

Global Dreams and Goals

Grade Cluster - 3-5

NETS-S- 5 - Digital Citizenship

Quick Look:

Students work with a local dentist who is part of the "Dentist Without Borders" project to begin a relationship with students in Peru. As part of a yearlong citizenship unit, students share their dreams and goals for the future with the students in Peru. Students collaborate on projects to develop an understanding and awareness of each other's cultures.

Scenario:

Citizenship is a goal that the students in Mrs. T's class have been working on this year. The students complete several projects that involve working with the local senior citizens group, mentoring younger students in school who need a big brother/sister relationship, collecting food for the local food shelf, and raising money to buy school supplies for a local family who had lost their home in a fire. Throughout the year, the students discuss projects that have taken place in their local area, their state, and around the world that illustrate what it means to be a good citizen.

Johnny has just returned to class from his dentist appointment and he is excited to share with the class the discussion he had with his dentist about his dentist's involvement with a program called "Dentists without Borders." Johnny wants to know if this was something the class can find out more about, as it would fit into their goal of being global citizens. Everyone agrees that this sound like a great idea. Johnny offers to take responsibility for contacting his dentist via [email](#) and setting up a time for the dentist to visit the classroom and talk about the Dentists without Borders program. (5c)

The day arrives for the visit from the dentist. He tells the class how he has been going to Peru for the past four years and has gotten to know the teachers in the community where he volunteers his dental expertise. He explains how the teachers expressed the need for their students to develop a relationship with American students, so they can expand their understanding of our culture. He talks about the lives of the children he works with and shows a slide show of their community. He says that the students in one of the towns where he works have [Internet](#) access and some computers.

The students discuss with him their idea of wanting to know if the children in Peru have the same kinds of dreams and goals for themselves as they do. They want to know more about the children who live in another country and who have a different culture than theirs. The dentist thinks their questions are great and agrees to initiate the contact between Mrs. T. and a teacher in Peru, in order to begin the steps of developing a project between the two classes. He is willing to continue working with the class as a mentor for their projects. He tells the students that he is returning to Peru in the spring and will transport any items that the class wants to share with children in Peru.

The class spends several work sessions deciding on the kind of projects they can design to foster an understanding of how the life styles in the two cultures may be different but how children's dreams and goals for the future are similar. The two classes will share their answers to these questions through personal *email* communications between the two teachers and by sharing the results of the projects they created. (5d)

The project begins with the two teachers using [Google Wave](#) to communicate. Together they, review the structure, time frame and details of the project. A *wiki* is created as the area where both classes will share their information. The *wiki* is made available to the parents in both schools so they can stay informed about the project. (5a) An online [Google Forms](#) about student interests is created and students from both schools take the survey. After the survey is completed, both teachers review the information so that they may pair their students by similar interests. (5a, 6b)

The project is divided into two components.

The first part of the project begins by each student writing a personal *email* letter (interests, family, pets, etc.) to his or her new friend, telling the other about herself/himself. Students discuss the cultural differences between themselves and their *ePals* and what an appropriate *email* letter would contain for information. *Email* etiquette rules are revisited before the class begins writing the emails. (5a) The email letters are written in English as the South American students study English as a second language.

Next, the students discuss the appropriate use of the [digital camera](#). (5a) Students take several pictures of themselves, both at home and in school. The pictures paint a story about the interests of the student. (6b) Students respond to the questions from their *e-pals* and attach their picture files to their responding *emails*. Students are responsible for responding to their *emails* as they arrive in their mailboxes, as this is part of their being independent and responsible learners. (5c) Students use [Glogster](#) to create posters about themselves and links to their favorite activities, places, food, etc. Students are always aware of the quality of the information they include in their posters. (5a, 5b, 6b)

Students discuss the information they receive from their new friends. Using the Venn Diagram format in a *graphic organizer*, each student records the similarities and difference of each other. Their pictures and their *ePal* pictures are inserted into the Venn Diagram as a visual. These are displayed on the class *wiki*. (6b)

