



CLOSING ACTIVITIES:

Celebrating Working People

How can we appreciate the struggles and accomplishments of working people?

This unit closes by reinforcing the principles of co-operation and providing students with options for engaging in projects designed to help them identify with working people. These activities ultimately address the Essential Question, “How have people working together strengthened quality of life in Alberta?” Students can engage in a service-learning project—a book fair project. Alternatively, they can make creative electronic mosaics, traditional paper quilts or wall murals. In all cases, they should revisit the principles of co-operation that were introduced at the beginning of this resource.

Specific Learning Outcomes

4.S.4 demonstrate skills of decision making and problem solving:

- contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving
- identify situations where a decision needs to be made and a problem requires attention
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology

4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- work collaboratively with others to complete a group task
- share information collected from electronic sources to add to a group task

4.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

- initiate projects that meet the particular needs or expectations of their school or community





How can we meet a school or community need by working together?

Time

- Several class periods throughout the year

Materials

- *Teacher Backgrounder*
- *Student Learning Guide 4.1 - Chris Goudreau's Grade 4 Class Book Exchange* (if you choose to do this project)
- *Student Learning Guide 4.2 - How did we do?*

This activity puts co-operative principles into action by offering students a chance to engage in a service-learning project. This activity features a project based on Chris Goudreau's grade 4 class' school book trade (but any project idea can work).

NOTE: it will be important for teachers to adapt the project idea to the context and needs of their class, school, or community.



BODY
smart



PEOPLE
smart



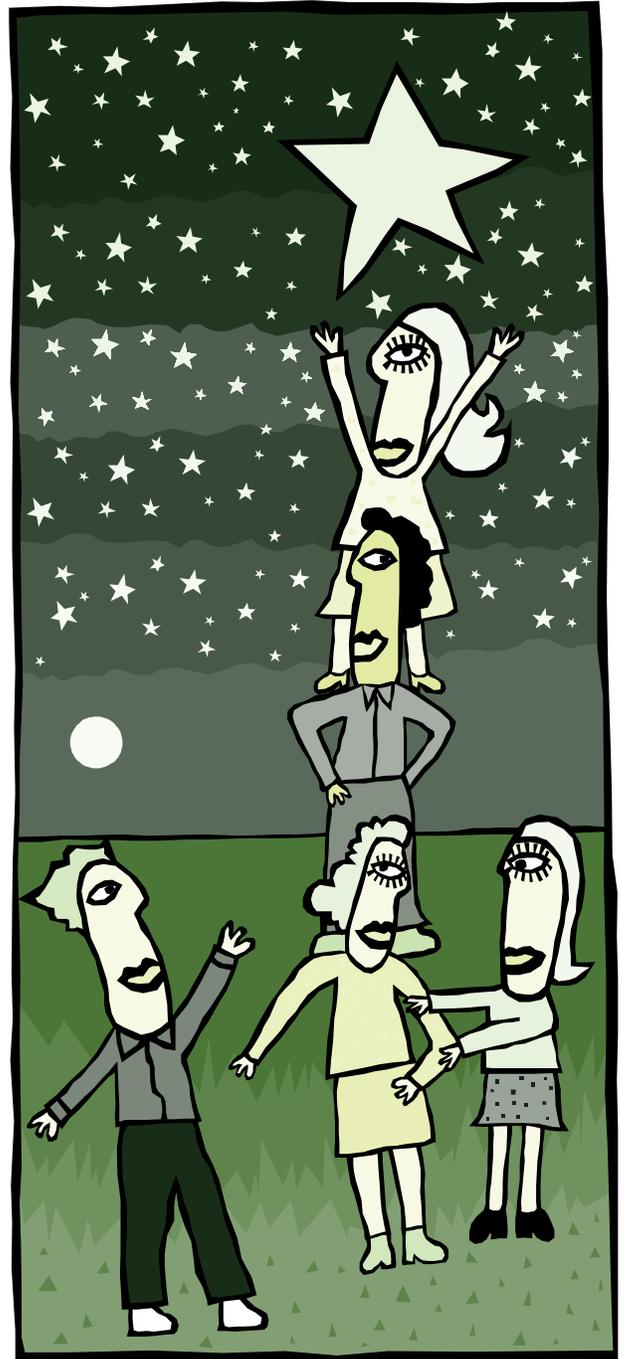
NUMBER
smart



PICTURE
smart

Learning Activity

1. Review the principles of co-operation from the Opening inquiry. Post these around the room. Tell students that they will be given the opportunity to engage in a community or school-based project that will put the principles of co-operation into action. Everyone will be involved. Students will decide together: what the project will be; how they will organize, produce and distribute products or services; and how they will distribute any money they make.
2. Pick a project. Use brainstorming to identify a school or community need. Then discuss the steps necessary for creating a co-operative solution to meet that need. For example, students could organize and carry out a trade or swap mart (i.e. book trade, sporting goods, games or toys), start a school store, organize a fundraiser or any other activity that is appropriate.
3. Decide where the proceeds will go. Students might identify a charity (local or global) to donate to, purchase needed school materials, or take a field trip. Take time exploring options and establish criteria to help decide on a worthy goal or recipient.
4. After the project. It will be important to review and assess the project process. This is your opportunity to reinforce the principles of co-operation. Use *Learning Guide 4.1 – How did we do?* to assist in the process.
5. End by returning to the Question for Inquiry — How do co-operatives sustain families and communities?

