



Workbook Preview





Grade 1 – Social Studies Unit



Local Communities

Big Idea 1: We shape the local environment, and the local environment shapes who we are and how we live.

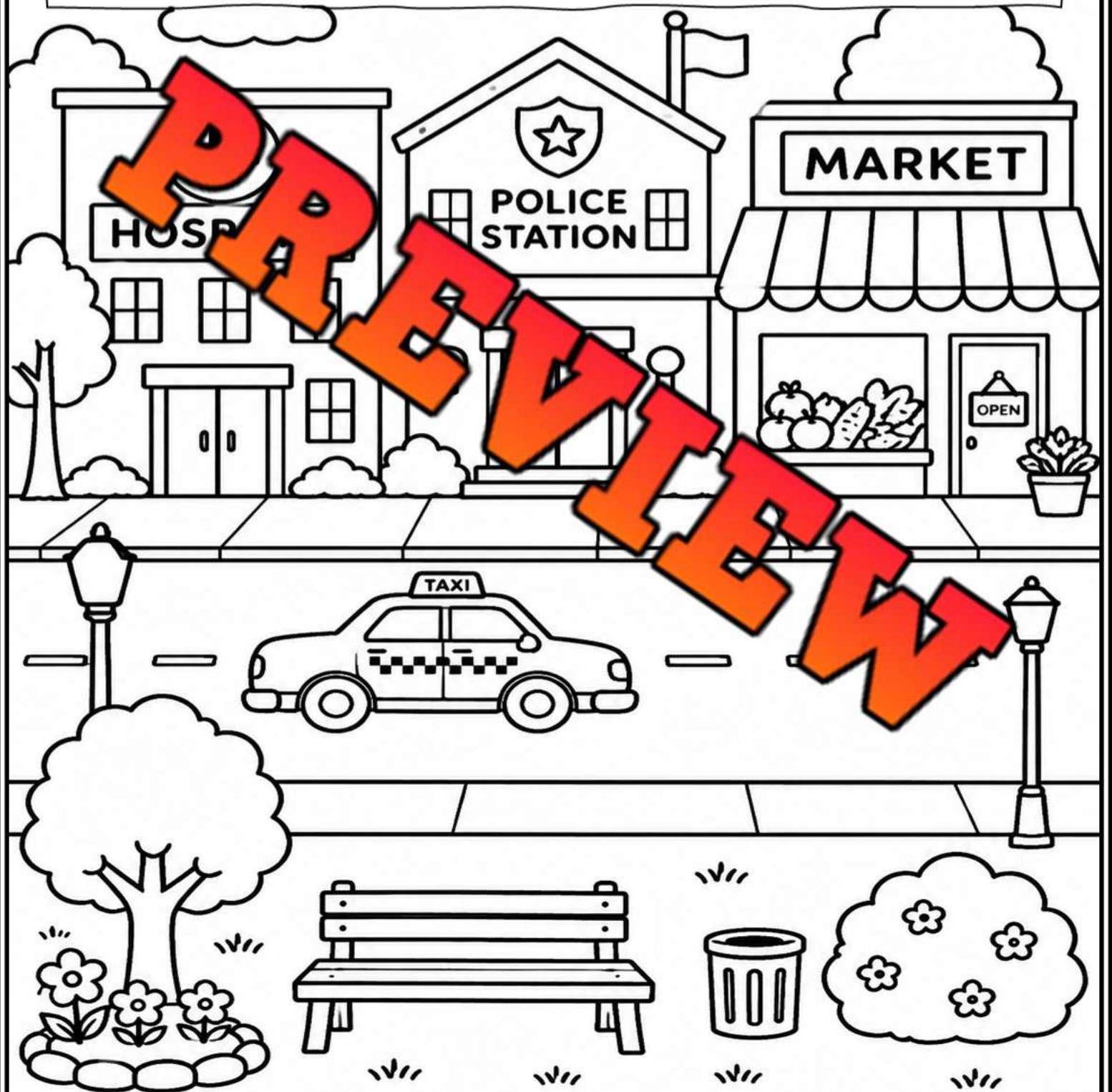
Big Idea 2: Our rights, roles, and responsibilities are important for building strong communities.

Big Idea 3: Healthy communities recognize and respect the diversity of individuals and care for the local environment.

**Preview of 120 pages from
this product that contains
250 pages total.**

1.1		76, 115
1.2	the local and other communities	81-77
1.3	Relationships between a community and its environment	22-40
1.4	Roles, rights, and responsibilities in the local community	77-79, 100-164
1.5	Key events and developments in the local community, and in local First Peoples communities	165-180
1.6	Natural and human-made features of the local environment	10-21, 26-37, 41-64, 67-72

LOCAL COMMUNITIES



What Makes a Good Community Member?

A **good community member** is someone who helps and cares for others. Here are some things that make someone a good member of their community:

Helping Others

Good community members **lend a hand** when others need help. They hold the door, pick up dropped items, and share supplies.



Being Kind

Showing **kindness** means using kind words and actions. Saying "please" and "thank you" helps make everyone feel happy and welcome.



Working Together

Teamwork is important in a community. Good members share tasks, listen to each other, and work together to get things done.

Showing Respect

Respect means treating others the way you want to be treated. It includes listening, not interrupting, and following rules.

Taking Care of Places

Community members keep their areas clean. They don't litter. They help keep parks, schools, and sidewalks tidy.

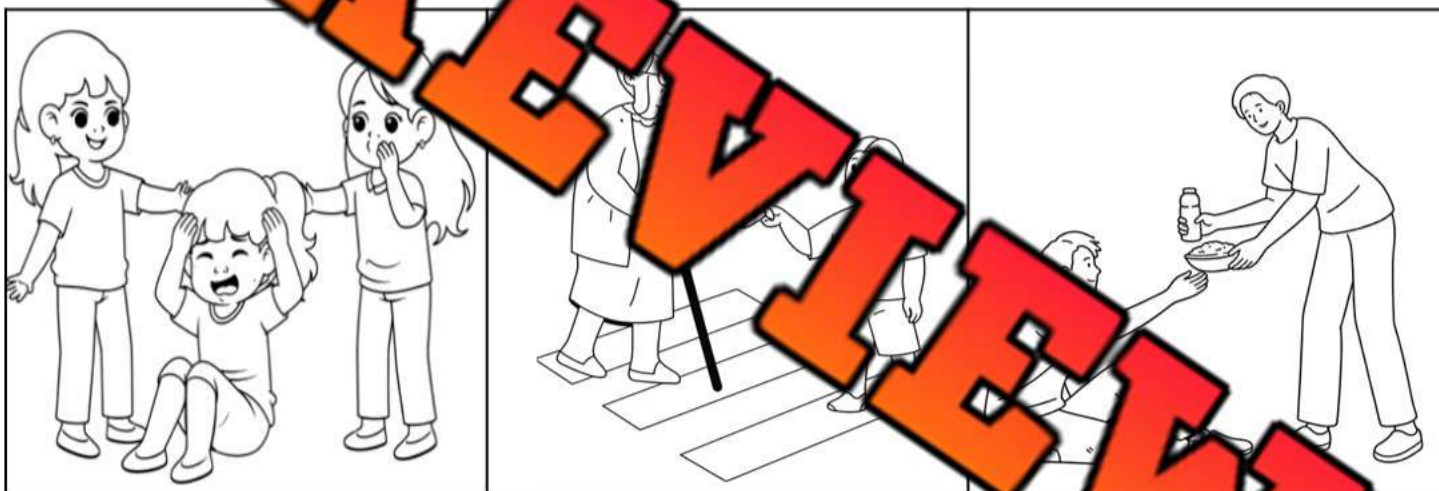
Circle

Are the kids below good community members?

