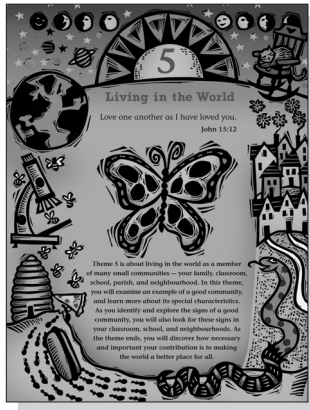


### My World

*Community, first discovered in the family, grows slowly, as members reach beyond individual interests and recognize love's binding power.*

Robert J. Hater Holy Family



#### My World

Theme five is about the place where your life journey with other people happens - in the world. When you began your journey as a baby, your world was very small. It was made up of the people who cared for you and the rooms in your home where you first began to crawl around. As you got a little bit older, your world expanded. Perhaps you began to play in the park near your home or to go to the store with your mom or dad. Maybe you attended a day-care centre or a nursery school. Then, a little later, it was time for you to go to school and your world got bigger again. You learned how to be a member of a classroom and met a lot of new people.

How big is your world now? Your world probably includes:

- your home
- your school
- your neighbourhood
- your city or town
- your classroom
- your parish
- your city or town

This is the world you know because you live in it. You eat, play, sleep, work, and share your life with your family members in your home. You spend a lot of time each week in your classroom, which is part of your school. You also belong to a parish, and you live in a neighbourhood and are a member of a community. In each of these places there are people whom you know and care about and who know and care about you. There are your family members, friends, other students in your school, teachers, parish priests, other members of your parish, neighbours, and the people who live and work in your community. You depend on them, and they depend on you.

100 Theme 5 101

#### I am a Community Member

People use the word community in many ways. Can you figure out why these groups are called communities?

- St. Monica parish community
- St. Joan of Arc school community
- Vietnamese community in Canada
- Maritime community
- Native peoples' community
- medical community

A community is a group of people who have special interests in common. A community can be as small as a family or as large as the whole world. But most people think of community as something a little bit larger than a family and a good bit smaller than the whole world.

St. Joan of Arc school community is made up of all the students, teachers, other people who work at the school, and the families of the students. Together, this group of people shares a special interest. They all want their school to be a good place where students can learn and grow to respect for themselves and others. They communicate with each other and work together to create a good school community.

People who came to Canada from other countries also have interests in common. That is why we sometimes talk about the Vietnamese community, the Italian community, or the Sikh community. Each of these groups shares a history and tradition.

Many members of the Vietnamese community in Canada came here in the 1970s after a difficult war in their country. They remember what it was like to leave their homes and travel to a new country. They are proud to be Canadians, but they are also proud of their Vietnamese heritage. They want to remember their heritage and teach their children about it.

People who live in the same area often describe the place where they live as their community. It might be their neighbourhood on a small area in a large city or a farming community. It could also be a small town or a village.

But a neighbourhood community is more than a place. If the people who live in a community care only about themselves or their own families, their reality is no community. There's just a group of people living in the same area. A good community is made up of people who share a common interest. They care about each person and want their community to be a good place to live in.

102 Theme 2 103

## Expectations

The students will:

- identify the small communities that make up their world.
- describe a community as a group of people who have special interests in common.
- appreciate the need to be aware of influences on themselves and of their capacity to influence others.

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## Note to the Teacher

Grade 5 students live in the small communities of the family, the classroom, the school, the parish, and the neighbourhood. Despite television and the internet, their awareness of the size and complexity of human society is as yet limited. For this reason, the opening topic of Theme Five concentrates on the world as the students experience it.

In this topic, and in those that follow, examples of local communities and their activities should be used as often as possible. It is important for the students to recognize that all communities are established and built by the care and concern of the people who belong to them.

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## Important Words

- *community*

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## Materials/Preparation

- Send the Theme Five family letter home with the students.
- Before beginning Theme Five, have the students start a collection of community resources. This collection could include newspaper stories (including local community papers and ethnic papers), parish bulletins, newsletters from community organizations, and school newsletters. Students could ask school staff members to contribute items from groups to which they belong. They could also telephone or use the internet to contact local community groups and ask for a copy of their newsletter.
- If there is a parent or staff member associated with a community group, you might ask the person to visit your class and tell the students about this group — its common interest and its activities.

