



Perspectives Grades 1-6

## Different people live in different ways



### Learning Objectives

Understand that people in different parts of the world live in different ways.  
While we all have many things that make us different, all people have lots of things in common.  
Identify differences and similarities between classrooms in Canada and classrooms in rural India.

### Materials

- 'houses' handout: photos of different kinds of houses from around the world
- Pictures of 'things that do and don't belong in a classroom'

**Time 50 mins**

### Part one: Houses

#### Class work

Students **list** 'things that we have at our house.'

Brainstorm a big long list on the board. (Expand to ask 'what kind of house I have' if you need the list to be a bit more diverse.)

#### Review

Read through the list to see if there's anything some people don't have in their own house.

**Circle** things everyone has.

**Cross off** things not everyone has.

#### Class Discussion

**Do we all have the same things in our house?** (answer: yes to some things and no to others)

**What things does everyone have in their house?** (bed; window; toilet etc.)

**How do we know what belongs in a house?** (by seeing our own house)

**Do some people have different houses from other people?** (yes)

**What would happen if we all had exactly the same house with exactly the same things inside?**

(we would not know whose house we were in or what stuff was ours!)

**If we all live in different houses in Canada, do you think people in other parts of the world live in the same kinds of houses as we do?** (probably not)

**Can anyone say what kinds of houses different people live in?**

(Some may have seen other kinds of houses through travel, TV or family members.)

**Handout** the pictures of different types of houses.

## Group work

Students make groups by finding others with the same house pictures. 3 minutes to answer this question:

### Why do people live in different types of houses?

(answers could include: weather, materials found in the environment, etc.)

Students **write** the answer down.

## Class Discussion

**Even though these houses are different, do you think some of the same kinds of things we all had in common in our houses are found in these different houses?** (Answer- yes! Such as bed, toilet etc.)

**Why?** (Because even though we are different there are lots of the same needs/things we have in common!)

Refer back to the list on the board; make a list of what is essential in a home.

## Part two: Classrooms

### Group work

**Handout** envelopes containing pictures of items. Students have 1 minute to make 2 piles:

- **things that belong in a classroom**
- **things that do not belong in a classroom.**

## Class Discussion

**How do we know what belongs in a classroom?** (We know from our own experience.)

### **Do all classrooms look the same throughout the world? Think about the houses activity!**

(Not all classrooms may look the same just like not all houses look the same. In some classrooms, having chickens or other animals is perfectly normal because the class is outside and people keep animals around. In other classrooms, students do not have desks or tables to work on because they are not available.)

### **Is there anything that was surprising about all this?**

(Students might be shocked that some classrooms have chickens inside, or no desks- why are we surprised?)

Because:

-we haven't seen it

-it's not part of our culture

-it's not part of our environment

This brings us back to the point that people understand things because they've seen them. There are lots of different ways of looking at things in the world because there are lots of different experiences!)

### **What things do we absolutely need to have in a classroom?**

(Students, teacher, subject matter!)

## Teacher talk

Every class needs teachers, students, and a learning subject. Even though lots of things may seem different, we also have a lot in common: children want to learn and all kids need to learn similar subjects like math, reading, and science.

### **Part 3: Indian classrooms**

**Students move** the desks to the side, grab a paper and pencil and sit down in one corner of the classroom.

#### **Teacher talk**

**Imagine** we are in a classroom in rural India.

Inch together more closely.

Remember that some classrooms have no tables and chairs AND it's small!

Close your eyes and imagine it's very very hot, and there is noise coming in through the window.

Students open their eyes and **draw** a picture (could be anything they want, or the Teacher's choice.)

#### **Class Discussion**

**Is drawing a picture easy or hard without a desk?**

**How would you feel if you had to study like this all the time?**

**Was it easy or hard to concentrate?**

**Was it uncomfortable?**

#### **Wrap-up & Intro to the Project**

**Watch** SOPAR's 'thank you for helping' video.

Students **name** 2 things that are different and 2 things that are similar from Canadian and Indian schools.

**Write** them down and share them with the class.

#### **Teacher talk**

We learned in the last activity that classrooms around the world are very different.

Some things are essential and others are not there.

Some things, like tables and chairs, help kids concentrate and create a better learning environment.

**Explain** the SOPAR education project.

#### **Class Discussion**

**Now that you have experienced sitting on the floor of the class, do they think it will be fun to help others get some desks and seats?**

**Any questions?**