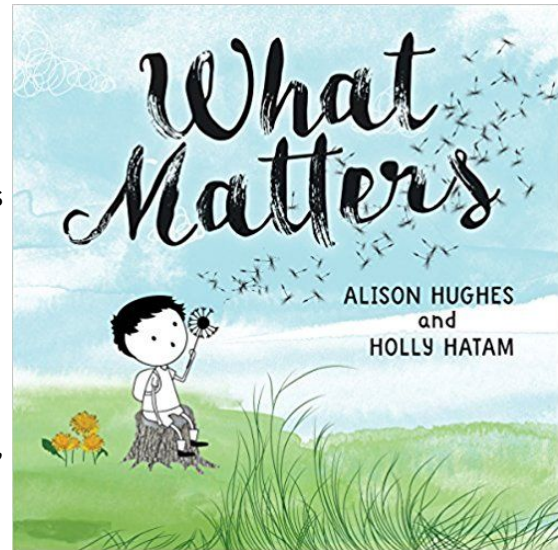


Social Responsibility Core Competency Lesson

Anchor Book: What Matters by Alison Hughes and Holly Hatam

Book Description: A young boy picks up a piece of garbage, and tosses it into the recycling bin. He does not know it, but his tiny act has big consequences. The book traces the ripple effects of how the small act (social responsibility) makes a big difference and results in layers of impact.

Plan: To discuss and link the idea of social responsibility through the lenses of What Matters, relate to student's experience, knowledge and background.



Pre-Activity:

Open up the core competency profile for Social Responsibility (<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/SocialResponsibilityCompetencyProfiles.pdf>) and as a class read the document, go over key vocab words, ask questions and have students deconstruct the ideas and the four facet areas:

1. Contributing to community and caring for the environment,
2. Solving problems in peaceful ways,
3. Valuing diversity, and
4. Building relationships.

Narrow focus to #1. Contributing to community and caring for the environment Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. Have students use chart paper and work in groups collaborating on ways they feel they show and are socially responsible beings. Students collaborate and as a group you can to a gallery walk when completed the charts and view others ideas, they can make connections and build upon others ideas.



[See Lyndsay James' video explaining the process of building understanding of Social Responsibility through literature.](#)



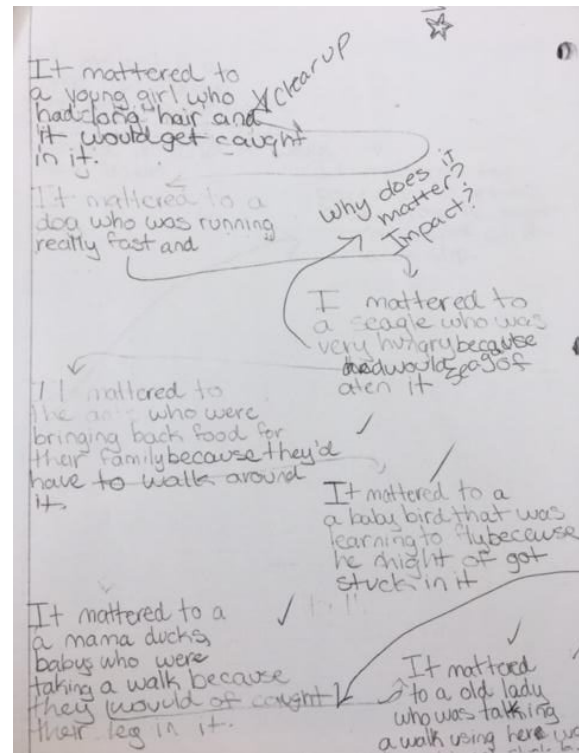
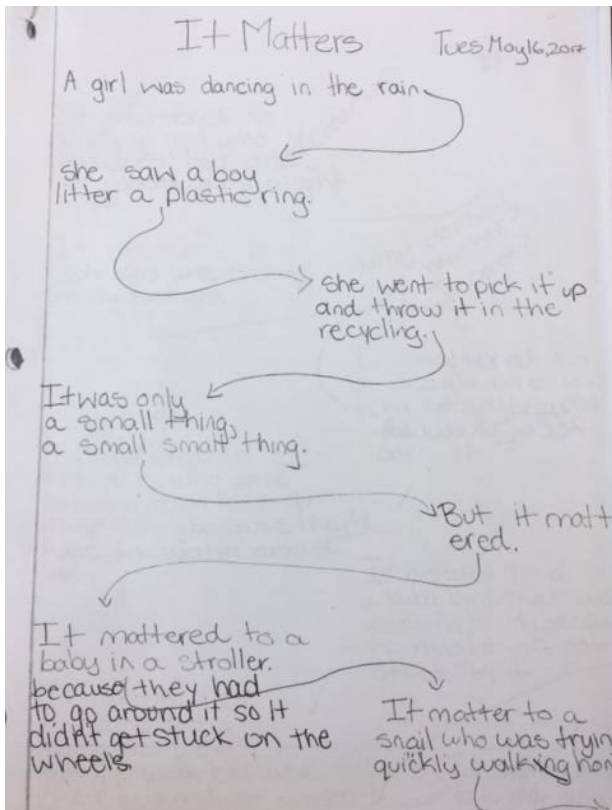
Next indicate you are moving on to a read aloud of What Matters and it will connect directly to #1 contribute to community and caring for the environment as well as being socially responsible. Read aloud the story.