1) Sarah picks up trash in the park.	Yes	No
2) Tom refuses to share his toys with friends.	Yes	No
3) Lily helps her friend carry a heavy book.	Yes	No
4) Emma says "please" and "thank you" often.	Yes	No
5) Jake stands over others when they are talking.	Yes	No
6) Leo cleans up on the playground.	Yes	No

Colour

Colour pictures of the good community members.



Pledge

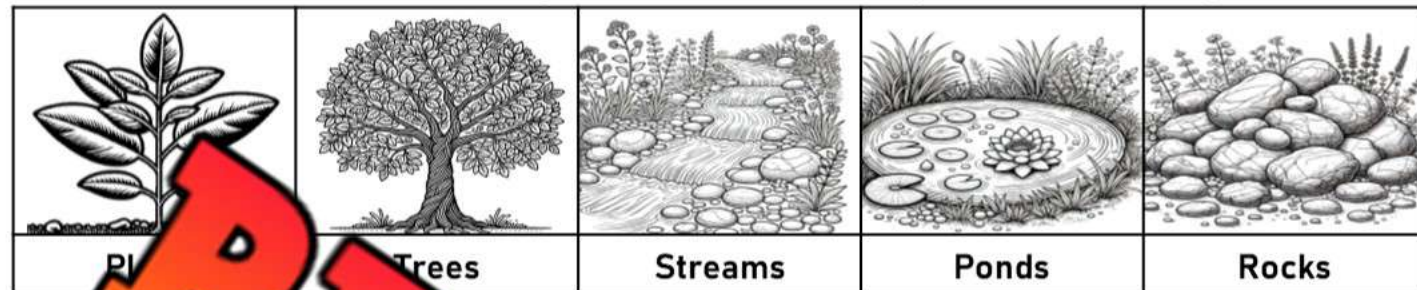
Write a pledge: ***"I will be a good citizen by..."***

- _____
- _____
- _____
- _____

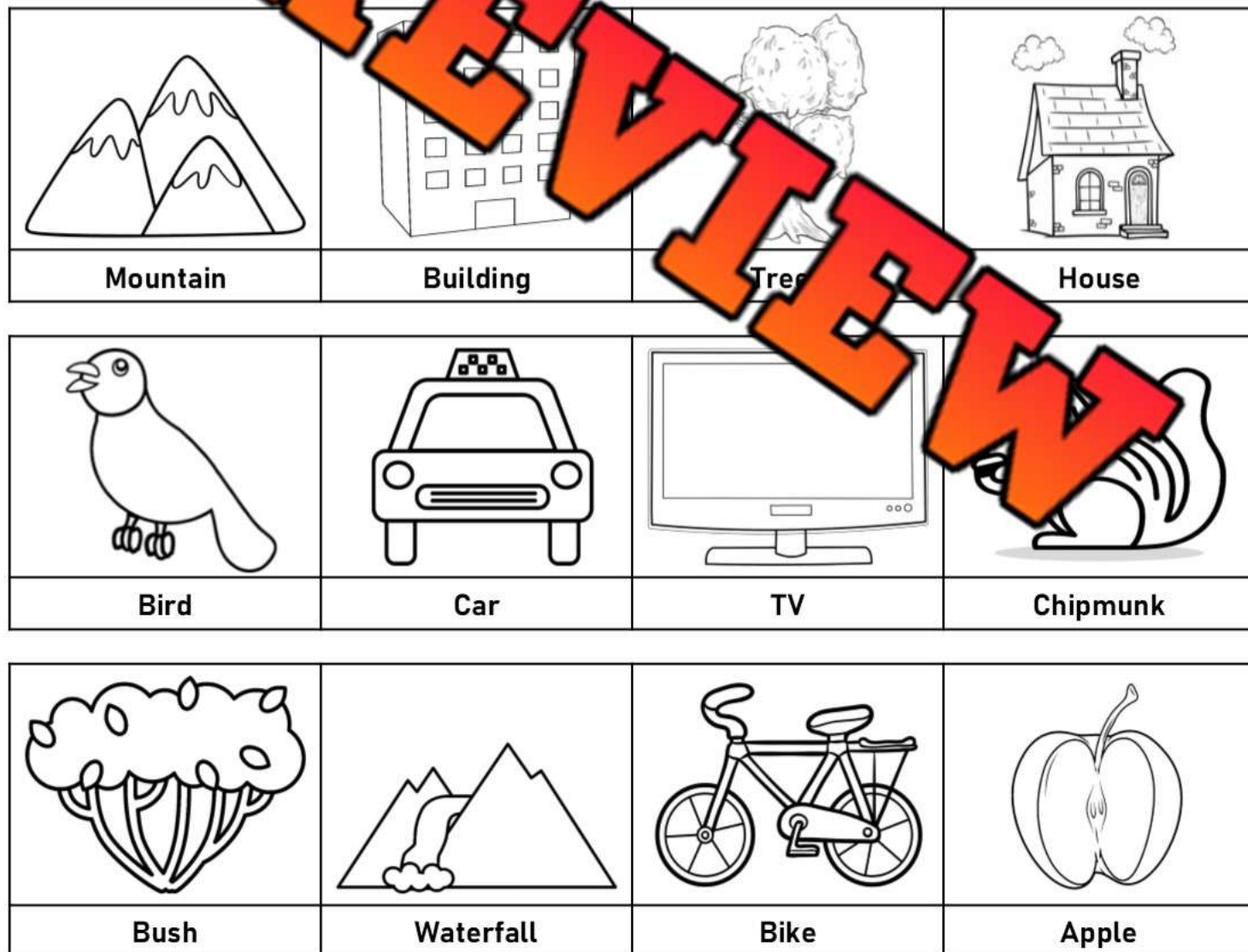
Natural Features

What is a Natural Feature?

A **natural feature** is something that was not built by humans. Examples:



Natural Features are found in the natural features.