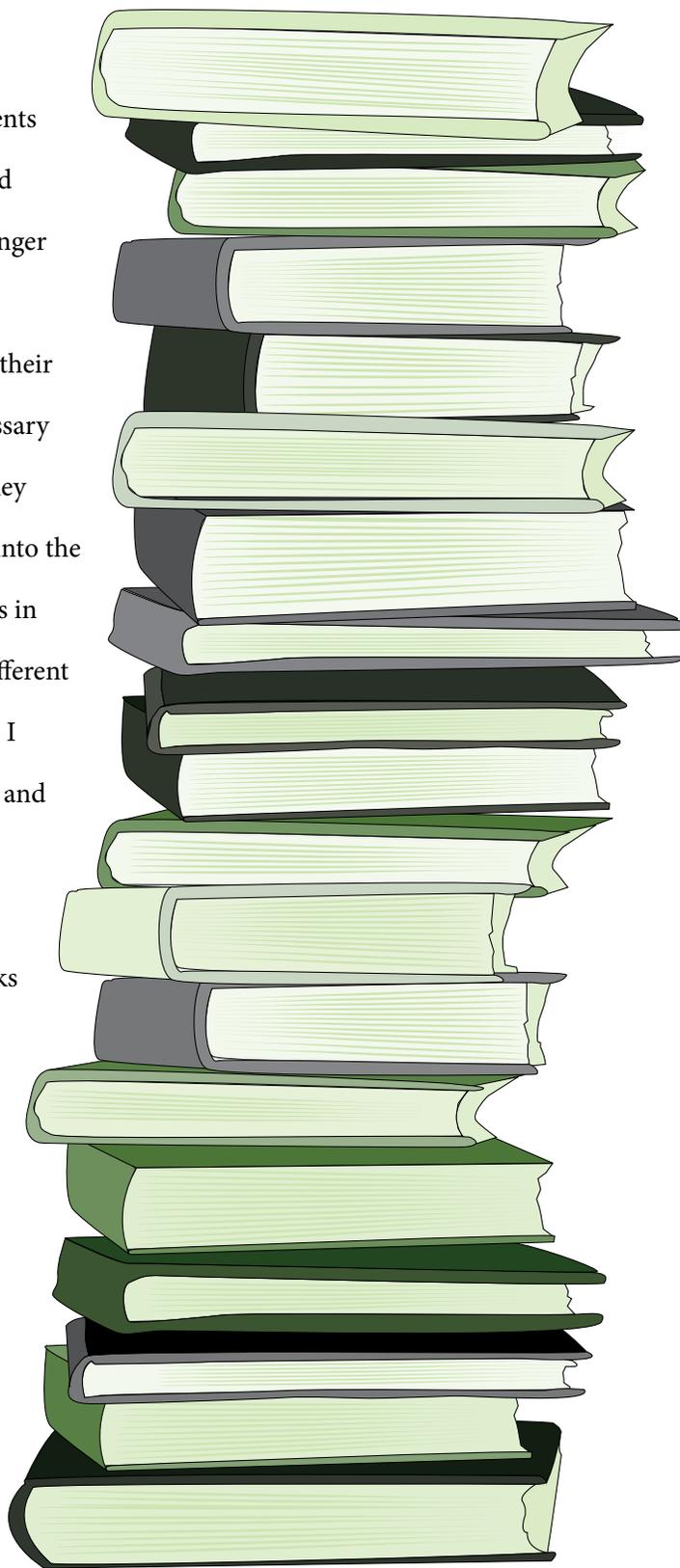


Chris Goudreau's Grade 4 Class Book Exchange

Chris' Grade 4 Class at St. Benedict in School in Leduc, Alberta determined that the primary students in their school needed to have access to more good books, so they organized a book trade for the younger students. Exchanges can be a one-time activity or repeated throughout the school year. Here is how their Book Trade worked. Chris said, "I felt it was necessary to ensure that my parent community knew that they were donating to a good cause (i.e. getting books into the hands of students who may not have quality books in their homes as well as providing everyone with different books). Our book trade was not a sale but a trade. I believed it was important to talk about value, cost and fairness—the foundation of this project. Libraries culled and donated children's books, and we gave these to students who were less likely to have books for trade. The extra books were distributed based on birthdays or anyone wearing green in March."

Materials

- Room to host a book trade
- Room to store books until next trade day
- Book keeping materials (paper or electronically)
- Advertisements (newsletters, posters, website)
- *Student Learning Guide 4.2 - How did we do?*



Learning Activity



Divide the class into groups (as much as possible allow students to select an area that interests them most). Each group will take a lead in organizing its part of the activity but everyone will participate.

