

## TEACHABLE BOOKS

# Global Issues: Access to Education and Intergenerational Learning

By Beth Lyons

**GRADE LEVEL:** Primary (K-3)

**THEME:** Global Issues

**SUB-THEMES:**

Access to Education,  
Life-long Learning,  
Intergenerational Learning,  
Community Helpers

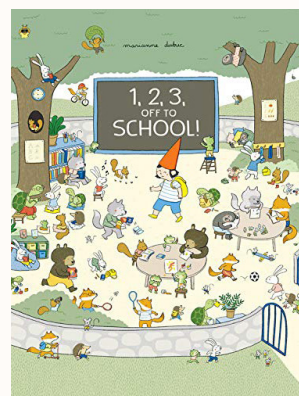
## LEARNING FOCUS

Who is a learner? How do we celebrate learning?

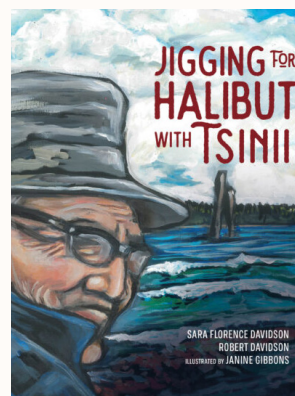
Access to education and learning is a universal right for all children. Connecting the generations within a community allows for elders to share their knowledge borne from experience and the younger community members to build bridges between modern learning and that of their home community.

This lesson is designed to be an introduction for primary students into Genius Hour or Passion Projects. Students will explore how and why we learn beyond the traditional classroom sense. Educators can interweave bigger ideas about quality education for all and equity issues as developmentally appropriate for their students.

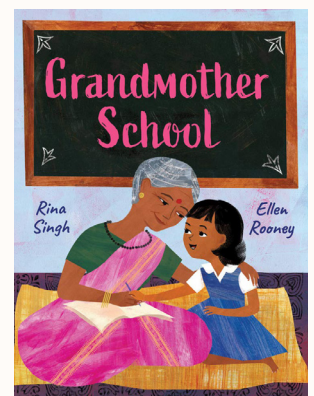
## FEATURED BOOKS



*1, 2, 3 Off to School!* by Marianne Dubuc (Kids Can Press, 2021)  
Best for Kindergarten students; focus on school readiness and what students might learn at school.



*Jigging for Halibut with Tsinii* by Sara Florence Davidson and Robert Davidson, illustrated by Janine Gibbons (HighWater Press, 2021)



*Grandmother School* by Rina Singh, illustrated by Ellen Rooney (Orca Book Publishers, 2020)

## LEARNING EXPERIENCE

### MINDS ON PROVOCATION

- Display pictures and/or show videos of various learning opportunities and schools/classrooms
- Ask students to brainstorm a list of places where they learn new things (i.e. home, daycare, place of worship, camp, sports and recreation, school, etc.)
- Ask students to brainstorm a list of people they learn from and with (i.e. grown-ups in their home, siblings, friends, classmates, teammates, etc. [Jamboard](#) can be used as an interactive whiteboard to record students' ideas
- Display the cover and title of the picture book(s) and ask students to make predictions and connections based on their brainstorming and what they observe

### READ, PLAN, AND PRACTICE

Students will read the featured picture books as mentor texts while the educator(s) work to guide them through connecting a picture book (i.e. elements of a narrative) to their experience of learning different skills in a variety of settings, using the following guiding questions: Who is a learner? Who do we learn from? How do we celebrate learning?

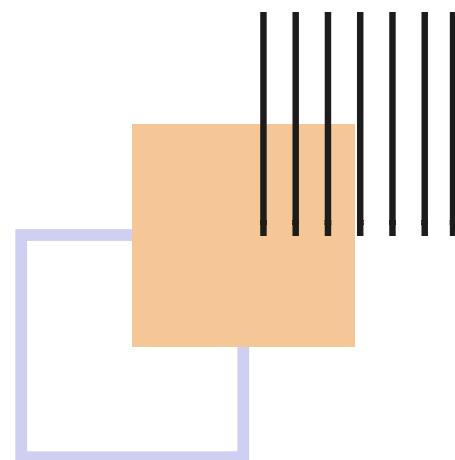
Compare and contrast the books together with students. Areas to focus on:

- Who were the learners in the book?
- Who were the teachers in the book?
- How did the learners and teachers work together?
- How might grown-ups and children learn together?
- What connections can you make between the learning in the books and the learning in your life?