Name: _____

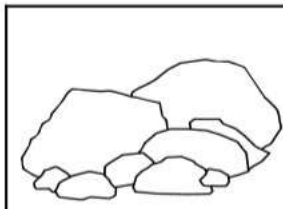
11

Curriculum Connection

1.6

Natural Features

Circle the natural features at your school.



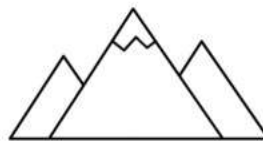
Rocks



Grass



Trees



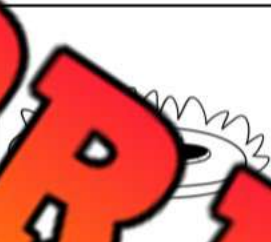
Mountains



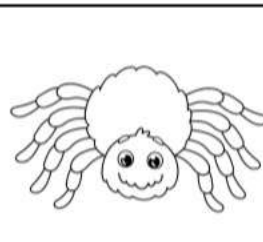
Streams



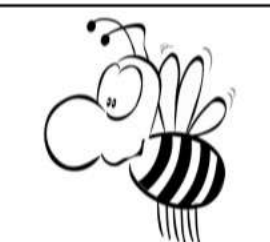
Lake



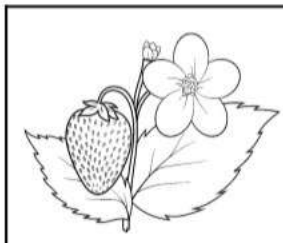
Squirrels



Spiders



Bees



Strawberries



Plants



Hill



Soil



Cliff

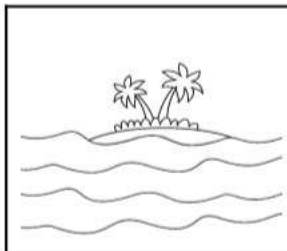
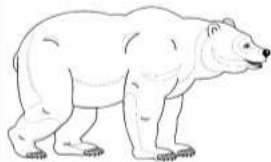
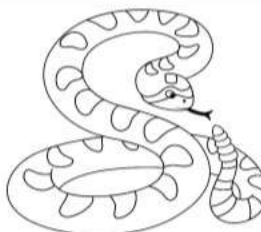
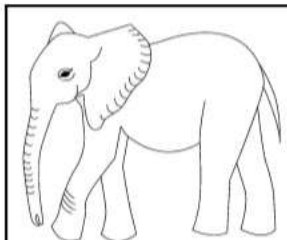
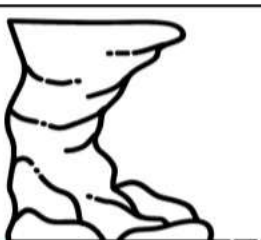
Draw

Draw pictures of 4 natural features at your school.

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Natural Features

Circle the natural features in your community.

**Islands****Bears****Trees****Mountains****Streams****Lakes****Islands****Palms****Snakes****Waterfalls****Elephants****Forests****Hills****Lions****Cliffs****Draw**

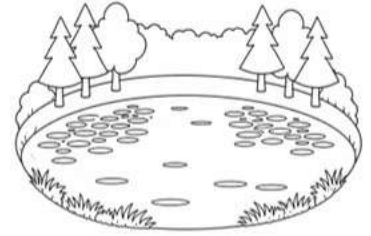
Draw 4 natural features in your community.

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Natural Resources in our Environment

What is a Natural Resource?

Some natural features are valuable because we need them. We call them natural resources. Some examples of natural resources are water, oil, trees, animals, minerals, and soil.



Draw a picture of how do we use each of the natural resources below.

Water

Trees

Oil

Animals

Minerals – Gold, Silver, Iron

Soil

True or False

Is the statement true or false?

1. Water is a natural resource.	True	False
2. We can use trees to make paper.	True	False
3. Oil can be used to make fuel.	True	False
4. We do not need soil to grow plants.	True	False
5. Animals are not natural resources.	True	False

Directions: Color the picture if it is a natural resource.



Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Circle whether each action is
good or **bad** for natural resources.

1) Recycling paper	Good	Bad
2) Wasting food	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____

Mark

Circle whether each action is
good or **bad** for natural resources.

1) Recycling paper	Good	Bad
2) Wasting food	Good	Bad
3) Saving water	Good	Bad
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6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Interacting Responsibly With Natural Features

When we take care of natural features, we help our environment. Check out the ways we can help below.

Planting Trees	✓ Trees are homes to animals like birds and squirrels. ✓ Trees help clean the air.	
Picking Up Trash	✓ Animals can eat garbage and get sick. ✓ Trash can make our water dirty.	
Using Less Plastic	✓ Plastic ends up in landfills for many years. ✓ Plastic can poison animals and they get sick.	
Putting Waste In The Right Bin	✓ We can compost so it becomes soil. ✓ We can recycle some things so we use them again.	
Planting A Garden	✓ Plants make our air clean. ✓ Animals like ladybugs, bees, snails, and toads will enjoy living in your garden.	

Write and Draw

What will you do to take care of the environment?

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True or False

Is the statement true or false?

1) Planting trees can help clean the air.	True	False
2) Plastic in landfills can be eaten by animals.	True	False
3) Picking up trash makes water dirty.	True	False
4) Composting waste helps it become soil.	True	False
5) Recycling waste cannot turn it into something new.	True	False

Circle the good or bad for nature?



Liam throws his empty juice box on the ground at the park.

GOOD

BAD



Ella plants some flowers in her backyard to beautify it for visitors to visit.

GOOD

BAD



She leaves the water running while brushing her teeth.

GOOD

BAD



Tom uses a reusable bag instead of a plastic one for groceries.

GOOD

BAD



Sophie breaks tree branches in the park to use for her play fort.

GOOD

BAD



Ben stomps on flowers while running through a garden.

GOOD

BAD

Exit Cards

Cut Out

Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Circle whether each action is
good or **bad** for nature.

1) Planting trees	Good	Bad
2) Using plastic	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____

Mark

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3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Poster: Protecting Our Natural Features

Objective

What are we learning more about?

Students will learn how to keep natural features healthy by creating an informative and creative poster. This activity encourages students to think about actions that help protect the environment.

Materials

What do we need for our activity?

- ✓ Black paper or poster board
- ✓ Markers, crayons or colored pencils
- ✓ Example list of ideas (see worksheet)
- ✓ Example posters for inspiration



Instructions

How do we complete the activity?

- 1) **Choose a Topic:** Pick an idea from the list (e.g., "Protecting Our Natural Features" or "No Littering") or come up with your own idea about protecting natural features.
- 2) **Plan Your Poster:** Answer these guiding questions to help you plan your poster.
 - 1) What is the main topic of your poster?
 - 2) What will you write on the poster to share your idea? Practice writing in big letters.
 - 3) What pictures will you include? Sketch them in the planning boxes.
- 3) **Look at Example Posters:** Check out the example posters to get ideas about how to design and organize your own.
- 4) **Create Your Poster:** Draw and write your messages on the poster board using bright and bold colours.
- 5) **Share Your Work:** Present your poster to the class and explain why you chose your topic and how it can help the environment.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Neat Work	The drawings and writing are clean and easy to see.
Big, Clear Letters	The words are written in big letters so everyone can read them.
Bright Colours	The poster has lots of colours to make it stand out.
Good Pictures	The pictures match the message and show how to help nature.
Sharing Ideas	Students can talk about their poster and explain their ideas.