Do: Read aloud of What Matters, state that it will connect directly to #1 contribute to community and caring for the environment as well as being socially responsible. Read aloud the story.

Hook: Have class observe you dropping a rock into a container of water and the resulting ripples grow and grow. Make connections to the story about the rock being the kind act, and the resulting ripples the layers of impact.

- Make a mind map of the story as a group about the small act and its ripple effects. How the small act, grew in impact. Trace the original story from beginning to end with the whole class.
- Give students the task of brainstorming every day small acts that have an effect and growth and impact that matters. For instance, what is something in our classroom, school, community city, park etc. that matters and why and who does it matter for. Next, have students write in their journal their ideas and map their own original story as it grows in impact like what you modelled on the board for whole group.

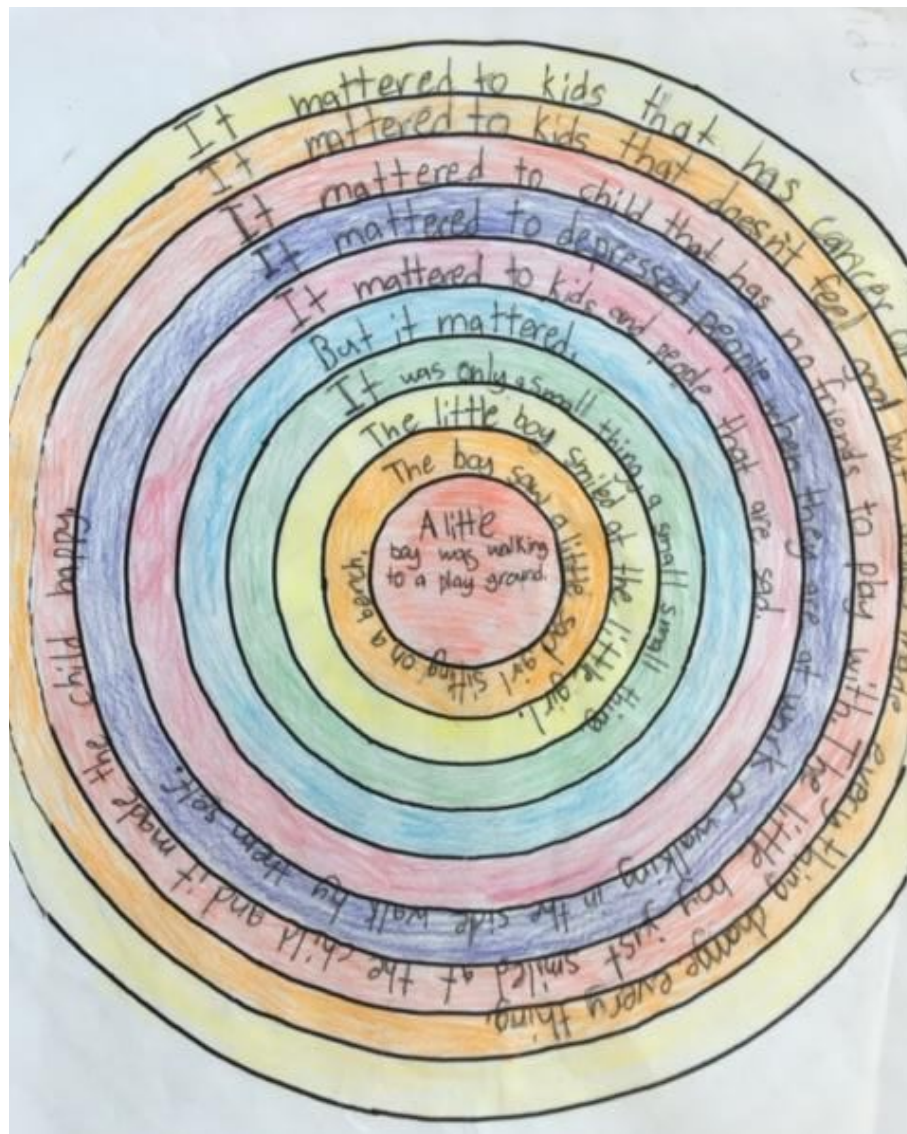
Next have students number and trace their idea in terms of starting point and growth, in order from small, to big impact.

