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]