
- Why is it important to work together?
- How can we work together?
- How will we agree on what goes in this document?
- How do we represent all human rights we agree on?

Student Learning Objectives (Students will be able to):

- Work in teams to achieve a common goal
- Acquire tools for self-expression
- Apply their knowledge on equality and inequality
- Connect ethical values to content knowledge

Assessment: Teacher walks around during creation of classroom declaration of human rights, making sure students are working together. The final assessment will be the final declaration of human rights.

Sequence of Activities:



- **Opening (10 minutes):**
 - Teacher will ask students what they remember about being part of a community.
 - What does it mean to be equal? Unequal?
 - What are ways that we can all be happy members of a community?
 - UDHR (10 minutes) Teacher will present some articles of the UDHR (simplified version) to students and discuss how this was created, explaining that a lot of people got together to create a document where all people would be treated nicely, and where people would all be happy in the planet.
- **Democracy (5 minutes):**
 - Teacher explains that they will come up with things that they want to be true in their classrooms, based on what they learned in the previous lessons, and they will make a document all together.
 - Teacher explains that students will vote, so when they agree they should raise their hands and if the majority of the class agrees they can include it.
- **Creating Articles (10 minutes):**
 - Students come up with 10 articles for their declaration of human rights. If the majority of the class agrees they can include it.
 - Students should be prompted to think about how fair the articles they are coming up with are, and how to make sure all students are included in their ideas.
- **Finished UDHR (10 minutes):**
 - Students will be put into groups of 2-3, and will draw out, and write out words for each of the articles they have created. Each group will be focused on one of the articles, and will represent it using words and pictures.
 - Teacher will then bind all pictures and create one document for the classroom declaration of human rights.
 - Teacher will wrap up the lesson and give a conclusion.

Resources for Teachers:

- Universal Declaration of Human Rights (simplified version): <http://tiny.cc/G1L5R1>