

Subject	Social Studies			Grade Level	6 th Grade (Elementary School)		
Format	Event-based Learning	Group Formation	Activity 1: 3 students/group Activity 2: 3 groups in total	Teacher	Park Jae Jun		
Unit	Let's explore some of the challenges that have emerged during the course of economic growth, and the efforts to solve the problems.			Lesson Number	5~6/7	Textbook	Pg.118
Learning Objectives	Understand the challenges that have emerged during the course of economic growth and the efforts to solve the problems Understand and sympathize with the socially disadvantaged and the discriminatory situations they face through role-playing						
Materials	Teacher			Students			
	<ul style="list-style-type: none"> • Apples (ex. Wooden blocks) • Boxes (1 per group, 3 students in a group) • Fish (ex. 50 tennis balls) • Storage (3 boxes) • Sticky notes (for individual thoughts) • Paper stand (for opinion of the group/village) 			<ul style="list-style-type: none"> • Writing Utensils 			
Prior/Follow-up Activities	<p>Prior Activity (Korean-Whole Book Reading) Have a discussion on meritocracy as presented in the book, <i>What is Justice</i>. (Social Studies) Understand the challenges that emerged during Korea's economic growth and the efforts to solve them, as presented in the economics unit.</p> <p>Follow-up Activity Explore some 'social mechanisms' that considers the social minority and look for such mechanisms in our neighborhood and school.</p>						

Stage	Learning Elements	Teaching and Learning Activities		Lesson Format	Comments	Duration
		Teacher	Student			
Introduction	Motivation	<ul style="list-style-type: none"> ⊙ Scene Introduction <ul style="list-style-type: none"> - Introduce the role-play scenario, <i>TV Show: Law of Survival</i> ⊙ Present Learning Tasks <ul style="list-style-type: none"> - Do your best to survive under any circumstance ⊙ Select Roles <ul style="list-style-type: none"> - Check the roles and select one within the group 	<ul style="list-style-type: none"> - You are invited to <i>TV Show: Law of Survival</i> and must find apples and fish to survive on a deserted island - The roles are A (superior ability), B(normal) and C(poor ability) - Select roles through rock-paper-scissors 	Entire class	* Exaggerated action and explanation is needed so that the students can fully immerse themselves in the given situation.	5 min.
Development		<ul style="list-style-type: none"> ⊙ Activity 1: Apple Game <ul style="list-style-type: none"> - Understand how to get the apples as according to the chosen role in the group (3 students) - Play the game in the order of A, B, C, each given 20 seconds to go get the apples - Understand the 3 suggested ways of sharing the apples - (Discussion 1) Individually think about what is the most desirable way to share the apples - (Discussion 2) Discuss among the group members on what is the most desirable way to share the apples 	<ul style="list-style-type: none"> - A can bring several apples at once, B can bring two apples at once, and C can only bring one apple at a time - 3 suggested ways of sharing are: <ol style="list-style-type: none"> 1. You eat your own apples 2. Share the apple evenly among the group members 3. Share few apples to the person with the least number of apples 	3 students /group	<ul style="list-style-type: none"> * Create an atmosphere where the students can freely express their feelings * Teacher should act as a facilitator to help students recognize and explore changes in their feelings. 	65 min.

		<p>☉ Activity 2: Fish Game</p> <ul style="list-style-type: none"> - Form a group (Village A, B, C) with students playing the same role - Select a leader of each village - The teacher adjusts the location of the well (where fish can be caught) in the order of Village A, Village B and Village C - Begin the game of moving the fish to the village storage - (Discussion 1 - individual) Individually think about what is the most desirable way to share the fish - (Discussion 2 – Village) Discuss with the village members on what is the most desirable way to share the fish - (Discussion 3 - Class) The village representatives discuss and decide what is the most desirable way to share the fish 	<ul style="list-style-type: none"> - Village A, B ,C are formed and a representative is selected for each village - The village representative participates in the Fish Game - 3 suggested ways of sharing the fish are: 1: Share the fish among your villagers only. 2: Collect the fish from all the people and share it evenly among the villages. 3: The first two villages with the most number of fish share it with the village with the least number of fish. - Participate in the class discussion with the decision made in each village 	3 groups in total		
Closure		<p>☉ Wrap Up</p> <ul style="list-style-type: none"> - Reflect on Activity 1,2 and think about ‘inequality’ - Discuss the difference in decision making process during Activity 1(heterogeneous group) and Activity 2(homogeneous group) - Listen to what students with Role A, B, C has to say in each situation and sympathize with 	<ul style="list-style-type: none"> - Role A has earned the most apples and fish while Role C earned the least. The rules of the games were unfair from the beginning - Once it became a ‘we,’ I thought I had to guard my food. - Role C must have felt unpleasant through the game and wanted to give up. There is no chance at all. - We need to listen to what the 	Entire class	*Emphasize on the position of each role and lead the students to sympathize with one another, rather than focusing on the result of the discussion.	10 min.

		<p>each other</p> <ul style="list-style-type: none">- Look over Role C's situation in our society, especially during pandemic, and share what we can do to create 'a better world.'	<p>social minority has to say and pay more attention so that we can all live together.</p>			
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