Group 1 Communications

This group takes charge of getting the word out of an upcoming trade. This can be done with morning announcements and newsletters or notices posted around the school. This group can also circulate to all the classrooms and remind students about the Book Trade. They may also organize for donations of children's books or literature. They will need to think of ways to involve the whole class in advertising and promotions.

Group 2 Book Keeping

This group's job is to keep track of the number of books coming in and going out. They will need to find a method (a balance sheet of credits and debits) by which they will keep good records and account for the transactions.

Group 3 Set Up

This group collects and organizes the books. They will need to establish criteria such as theme, age and genre to group and arrange the books. As well, value/cost of the book is discussed here (i.e. is a hard cover book worth the same as two soft covers?). They will need to make labels for various tables where books will be featured according to criteria.

Group 4 Reading Corner

This group will help younger students select books by reading or listening to children read during the trade.

Group 5 Clean Up

This group will organize everyone to help dismantle tables and pack leftover books. They need to ensure proper boxing and storage for future trades. They will need to make decisions about logical and safe storage.

Trade Day

Three students will work at individual tables. The Book Keeping group will work the door and keep tabs on transactions using their credits and balance sheet. The Reading Corner group can circulate or be in a designated area. They will encourage younger students to read and decide on books.

After the Book Trade

It will be important to review and assess the Book Trade process. This is your opportunity to reinforce the principles of co-operation. Use *Learning Guide 4.2 — How did we do?* to assist in the process.

End by returning to the Question for Inquiry — How do co-operatives sustain families and communities?



How did we do?

1. What was your favorite part of the project? _____

2. What did you think worked well? _____

3. What would you change if you did this project again? _____

Assessment Rubric: How well did we co-operate?

Co-operation Skill	1	2	3	Evidence
	LOW		HIGH	
Listening				
Sharing				
Taking turns				
Contributing				
Encouraging				
Including				





PROJECT 2:

Celebrating Workers' Accomplishments

Time

- Several class periods (can be a continuing project)

Materials

- General art and sewing supplies
- Computer lab for Activity A
- The AUPE video *Your Working People* at <http://www.facebook.com/video/video.php?v=776408784615>
- Sample Alberta Union Crests
Find sample Alberta union crests by Googling "labour union logos in Alberta" Then click on "Images"
- *Student Learning Guide 4.3 — How did we do?*

Engage students in co-operative art or computer projects that help reinforce the importance of working together and visualize accomplishments of workers.

Select from the options below.



PICTURE
s m a r t



PEOPLE
s m a r t

Learning Activity

1. Here are some ideas to prepare students in making their mosaics, quilts or murals:
 - Review highlights of the role of workers in various industries in the building of Alberta. Develop lists and display them.
 - Help students identify the co-operative skills workers need to have to get their jobs done.
 - Review the work of the adults or caregivers in their lives. List the activities they do in their jobs.
 - Is there a logo that identifies their occupation or place of work? What is it?
2. Students can choose a project from this list:
 - Activity A Make an Electronic Picture Mosaic using Mosaic Maker. Go to *Mosaic Maker* <http://bighugelabs.com/mosaic.php> and download the free software.

This software allows students to make a mosaic of pictures or images with or without text on a grid that forms a mosaic. Students can make individual mosaics or the class as whole could make one.
 - Activity B Make a Paper Quilt or Collage. These quilts or collages can be made using the more traditional cut and paste of actual pictures onto large chart papers. Students could paint or draw



pictures or symbols. Consider making your class quilt or collage in the shape of Alberta and dividing it into sections (one for each student).

- Activity C Make a Wall Mural. This option can celebrate the contributions of working people, represented by the class, on a wall in the school. For a sample of a wall mural, do an internet search for Own a Piece of Leduc's History or the Leduc Generations Mural.
3. There are several different formats for displaying work (see options below). Create or find images that represent your parents' or caregivers' occupations. The final product will display an image or crest designed by each student representing a family occupation or even the occupation students are considering for their own future.
- Students could write a short description that explains the meaning of their section.

You could videotape student presentations and post them on the class website. These can also be displayed or presented during interview nights or during Education Week. Focus on celebrating the diversity of working men and women in the province and highlighting their contributions to Alberta.

4. Conclude by focusing on the importance of their collective efforts.
- Consider viewing the AUPE video *Your Working People* (30 seconds) at: <http://www.facebook.com/video/video.php?v=776408784615>
 - Show some Alberta union crests to get ideas for designing or selecting one. As an example do an internet image search of Alberta union crests by searching "labour union logos in Alberta." Then click on "Images."

Assessment

Assess collaboration skills using the *Student Learning Guide* 4.3.

How did we do?

In your group discuss these questions and provide feedback for your teacher to read.

1. How does our mosaic, quilt, collage, or mural reflect the importance of workers in Alberta?

2. What was the best part of working together on this project? _____

3. What would you change if you did this project again? _____

Assessment Rubric: How well did we co-operate?

Co-operation Skill	1	2	3	Evidence
	LOW		HIGH	
Listening				
Sharing				
Taking turns				
Contributing				
Encouraging				
Including				

