



SEAQUARIA LESSON PLAN

CONNECTIONS

Lesson Title: **Charter of Rights & Freedoms** Grade Level: **5** Date: **2005/2006**
Teacher: **Mary Holmes** School: **Pacific Heights Elementary (KPE)**
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Subject Areas: Language Fine Arts Math Science Socials PE/Health PP French
Previous Lesson: **School Responsibility Report** Next Lesson: e.g. Seaquarium Passport (Multiculturalism)
Dock Shrimp Behaviour ("Bullying")

SETTING THE SCENE

Theme: Governance: levels & responsibilities of government
Goal (objective): To understand individual rights and freedoms of Canadians in terms of equality and fairness, by considering how to address the corresponding needs of individual inhabitants of the seaquarium.
Activity: Read & discuss Charter of Rights & Freedoms (whole class); translate these to Seaquarian Worksheet (individual work); use these to construct Seaquarian Charter Document including national symbols (group work); create bulletin board display (whole class).
Connecting to Experience: Observations of animal behaviour in the seaquarium through daily data collection by marine teams. Could also equate to needs of an organism compared to human needs (to draw link to health and science curriculum such as Human Body Studies).
Initial Question: What do we do about an aggressive *Pandalus danae* (Dock Shrimp)?

THE LESSON

Materials Required:

Canadian Charter of Rights & Freedoms (CCRF) Documents
"Seaquarian Charter of Rights & Freedoms" worksheet (attached, teacher made)
Display Material: poster paper, scissors, markers, drawing paper, glue sticks, etc.

Procedure:

introduction: Review discussions of the school's behaviour expectations in terms of Rights and Responsibilities; revisit the previous days discussion of the Responsibility Report regarding the behaviour of the prawn.
body: Each student provided with a document of the CCRF and Seaquarian worksheet; read and discuss the CCRF together; ask students for examples of how we can state a similar rule for creatures in our seaquarium (Think, Pair & Share; their examples will indicate if they understand the particular subsection);
close: For guided practice, fill out one subsection of the worksheet together. Students will then work independently for the remaining sections. Worksheet should be completed for homework, which also provides the opportunity for discussion at home (to further the student's comprehension and allow the parents/guardians to consider our charter in a new way).

REFLECTION

Student: (Discussion) related to goal, metacognitive or thinking about your thinking, new ideas.

All very proud of their projects (everyone kept them); students all appreciated the very different approaches taken by each group, and the different strengths contributed by different group members; as a class, they came to realize that the prawn was behaving in an appropriate way to fulfill its own needs, but that this was adversely affecting the needs of others in the seaquarium community.

What do you think now?

The prawn is too big and aggressive for our seaquarium and needs to have its needs met in the open ocean.

Teacher: Where do we want to go from here? Future Directions and Strategies to get there. Variations, lead up.

Consideration for how well the following PLOs were met:

Applications of Social Studies

- gathers and records information from a variety of primary and secondary sources
- develops alternative interpretations from varied sources

Politics and Law

- demonstrates understanding of equality and fairness in Canada with respect to the Charter of Rights and Freedoms, the B.C. Human Rights Code, and the Ombudsman Act

Earth and Space Science

- describes potential environmental impacts of using BC's living and non-living resources

Visual Arts (Context-Creating/Communicating)

- demonstrates ability to collaborate to develop a display for the school or community

Future Directions:

Look at responsibilities of other levels of government (e.g. Compare CCRF to the B.C. Human Rights Code (provincial)).