

GRADE 8 LESSON: HUMANE KIND

GOALS

The overall purpose of this lesson is to

1. encourage students to develop awareness of the world they inhabit;
2. teach students ways they can be good advocates for animals, both domestic and wild;
3. help students understand the various roles they play in their own lives, and the impact these roles have on other humans, our environment, and animals.

STUDENT OBJECTIVES

After this lesson students will be able to

1. name the roles they play in their own lives, and potential roles they may play in the future;
2. name some of the responsibilities associated with these aforementioned roles, and name the impact that these roles can have on other humans, the environment, and animals;
3. speak about ways they can advocate for other living things (people, the environment, and animals);
4. recognize that they have agency in helping animals in need within their own community;
5. be more responsible and thoughtful when assessing the role they play as change makers in their world.

Curriculum Connections

HEALTH AND PHYSICAL EDUCATION

SPECIFIC EXPECTATIONS

A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience

A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity

A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

D2.2 demonstrate the ability to assess situations for potential dangers

LANGUAGE

SPECIFIC EXPECTATIONS

B1.1 evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes

B1.2 select and use a variety of listening strategies before, during, and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures

C3.6 analyze how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, respond to the insights and messages conveyed, and identify different positions presented

SCIENCE AND TECHNOLOGY

SPECIFIC EXPECTATIONS

E1.1 assess the social and environmental impact of the scarcity of fresh water, and propose a plan of action to help address fresh water sustainability issues

E1.2 demonstrate an understanding of First Nations, Métis, and Inuit knowledges and values about water, connections to water, and ways of managing water resources sustainably

E1.3 assess the impact of scientific discoveries and technological innovations on local and global water systems