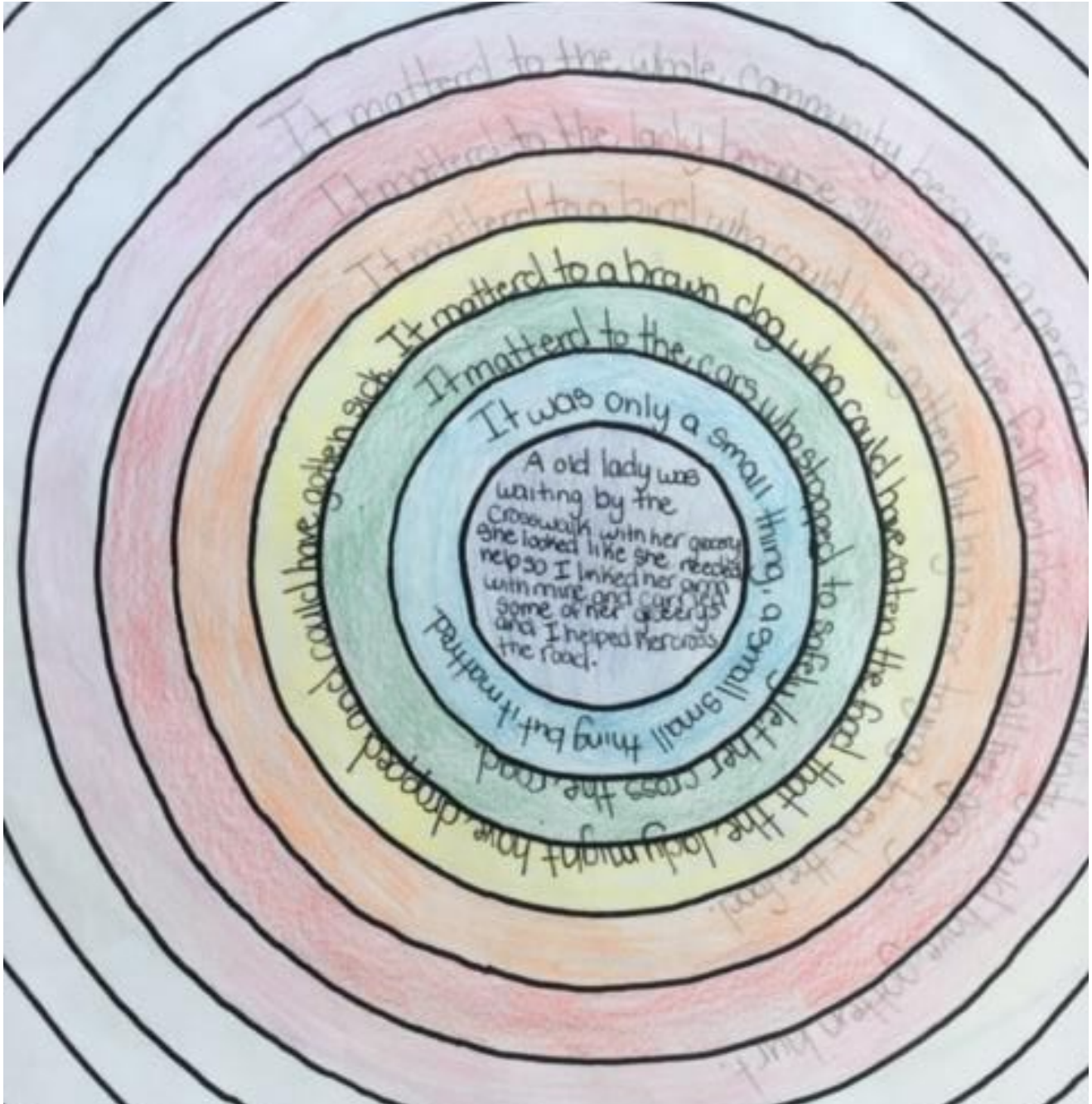