Create a Wonder Wall in your classroom as a place to document the questions, ideas and topics that students are interested in exploring. Take a picture of each student creating an “I Wonder...” face and post it with a speech/thought bubble to record their ideas. Some prompts/ideas to guide students in creating their wonders could include:

- How does something work?
- What is inside of something?
- What skill do you want to learn?
- Who do you know that has a cool/interesting skill?
- What is something that you already know how to do but want to get better at?

[Flipgrid](#) could be used as a virtual Wonder Wall for classes learning online. Each student can have a topic created for their own wonderings and inquiry questions.



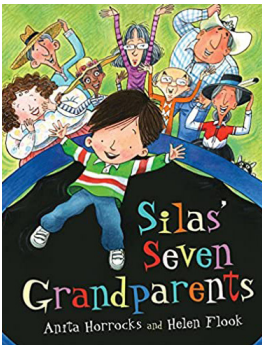
## MAKE, TINKER, AND MODIFY

Co-create a learning timeline with the students to guide your Genius Hour/ Passion Project.

To consider:

- What materials might we need for our learning?
- How often will we work on our learning projects?
- How might we support each other with our learning? Who in our classroom can help us with our wonders?
- How might we connect our learning with the grown-ups and other people in our home?
- How might we connect with our local community to help us with our learning?
- How might we document and take pictures of our learning journey? (Creative Tools for Making and Sharing)
- How and when might we celebrate our learning journey? (Padlet is an online tool that can be accessed by the class in order to use as a timeline and for pedagogical documentation over the duration of the inquiry.)

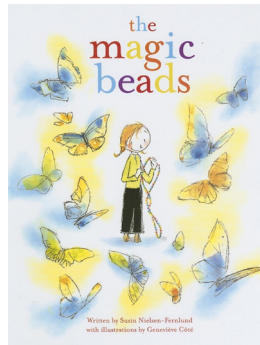
## ADDITIONAL CANADIAN BOOKS AND BOOK LISTS TO SUPPORT THESE SUB-THEMES



*Silas' Seven Grandparents* by Anita Horrocks, illustrated by Helen Flook (Orca Book Publishers, 2010)



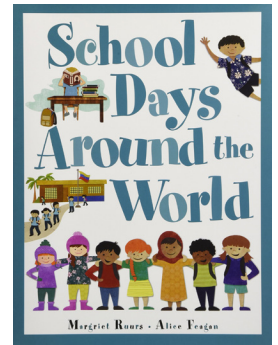
*Clarence's Big Secret* by Roy MacGregor and Christine MacGregor Cation, illustrated by Mathilde Cinq-Mars (Owlkids Books, 2020)



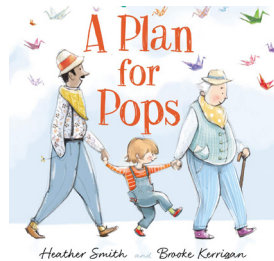
*The Magic Beads* by Susin Nielsen-Fernlund, illustrated by Geneviève Côté (Simply Read Books, 2021)



*Ten Cents a Pound* by Nhung N. Tran-Davies, illustrated by Josée Bisailon (Second Story Press, 2018)



*School Days Around the World* by Margriet Ruurs, illustrated by Alice Feagan (Kids Can Press, 2015)



*A Plan for Pops* by Heather Smith, illustrated by Brooke Kerrigan (Orca Book Publishers, 2019)



*The Way to School* by Rosemary McCarney (Second Story Press, 2015)

## REFLECT AND CONNECT

Invite the grown-ups and other people from the students' homes to gather and celebrate the learning projects. Co-create a gallery of learning with the students (i.e. choosing pictures, annotating/creating captions, etc.) to display their learning journey and completed projects.



## ADAPTATIONS FOR JUNIOR (4-6)

Use student connections to their own learning experience to jump start an inquiry into issues of education inequalities around the world. Students can follow the same process of creating a Wonder Wall and using the Genius Hour/Passion Project framework to guide their inquiry.

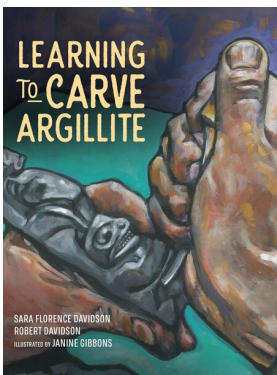
### [The United Nations Convention on the Rights of the Child - The Children's Version](#)

“The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children’s rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.”