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## Program Resources

- Living in the World (Picture Chart, p. 23, student book, page 99)
- Student Book, pages 99 – 103

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## Assessment

- For assessment suggestions for Theme Five, see Appendix A, pp. 219, 228 – 229

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## Introducing Theme Five

Display the Picture Chart, “Living in the World,” and invite the students to respond to the scripture passage and text that introduce Theme Five. You might ask them:

- Who said these words? (Jesus)
- What do they mean? (we are to love each other the way Jesus loves us)
- Is that hard or easy? Why?
- Do you think Jesus meant just the people you know, or everyone in the world? (everyone)
- How many people are there in the world? (more than six and a half billion)
- How can you show you love for so many people? (by always remembering that they are all made in God’s image, like you; by praying for them; by helping in whatever way you can when they are in need)
- What do you think we will be learning about in this part of *Fully Alive*?

Tell the students that they will be completing a BLM about Theme Five after they have completed the last topic.

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## *We Experience*

Introduce this topic by reading together pages 100 – 101, and inviting the students' response. You might ask them:

- What can you remember from the time when you were very young?
- Did you live in the same place as you do now?

If there are students in your class who have come to Canada from another country, be sure to ask them about the place where their life journey began. In what ways is this place similar to Canada? In what ways is it different?

- Did you go to a day-care centre or nursery school? What do you remember about it?
- Can you remember your first day of school? What was it like?

Review the list on page 101 of home, classroom, school, parish, neighbourhood, city or town with the students. Is there anything else they would add? If your school is in a large town or city, you might ask the students about their knowledge of this part of their world. What places in the town or city have they visited?

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## *We Discover*

Read together pages 102 – 103, and invite the students' response. What examples of communities in their area can they think of? Explore the meaning of the word *community* together:

- A community is a group of people who have special interests in common.
- A person's self-concept and emotional health and well-being can be affected by a number of factors that work together. Some of these are external factors that come from outside ourselves.

You might ask them:

- Who are the members of our school community? (students, teachers, principal, parents, secretary, custodian, other staff)
- What special interests do we have in common? (education for students; creating an environment in which people can learn and grow in goodness and respect for others; teaching and celebrating our faith)

- Can you give me examples of external factors that are protective? What things help a person develop a positive self-concept and improve their emotional well-being? (family and caring adults, having a safe place to live, being involved in activities that make you feel proud of what you've accomplished.)

If there are students in your class who have connections with ethnic communities (language classes, cultural activities), ask them to tell the class about their experiences.

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## *We Respond*

Have the students work in partners or small groups, and choose a story about a community from the class collection (see Materials/Preparation). Ask them to prepare a short oral report on the community they chose, including: the name of the community or group, the common interest the members share, and the activity or news in the story they read.

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## *We Explore (related activities)*

- **Community Visitor** — Invite a parent from the school or a staff member who is involved in a community group (for example, ethnic, environmental, special causes, neighbourhood safety, social justice) to talk to the students about the group, the common interest the members share, and their activities. Be sure to tell the person about the content of Theme Five before the presentation, and have the students prepare questions before the visit.
- **Communities Research** — Throughout its history, Canada has been a destination for people from many countries around the world who are looking to make a new home. Have the students work with a partner to select a community of people who have chosen to come here (e.g., the Italian community, the Indian community, the Chilean community) and find out three interesting things about them (for example, why they came; an area where many of them live; what they enjoy about living in Canada; special foods or music that are part of their culture). The students can share their information with the class.

- **Heritage Day** — Invite the students to plan a Heritage Day event that celebrates the different community backgrounds of the members of the class (e.g., food, music, clothing). (**Curriculum Connection:** Social Studies: Canada and World Connections, Aspects of Citizenship and Government in Canada, see Appendix B, page 240)
- **Class Community Newsletter** — Have the students create a newsletter with stories about projects they have done as a class: playground cleanup, garbageless lunches, or helping younger students.