Ideas

Use the ideas below to think of your own way to help nature!

Idea	Description
No Littering – Clean Up Trash	Throw trash in a bin to keep the ground clean for people, plants, and animals.
Don't Waste Energy – Turn Off The Lights	Turn off lights when not needed to save energy. This helps nature and the world.
Save Water – Don't Waste It	Turn off taps when not using water. Saving water helps animals, plants, and people.
Save Trees – Don't Cut Down a Tree	Trees give us air and shade. Cutting them down hurts animals and nature. Protect trees.
Save Trees – They Will Save You	Trees clean the air we breathe. By saving trees, we are helping ourselves and the environment.
Bring a Bag – Don't Use Plastic Bags	Use cloth bags instead of plastic. Plastic can harm animals and make the land and water dirty.
Protect the Environment – Don't Damage Plants or Animals	Be gentle with plants and animals. Do not pick plants or harm animals in any way.

Planning

Answer the questions below about your poster.

1) Which topic will you choose? Write it below.

2) Practice writing your text in **BIG** letters.

3) What pictures will you draw on your poster? Sketch them below.

PREVIEW

Example

Posters about protecting our natural features.



*"Don't throw
trash on the
ground! Put it in
the bin and keep
the Earth happy!"*

"Turn off the tap!

Saving water

helps plants,

animals, and us!"



Reflection Questionnaire

Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✓	✗
2) Should people throw garbage on the ground?	✓	✗
3) Is it okay to waste water when brushing your teeth?	✓	✗
4) Will you try to help nature every day?	✓	✗

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✓	✗
2) Should people throw garbage on the ground?	✓	✗
3) Is it okay to waste water when brushing your teeth?	✓	✗
4) Will you try to help nature every day?	✓	✗

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✓	✗
2) Should people throw garbage on the ground?	✓	✗
3) Is it okay to waste water when brushing your teeth?	✓	✗
4) Will you try to help nature every day?	✓	✗

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✓	✗
2) Should people throw garbage on the ground?	✓	✗
3) Is it okay to waste water when brushing your teeth?	✓	✗
4) Will you try to help nature every day?	✓	✗

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Neat Work	Very messy	A bit messy	Mostly neat	Very neat
Big, Clear Letters	Hard to read	Some words are clear	Most words are clear	All words are clear
Bright Colours	Very few colours or no colours	Some colours used	Mostly colourful	Very bright and colourful
Good Pictures	Not well drawn	Some pictures match the idea	Most pictures match the idea	All pictures clearly match the idea
Sharing	Did not share	Shared some details	Shared some details	Shared clearly and fully

Teacher Comments**Mark****Student Comments – What Could You Do Better?**

Respecting the Natural Environment

Respect

Circle the things that are good for the natural environment.

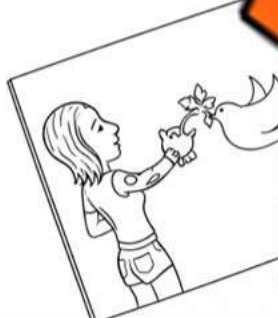


Directions

Is the behaviour respectful to the built environment – yes or no?



1)	Drawing on a school desk	Yes	No
2)	Drawing on paper	Yes	No
3)	Slamming a door	Yes	No
4)	Climbing on tables	Yes	No
5)	Drawing on a wall	Yes	No
6)	Sitting on a chair	Yes	No
7)	Throwing things	Yes	No
8)	Playing with things carefully	Yes	No
9)	Kicking doors	Yes	No
10)	Closing doors	Yes	No

**Write and Draw**

Draw a picture of some things that are not respectful to the environment

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Built Features

What is a Built Feature?

A **built feature** is something made by people. We make things to make our lives better. Examples:



Built Features _____ Create built features at your school.



Draw

Draw 3 built features that you like at your school.

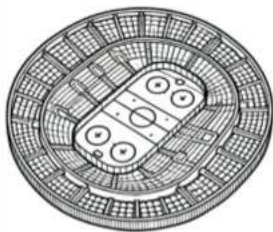
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Built Features

Circle the built features in your community.



Grocery Store



Arena



Hospital



Police Station



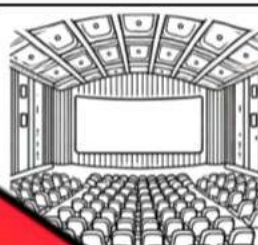
Playgrounds



Courthouse



City Hall



Theatre



Post Office



Fire Station



Airport



Train Station



Baseball Field



Barber Shop



Gas Station

Draw

Draw 3 built features found in your community.

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Matching - 1 Draw a line from the picture of the built feature to what it does.**Picture****What It Does**

Where police officers work



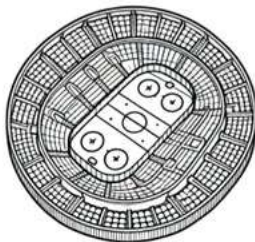
Where mail is collected and sent



Where we can buy food



Where fire fighters wait for fires



Where doctors work to help sick people



Where people play sports

Matching - 2 Draw a line from the picture of the built feature to what it does.**Picture****What It Does**

Where kids play



Where adults go if they do something bad



Where people go to worship



Where you can get your hair cut



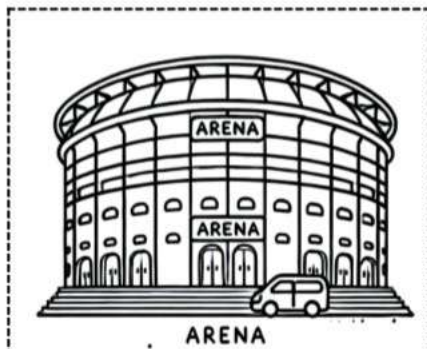
Where you can go to buy things



Where you get gas for your car

Activity

Cut out the built features below.



Activity

Cut out the description of each built feature. Paste both the description and picture on coloured paper.