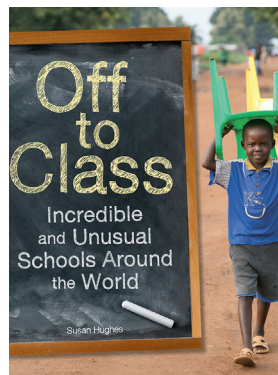
### [National Child Day: Understanding children’s rights in Canada | CBC Kids News](#)

Video description from CBC Kids: “The next time you’re put in a situation that doesn’t feel fair or safe, remember this: kids in Canada have rights—and those rights are protected by an international law. What are rights? Basically, they’re a list of things you’re allowed to be, do or have. That list is laid out in a document called the United Nations Convention on the Rights of the Child. The international agreement was made official 30 years ago and signed by almost 200 countries, including Canada. Those rights are celebrated every Nov. 20, also known as National Child Day in Canada.”

## BOOKS FOR JUNIOR STUDENTS



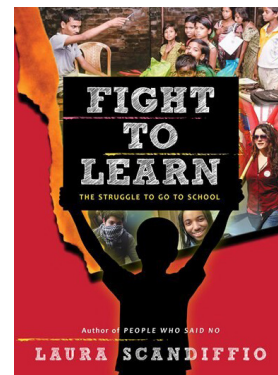
*Learning to Carve Argillite* by Sara Florence Davidson and Robert Davidson, illustrated by Janine Gibbons (HighWater Press, 2021)



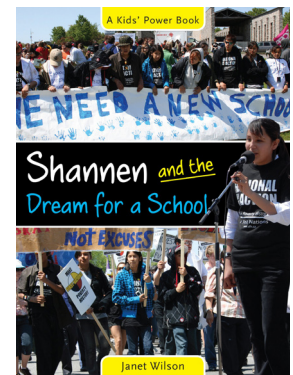
*Off to Class: Incredible and Unusual Schools Around the World* by Susan Hughes (Owlkids Books, 2011)



*The Theory of Hummingbirds* by Michelle Kadarusman (Pajama Press, 2017)



*Fight to Learn: The Struggle to Go to School* by Laura Scandiffio (Annick Press, 2016)



*Shannen and the Dream for a School* by Janet Wilson (Second Story Press, 2011)

## MORE RESOURCES

### POSSIBLE MINDS ON RESOURCES

- [What was school like 150 years ago? \(CBC Kids\)](#)

CBC Kids looks back at what school was like for children at the start of the 19th century. Images of children living and working in early settlements are included. Depending on the age and readiness of the class this could build to a discussion of the residential school system in Canada and the trauma inflicted on Indigenous communities.

- [Kicking it old school: the history of the pencil, paper and eraser” \(CBC Kids\)](#)

An article about the history and use of common tools for learning—before the invention of computers and devices.

- [Remote learning isn’t new](#)

An interesting look at how students learned remotely using the radio during the 1937 polio epidemic.

- [Room with a View \(Google Arts & Culture\)](#)

When the COVID-19 pandemic shut down schools around the world, students used art to express their thoughts, emotions and to connect with others.

### GENIUS HOUR/PASSION PROJECTS RESOURCES

- [How Genius Hour empowers students to take charge of learning \(Global News\)](#)

This article outlines how an intermediate teacher embedded Genius Hour into his classroom to help students engage in communication, creativity, collaboration and critical thinking skills.

- [You Get to Have Your Own Genius Hour \(A Video for Students\)](#)

A video presented by John Spencer (author of Launch, Empower, and Vintage Innovation) that outlines what Genius Hour is for students. Great to use a prompt to spark student interest. Mainly for older students.

- [Wonder Day Project](#)

A video presented by John Spencer that outlines what Genius Hour is for students under the title of Wonder Day. Great to use a prompt to spark student interest. Mainly for younger students.

- [What is Genius Hour And How Can I Try It in My Classroom?](#)

This article from We Are Teachers can help educators understand how they might use Genius Hour in their own classrooms to help build student capacity for inquiry.

### PROFESSIONAL DEVELOPMENT RESOURCES

- [Canadian Resources to Support Inquiry Learning - 2021](#)

• “Inquiry Mindset: Nurturing the Dreams, Wonders, and Curiosities of Our Youngest Learners” by Trevor MacKenzie and Rebecca Bathurst-Hunt (Elevate Books Edu, 2018)

• Blog posts by Rebecca Bathurst-Hunt that outline how she uses provocations and inquiry with her kindergarten students: [Wonder Wednesday: Where to Begin with Provocations and The Inquiry Cycle](#)