The second part of the project involves both teachers reading or using the CD version of the book [Dream: A Tale of Wonder, Wisdom & Wishes](#) by Susan V. Bosak to their classes (a poetic story about life's hopes and dreams). The class in Peru is sent the CD version of the book so the students can listen to the book as an English-speaking narrator reads it. Book discussions center on the dreams and goals that each individual has for himself/herself. Students share their dreams and goals with their *ePals* throughout their continued email correspondence. (5c)

During the project, several [Skype](#) sessions are scheduled where students get a chance to talk with and see each other. (5a) Through the communications, the students learn about their peers in Peru and realize that even though they live in different countries, eat

different foods and have different life styles, in the end they all have dreams and goals that are similar. (5d)

Using a [paint program](#) the students create Dream Flags of their most important goals or dreams for their future. The images they use in their flag symbolize their goal or dream. The students from Peru send their Dream Flag files to the class, where they are printed in color on [transfer fabric sheets](#), which are used as the quilt squares. (6b) Once the flags are completed, the students sew the fabric sheets together to make a quilt. The dentist takes the quilt with him when he returns to Peru to be displayed in the Peruvian classroom. The flag files are uploaded to the [wiki](#) and a group picture of the students holding their flags is shared on the [wiki](#). The students write poetry pieces based on the images and words in their flags. They narrate and record their poems and share them on the class [wiki](#). The flag pictures and narrated poetry pieces from both classes are put together in a [PhotoStory](#) and shared on the class [wiki](#). The flags and the poetry pieces are organized and uploaded to [issuu](#) to create an online book. (5a, 5b, 5c)

The students keep their parents informed of their work via the class [wiki](#) and write news articles for the local paper about the project. The work is available to the students in Peru to share with their families.

The class shares their new learning about the Peruvian students and their goals for their lives, through [digital presentations](#) given to the other classes in school. (6b) At the same time they organize a fund raiser so they can buy school supplies to send to Peru with the dentist. He will distribute the supplies to the students he meets in the remote villages when he returns to Peru in the spring, along with the other volunteers in the Dentists Without Borders program.

Student Standards – The following NETS-S are noted in the Scenario:

5. Digital Citizenship – A, B C D
6. Technology Operations and Concepts. Students- B

Teacher Standards – Teachers who teach this unit address the following NETS-T:

1. Facilitate and Inspire Student Learning and Creativity- A, B, D
2. Design and Develop Digital-Age Learning Experiences and Assessments -A, B
3. Model Digital-Age Work and Learning - A, B
4. Promote and Model Digital Citizenship and Responsibility- A, B, C, D
5. Engage in Professional Growth and Leadership - A

Content Grade Expectations

The scenario writer has identified the following content grade expectations that s/he felt might be assessed in this scenario. In most of these scenarios, there may well be opportunities to assess other or additional content grade expectations across a variety of disciplines. If you are interested in developing a unit or lessons based on the following scenario, and you don't see any grade expectations in your content area, we encourage you to capture the ideas presented in the scenario and make it your own by adding components that address the grade expectations you are most interested in assessing.

Visual Arts

A3-4:11 Students demonstrate PERFORM/COMMUNICATE skills in visual arts by...

- Participating in group art activities.
- Experimenting with media and materials to convey feelings or ideas.

A3-4:18 Students show understanding of how the arts shape and reflect various cultures and times by...

- Creating or performing art based on a culture.
- Identifying how the arts have a relationship to family and/or community events and celebrations.

H&SS 3-4:14 Civics, Government and Society - Students act as citizens by...

- Demonstrating positive interaction with group members.
- Identifying problems, planning and implementing solutions in the classroom, school or community.

H&SS3-4:16 Students examine how different societies address issues of human interdependence by...

- Identifying and describing ways regional, ethnic, and national cultures influence individuals' daily lives
- Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and community.
- Giving examples of ways that she or he is similar to and different from others.
- Identifying behaviors that foster cooperation among individuals.

Standard 1.6: Writing Conventions

W4: 3 In independent writing, students demonstrate command of conventional English spelling.

- by applying spelling knowledge in proofreading and editing of writing.