Where
people go to
for better

Where you go
to get a
haircut

Where you go
to buy things

Where you go
to play

Where you go
to

Where you go
to get gas

Where adults
go if they do
something
bad

Where you go
to report a
crime

Where you go
to fight
for a

Where sports
are played

Where you go
to buy food

Where you go
to send mail

Puzzle

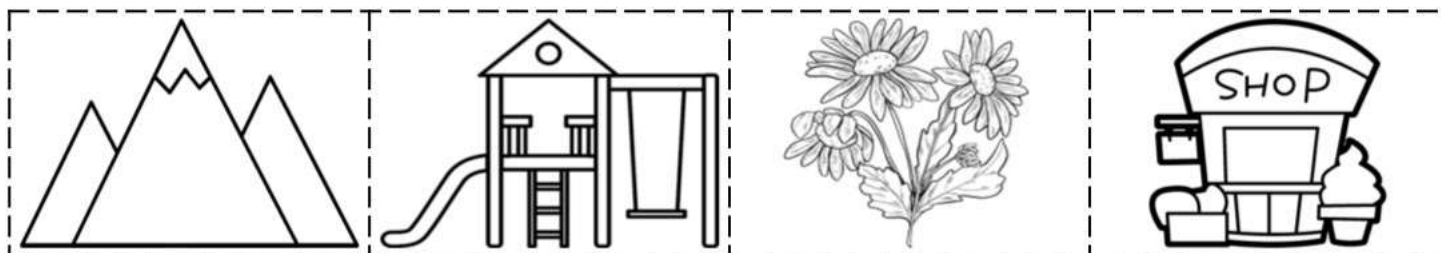
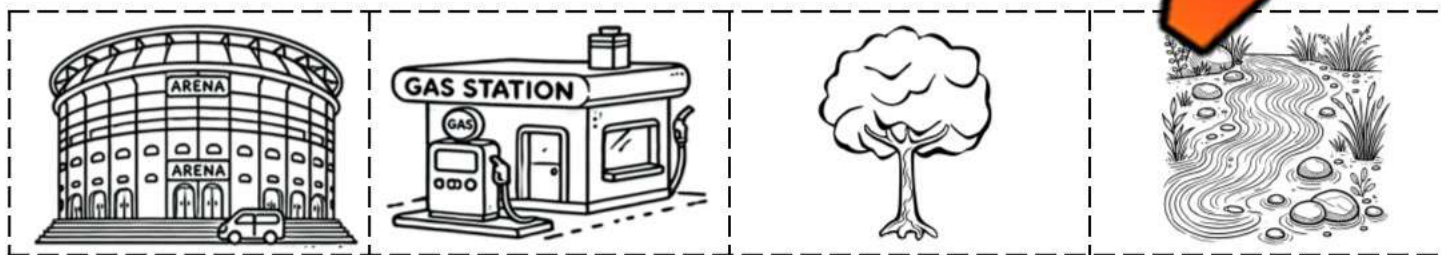
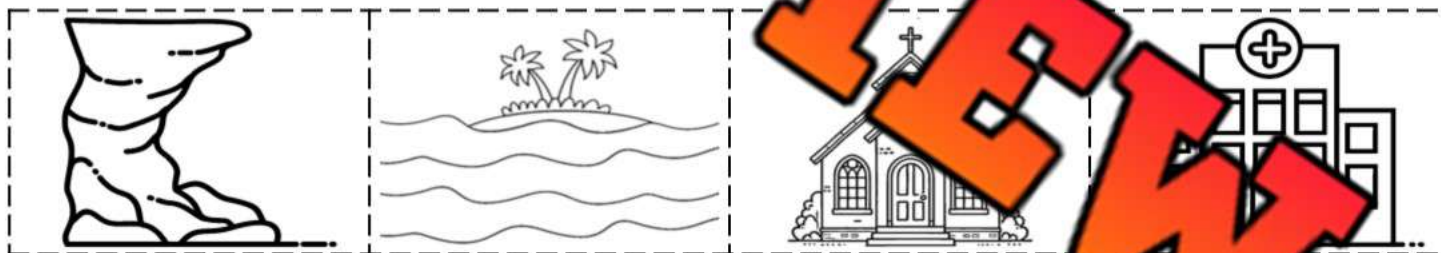
Read the scenario, navigate the maze, and colour it after!

Dr. Hope was rushing to help a patient with an emergency. She got lost on the way to the hospital and needs your help finding the fastest route. Guide her ambulance through the maze so she can reach the hospital on time and save the day!



Sort Cut out the natural & built features & paste them in the correct category.

Natural		Built	



Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Sort the following features into the correct categories.

Features	
Road	Playground
Mountain	Forest
School	River
Natural	Built

Name: _____

Mark

Sort the following features into the correct categories.

Features	
Road	Playground
Mountain	Forest
School	River
Natural	Built

Name: _____

Mark

Sort the following features into the correct categories.

Features	
Road	Playground
Mountain	Forest
School	River
Natural	Built

Name: _____

Mark

Sort the following features into the correct categories.

Features	
Road	Playground
Mountain	Forest
School	River
Natural	Built

Memory Game – Natural vs Built Features

Objective

What are we learning about?

Students will learn to identify, compare, and differentiate between natural and built features in their surroundings, understanding their roles, importance, and how they interact in communities.

Materials

What you will need for the activity

- Set of Memory Game cards for each group (provided)
- A small table or clear area on the floor



Instructions

How you will complete the activity

1. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
2. Have each group lay all the cards face down in a grid on the table.
3. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards



Tree

Natural



Bridge

Built



River

Natural



House

Built

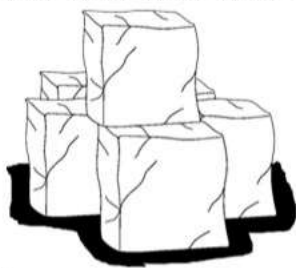


Mountain

Natural

Cards

Memory Game Cards



Rock

Natural



School

Built



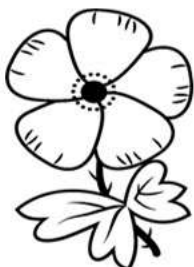
Lake

Natural



Hospital

Built



Flower

Natural

Cards

Memory Game Cards



Playground

Built



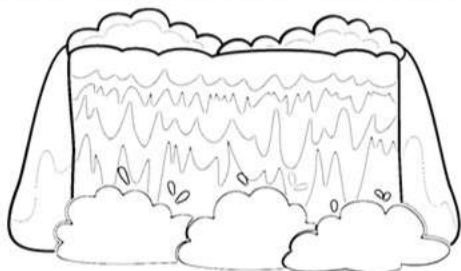
Cave

Natural



Treehouse

Built



Waterfall

Natural



Road

Built

Areas In Your Community

Community Areas

There are different areas in every community. There are places where people **live, shop, and work**.

Residential Areas: Areas Where People Live

Areas where people live have a lot of houses.