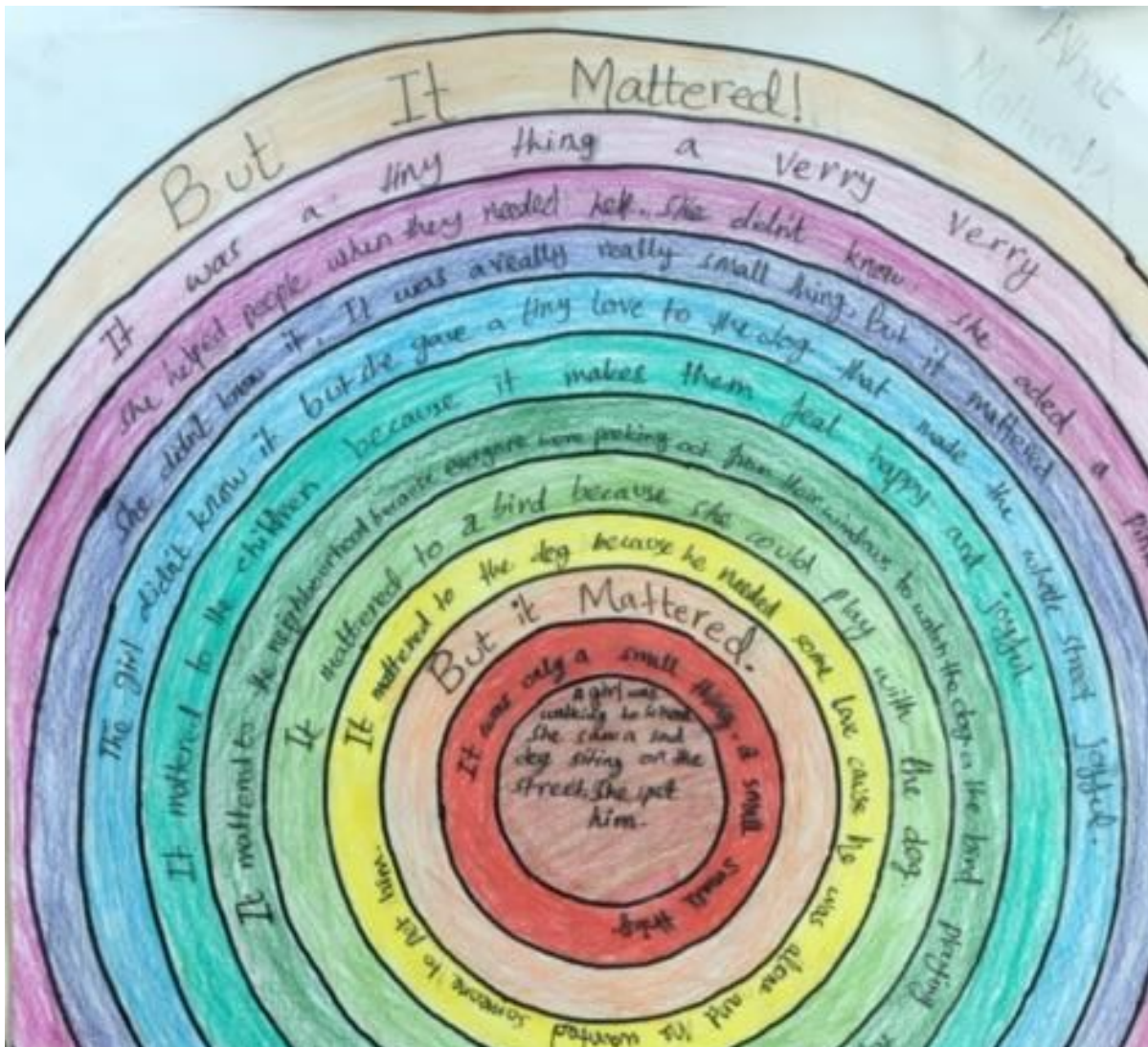
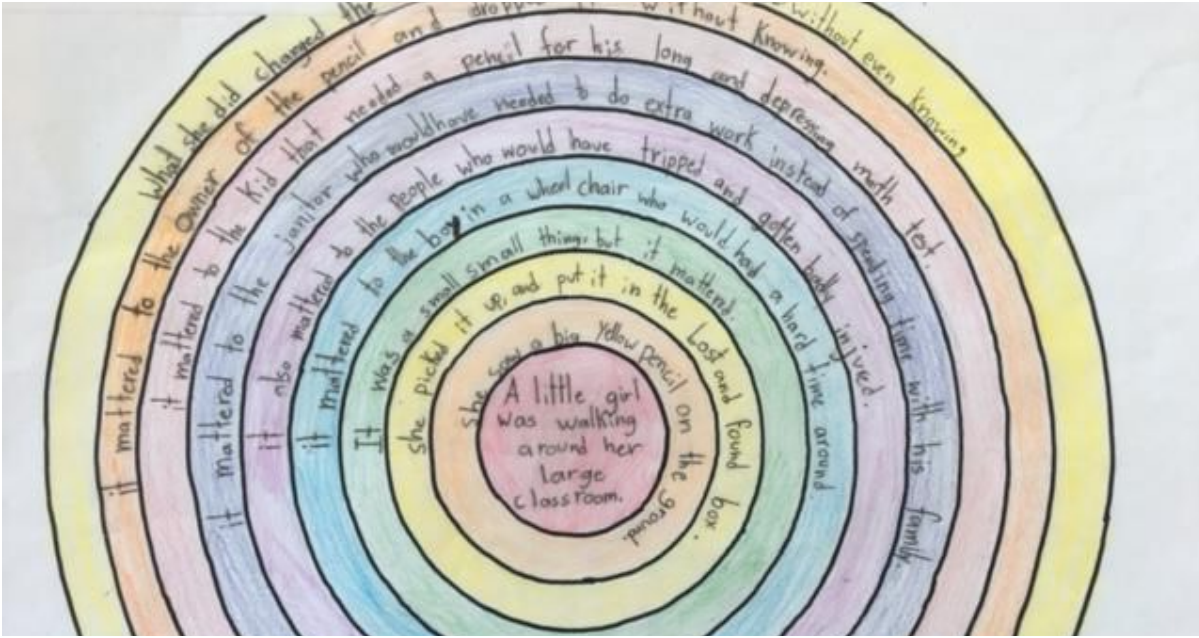
Sentence Starters/ Story Framework