The houses are close together and are not too

close to stores. There are usually no

stop signs. People who drive



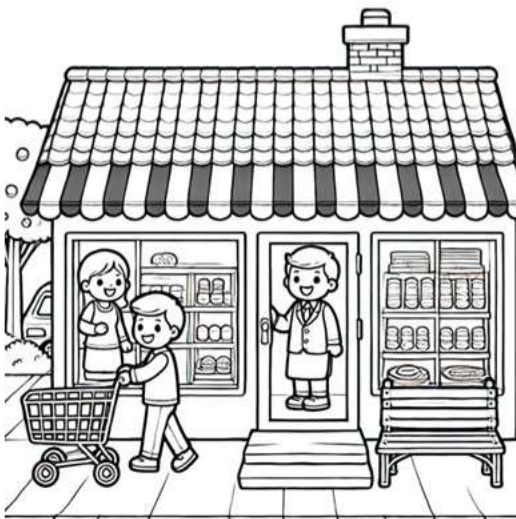
Commercial Areas: Areas Where People Shop

Some areas have a lot of stores. These are

busy areas with a lot of cars.

There are traffic lights and wide roads. Cars

will drive faster.



Industrial Areas: Areas Where People Work

Many people **work** in factories. Factories are built

on the outside of communities. They are away

from houses. Some factories are close to stores.



True or False

Circle whether the statement is true or false.

1) Traffic lights are in busy areas.	True	False
2) Traffic lights are in areas where people live.	True	False
3) People drive fast on wide roads.	True	False
4) Houses are close to stores and factories.	True	False
5) Factories are in the middle of communities.	True	False



Guess the area. You tell which area it is based on the clues?

Clue 1	The roads are wide and busy.	
Clue 2	The roads are wide and busy.	
Clue 3	Cars drive faster here.	

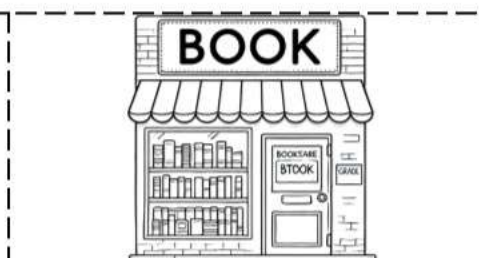
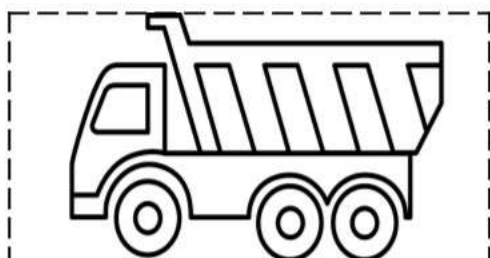
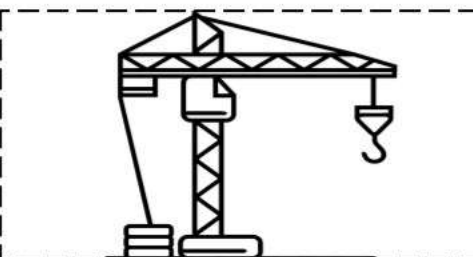
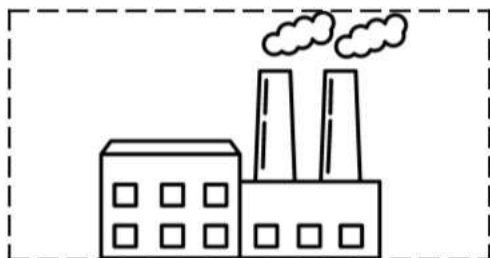
Clue 1	People make or build things here.	
Clue 2	You can hear loud machines.	
Clue 3	It is built on the outside of communities.	

Clue 1	There are many houses here.	
Clue 2	Cars drive slowly near stop signs.	
Clue 3	It is quiet, and people live here.	

Sort

Cut out the pictures below and sort them into the correct area.

Residential Area	Commercial Area	Industrial Area



Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Draw a line to match each area with what happens there.

Mark

Residential Area ☐

☐ A place with houses where families live.

Commercial Area ☐

☐ A place with factories where people make things.

Industrial Area ☐

☐ A place with stores where people buy things.

Name: _____

Draw a line to match each area with what happens there.

Mark

Residential Area ☐

☐ A place with houses where families live.

Commercial Area ☐

☐ A place with factories where people make things.

Industrial Area ☐

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Draw a line to match each area with what happens there.

Mark

Residential Area ☐

☐ A place with houses where families live.

Commercial Area ☐

☐ A place with factories where people make things.

Industrial Area ☐

☐ A place with stores where people buy things.

Song: Areas In A Community

Objective

What are we learning about?

Students will learn and sing a song about areas in a community, focusing on the features of commercial, residential, and work areas (industrial). They will act out each area while singing to understand how people live, work, and shop in their community.

Materials

What will you need for the activity

- Printed lyrics for singing
- Space for the class to stand and move together
- Optional: Pictures or videos that show each type of community area



Instructions

How you will complete the activity

- 1) Begin by discussing what a community is and identify the three areas: commercial (where people shop), residential (where people live), and work areas (where people work).
- 2) Show pictures or examples of what these areas look like.
- 3) Teach students the melody of "Twinkle, Twinkle, Little Star" and introduce the lyrics below.
- 4) Demonstrate simple actions for each verse (e.g., pretending to shop for commercial, acting like they are at home for residential, and pretending to build or work for work areas).
- 5) Hand out or display the printed lyrics for everyone to follow.
- 6) Sing the song together slowly the first time while doing the actions.
- 7) Repeat the song a few times to help students memorize the words and actions.
- 8) Ask students to share one thing they know about each area at the end of the activity.

Lyrics

Sing the song together as a class, following the melody of "Twinkle, Twinkle, Little Star."

Lyrics (to the tune of "Twinkle, Twinkle, Little Star")

Verse 1:

In the busy market square,
Shops and stalls are everywhere.
People buy what they need,
Fruit and clothes and books to read.
In the busy market square,
Shops and stalls are everywhere.

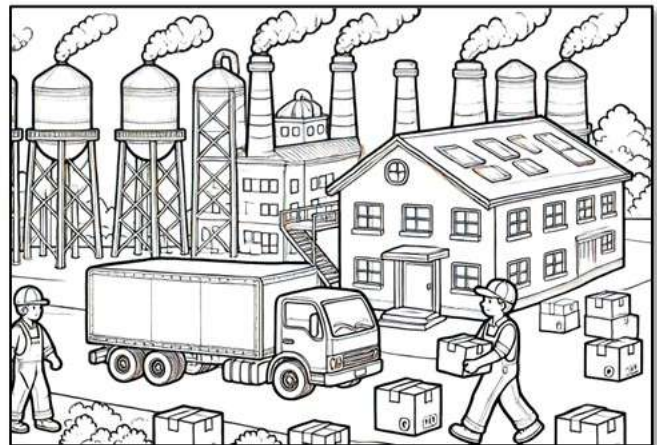


Verse 2:

In the quiet neighbourhood,
Families live where life feels good.
Home and garden and great play,
Friends and fun hours every day.
In the quiet neighbourhood,
Families live where life feels good.

Verse 3:

In the workplace all around,
Factories, tools, and busy sounds.
People working hard each day,
Making things in every way.
In the workplace all around,
Factories, tools, and busy sounds.