1. What is the problem?
2. Your action
3. "It was only a little thing. A small, small thing. He/ she didn't know it mattered at all. But it did."
4. It mattered to... explain why....
5. And it mattered to... explain why.....
6. He made the world just a little more.... And a smidgen more...
7. ... was only a little thing. A small, small thing. But it mattered.
8. More than he/she ever knew.

Provide the circle graphic organizer, have them record their stories onto the organizer in order from initial act, then small impact to big impact.





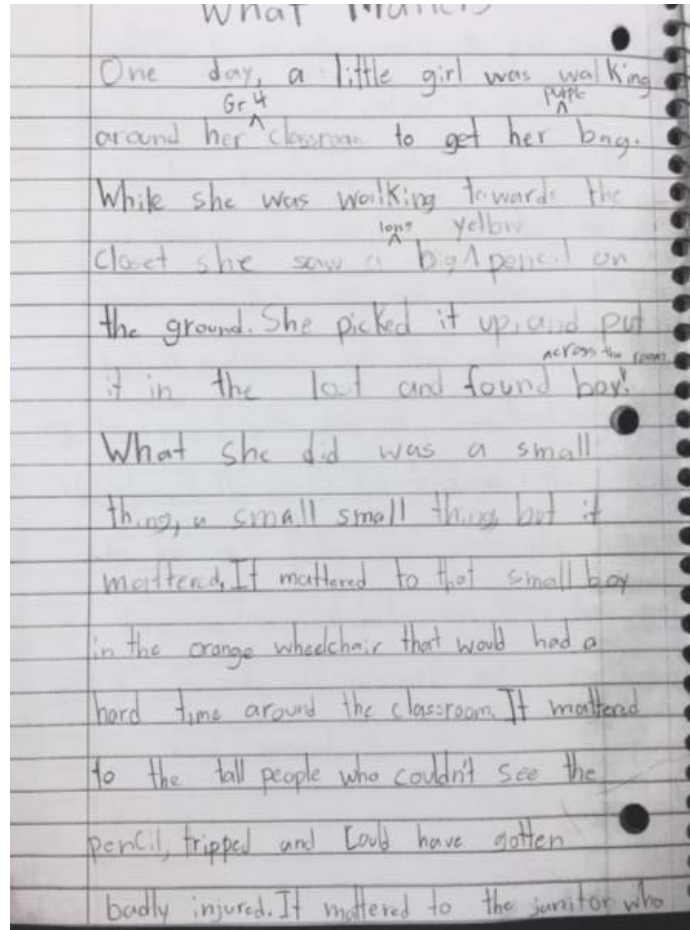


Have students take the graphic organizer and expand their ideas into a writing sample. Focusing on the writing processes, developing, revising, editing, and considering the audience. As well as understanding the organization in meaning, and used personal experience and knowledge to connect to text and develop understanding of self, community, and world.

Display of Learning Project

When completed students can work in a group or by themselves to make their own what matters story into a visual project- ie. iMovie, explain everything, powerpoint, art project, book, book creator etc. To share, digitally document their learning and inspire others to do a small act that can matter and have impact.

[See sample here.](#)



CSL Activity Details, Curriculum Connections and Assessment

As a class we begin working on an open-ended learning experience, inspired by the story "What Matters" by Alison Hughes and Holly Hatam. The story starts with a boy doing a small act (picking up a can and throwing it into the garbage) and it being a small thing, that the boy didn't know mattered at all, but it did. The story follows the ripple effect of that small act, and all the ways that responsible action mattered. We were inspired by this story and after studying and discussing the core competencies about Social Responsibility and the idea that "students who demonstrate social responsibility are active, caring, and responsible members of society. They collaborate effectively with others, demonstrate a strong sense of community-mindedness, and take actions to support diversity and the environment." We took a look at our daily lives and in our classroom, we reflected, and as a class we brainstormed some small acts that mattered, and how these acts had a ripple effect and impact. For language arts students collaborated then came up with their own ideas and created mind maps to trace their



ideas and subsequent impacts and greater effects of the act. Later students moved their ideas on to graphic organizers which helped them arrange their ideas in terms of growing impacts. Next, we moved on to writing a story and expanding on our creative ideas. We worked further on the idea of showing the reader not telling, adding sparkle words and details. Our stories needed to follow the guidelines of what is a small act that can have big consequences/ ripple effect, and how can we all make a difference. Lastly, students were tasked with working in a group, team or individually to create final product that showed their creativity, thinking, and inspire others to do a good deed to show how we can all make a big difference. Some students chose imovies, book creator, powerpoints, green screen films, art, and other methods to tell and share their story.

Curriculum Connections

Language Arts:

Students practiced their writing processes, revising, editing, and considering the audience. They worked on understanding the organization in meaning, and used personal experience and knowledge to connect to text and develop understanding of self, community, and world.

Students will be assessed on:

- I can use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences
- I can transform ideas and information to create original texts
- I can show an increasing understanding of the role of organization in meaning

Core Competencies

"Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships."

-Social Responsibility Competency



Reflection Questions

How did you come up with your original What Matters moment, small act that had a large impact?

Why did you choose the tiny act? Why did the tiny act matter?

In what way did you demonstrate the core competency of social responsibility in your story?

What are some ways that you are socially responsible? How do you see this in yourself?

What is a goal you can set for yourself about social responsibility and how are you going to achieve this?

What are you proud of for this writing activity?

What is something you would like to share about your project that your audience should know?

What is something you can see improvement on in your writing?

How did the graphic organizers, drafts and to do list help you organize your thinking and plan your final project?