Draw

Draw each area—shopping, living, and working below, adding details you remember from the song.

1

Shopping Area

2

Living Area

3

Working Area

PREVIEW

Services In My Community

Communities have many needs. The workers in our community meet those needs. Here are some services that workers in our community provide:



Police officers keep us safe



Doctors make us feel better



Waste collectors take our waste away



Fire fighters put out fires



Snowplows clear the snow off roads



Mail carriers bring us letters and packages.

Draw

Name and draw two services you have seen in your community.

Fill In The Blanks

Use the jobs word bank to fill in the blanks.

The workers below help us meet our needs. Without them, life would be unsafe! The services they provide are important.

Jobs Word Bank

Police
Officer

Doctor

Waste
Collector

Fire Fighter

Snowplow
Driver

- 1) Someone who gives us medicine to feel better is a _____.
- 2) Someone who clears snow from the road is a _____.
- 3) Someone who makes sure everyone follows the rules is a _____.
- 4) Someone who takes our waste away is a _____.
- 5) Someone who puts out fires is a _____.

Draw And Write

Would you want to have one of the jobs above? Why?

-------------------	--

Draw And Write - 1

What would life be like without the workers below?

Worker	Draw	Write
Doctors and Nurses		
		

Worker	Draw	Write
Waste Collector		
		

Draw And Write - 2

What would life be like without the workers below?

Worker	Draw	Write
Fire Fighters		
		

Worker	Draw	Write
Police Officers		
		

Our Responsibilities In The Community

We need to help the workers in our communities do their jobs. We can help them in many ways.

Matching

Draw a line from the worker to how we can help them

Worker	How We Can Help Them
	☐ Sort our garbage and recycling and bring it to the end of the driveway
	☐ Shovel snow off my sidewalk
	☐ Eat fresh fruits and vegetables and stay safe
	☐ Follow the rules and laws in our community
	☐ Have working smoke detectors in our houses

Role-Play: Services In Action

Objective

What are we learning about?

Students will learn about different essential services in the community by role-playing as workers from those services, showing how their jobs help the community.

Materials

What will we need for our activity?

- Scenario cards (in different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How will we complete the activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Imagination	Pretend you are doing the job. Think about what the worker does.
Voice	Speak clearly and kindly when explaining or acting out the role.
Actions	Act out the job carefully, using realistic movements and actions.
Stay in Role	Act like the worker for the whole time and stay focused on the job.
Teamwork	Work together with your partner, listening and sharing ideas.

Scenario Cards

Cut out the topics below

	Scenario	Description
1	The Overflowing Trash Cans	A family wakes up to see their trash cans full of trash, overflowing onto the lawn. The waste collector arrives in a big truck, honking to let the family know they're here. The driver steps out, puts on gloves, and picks up the trash while another worker operates the truck's lift to empty the cans. The family waves and says thank you, and the worker explains how the truck separates trash and recycling. Later, the family sees the waste collector at the park, cleaning up litter from the ground and putting it into bags.

Scenario Cards

Cut out the topics below.

	Scenario	Description
2	The Boy at the Clinic	A little boy falls at the park and scrapes his knee. He arrives at the clinic with his parents, looking scared. A nurse greets them warmly and shows the boy where to sit. The nurse carefully cleans his knee with a soft cloth, applies a bandage, and tells him how to take care of the scrape. The nurse then writes a note for the parents about keeping the bandage clean. Another family with a sick baby arrives, and the nurse gently checks the baby's temperature while talking to the parents about what to do next.
3	The Firefighter Saves the Day	A house in a neighborhood starts smoking, and neighbours run to see what's going on. Firefighters arrive at the scene with loud sirens and flashing lights. Firefighters quickly jump out, pull hoses, and connect them to the fire hydrant. One firefighter talks to the worried family, while others spray water on the fire. After the fire is out, they check the house to make sure no one was hurt. One firefighter shows kids how to stop, drop, and roll to prevent catching fire, helping them feel safe and prepared.
4	The Busy Snowplow Driver	It snows heavily overnight, and roads are slippery with ice. Early in the morning, a snowplow driver gets to work, clearing snow from the roads. The driver stops to wave at children walking to school, letting them know the roads will be safe. Later, the snowplow gets stuck on a steep hill, and another truck comes to help pull it free. The driver continues plowing and makes sure the sidewalks near the school and the park are clear so kids can play safely.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	The Lost Boy in the Mall	A little boy gets separated from his parents in a busy shopping mall. He starts crying, and a security officer notices him. The officer kneels down to ask his name and where he last saw his parents. Holding his hand, the officer talks to him calmly while calling for his parents on the radio. After a few minutes, the parents arrive, relieved to find their son. The officer gives them advice about staying close together in crowded places.
6	The Farmer at the Market	A farmer drives to town with a truck full of fresh fruits and vegetables. The farmer sets up a stand and talks to shoppers about how the good weather was. A family stops to buy apples, and the farmer explains how rain and soil helped the trees grow. Later, the farmer starts delivering food to schools and stores so everyone has fresh meals. At the end of the market, the farmer waves goodbye and drives home in his truck.
7	The Cat in the Tree	A little girl's cat gets stuck in a tall tree, and she doesn't know what to do. A police officer arrives and speaks gently to the girl, promising to help. The officer finds a long ladder and carefully climbs up to reach the frightened cat. The cat meows loudly but stays still as the officer gently carries it down. The girl hugs her cat and thanks the officer, who then talks to the children nearby about keeping their pets safe.

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Imagination	Did not pretend much.	Pretended a little.	Pretended well.	Pretended very well with great creativity.
Voice	Did not speak kindly or clearly.	Spoke kindly or clearly sometimes.	Spoke kindly and clearly often.	Always spoke kindly and clearly.
Actions	Did not show actions.	Showed a few helpful actions.	Showed many helpful actions.	Showed all helpful actions very clearly.
Stay in Role	Did not stay in role quickly.	Stayed in role sometimes.	Pretended most of the time.	Pretended the whole time with focus.
Teamwork	Did not share or help others.	Shared or helped sometimes.	Shared and helped often.	Always shared and helped very well.

Teacher Comments

	Mark
-------------------	-------------

Student Comments – What Could You Do Better?

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Circle the correct job.

1) Gives medicine to help people.

Doctor

Police Officer

2) Makes sure people follow rules.

Police Officer

Bus Driver

3) Stops fires and saves people.

Teacher

Firefighter

4) Delivers letters and packages.

Police Officer

Mail Carrier

Name: _____

Mark

Circle the correct job.

1) Gives medicine to help people.

Doctor

Police Officer

2) Makes sure people follow rules.

Police Officer

Bus Driver

3) Stops fires and saves people.

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Bus Driver

3) Stops fires and saves people.

Teacher

Firefighter

4) Delivers letters and packages.

Police Officer

Mail Carrier

Story: Differences in My Community

Draw

Draw pictures that show the story.

My Friend Amir

My friend Amir lives next door.
We like to play together, but
our customs are a little different!
At my house, we speak English.
At Amir's house, we speak
Arabic. I love when he teaches
me how to say "hello!"

Amir wears a cool, long white shirt called a thobe. On hot days, his mom
wears a beautiful headscarf with sparkly beads. We wear a checked
head cloth called a ghutra held in place with a black band. It protects him
from the hot sun and looks very fancy when they go to the

PREVIEW

When I go to his house for dinner, it smells like yummy spices. We don't eat chicken nuggets. Instead, we eat flatbread and creamy hummus. We use our bread like a little shovel to scoop up the food!

Sometimes we have kababs on long sticks and colourful saffron rice. For dessert, we share sweet, crunchy pieces of baklava filled with honey.

In the spring, Amir celebrates Eid. He gets new clothes and eats sweet honey cookies. He even brings some to school to share with me.

Sometimes we do things differently, but we both love playing soccer and riding our bikes. My community is like a big, bright rainbow. Every person is a different colour, and that is what makes it so beautiful!

PREVIEW

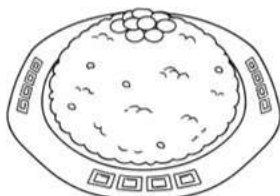
Foods From Other Countries

When people from other countries join our community, they make our community better. They might bring new foods, art, music, clothes, and languages for us to try. You may be able to think of different restaurants in your community that make foods from different countries.

Match Label the food with the country it came from

		Japan	China	Germany
Vietnam	France	Mexico	Greece	

Fried Rice



Pizza



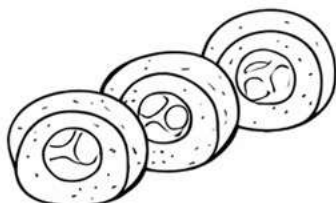
Tacos



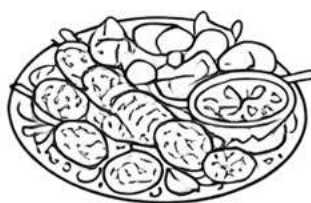
Crepes



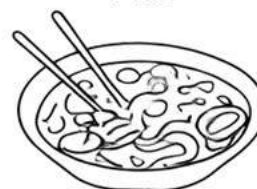
Sushi



Souvlaki



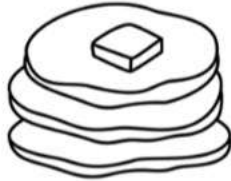
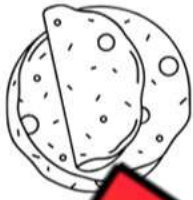
Pho



**Kitchen
Detective**

Look at the food from each country. Circle the one thing you need to make it!

To make Tacos (Mexico) we need:



To make Poutine (Canada) we need:



To make Fish and Chips (England) we need:



To make Croissants (France) we need:



To make Bratwurst (Germany) we need:



To make Paella (Spain) we need:



To make Dim Sum (China) we need:



To make Gelato (Italy) we need:



To make Satay (Thailand) we need:



To make Baklava (Turkey) we need:



Speaking Different Language



Bonjour! My name is Pierre, and my family is from France. I love living here because I have friends from all over the world!

In my house, we speak French, but at school, I speak English. It is fun to have two ways to talk! My friends from China and Japan teach me their favourite words, too.

When we use our languages, it's like sharing a special gift. We say things in our homes!

Let's learn together!

English	French	Spanish	Japanese
Hello!	Bonjour!	¡Hola!	Konichiwa!
My name is...	Je m'appelle...	Me llamo...	Watashi wa... namae
I am 6.	J'ai six ans.	Tengo seis años.	Watashi wa... desu
I love to play!	J'aime jouer!	Me encanta jugar!	Daisuki desu!

Can You Be a Language Detective?

- 1) Circle the word "Bonjour" in the chart. That is how I say hello!
- 2) Find the word "¡Hola!"
- 3) Try to say one Japanese word to your teacher.

Pierre's Secret:



To say "French fries" In French, we just say "**frites**" (freet)!

What is your favourite food to say?

Simon Says: The Language Edition

Objective

What are we learning about?

Students will connect new sounds to physical actions. By playing this game, they learn that different words can mean the same action, helping them become Language Detectives.

Materials

What do we need for our activity?

- Language Action Words (Walk, Run, or Mangle)
- Large space (Classroom floor or playground)



Instructions

How will we complete our activity?

1. **Gather the Class:** Have all students stand in a circle. Make sure they have enough space to move their arms and legs.
2. **Pick a Language:** Choose one language to focus on for the round (e.g., Spanish, French, or Japanese) so the students don't get confused.
3. **The "Secret" Key:** Show the students the action first. Example: Say "Salta!" while jumping high. Have the students repeat the word and the jump.
4. **Start the Game:** The teacher (or a student leader) acts as "Simon."
5. **Listen Closely:** If Simon says, "Simon says... Salta!" everyone must jump.
6. **The Trick:** If the leader just says "Salta!" without saying "Simon says," the students must stay perfectly still!
7. **Switch It Up:** Once the class is good at one language, switch to a new one!

Language Action Guide

Choose one language at a time.

Action	Spanish ES	French FR	Japanese JP
1. Jump	Salta (Sal-ta)	Saute (Sote)	Janpu (Jan-pu)
2. Run	Corre (Core-ay)	Cours (Koor)	Hashire (Ha-shee-ray)
3. Stop	Para (Pa-ra)	Arrête (Ah-ret)	Tomare (Toe-ma-ray)
4. Dance	Baila (Ba-la)	Danse (Donse)	Dansu (Dan-soo)
5. Eat	Come (Co-me)	Mange (Monj)	Tabete (Ta-beh-tay)
6. Sleep	Duerme (Dwer-may)	Dors (Doo)	Nete (Neh-tay)
7. Walk	Camina (Ka-mee-na)	Marche (Marsh)	Aruko (Ah-roo-kay)
8. Turn	Gira (Hee-ra)	Tourne (Toorn)	Mawaru (Ma-wa-ru)
9. Sing	Canta (Kan-ta)	Chante (Shont)	Utatte (Uo-ta-tay)
10. Sit	Siéntate (Syen-ta-tay)	Assieds-toi (Ah-see-twa)	Suwatte (Soo-wa-tay)

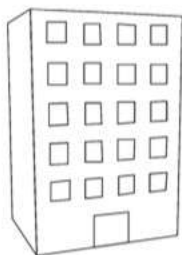
Teacher Tip:

Use BIG hand gestures! For "Para" (Stop), put both hands up like a traffic guard. Grade 1 kids learn much faster when they see the action and hear the sound at the same time.

Quiz – Local Community

Natural Features

Circle only the natural features



Building

Trees

House



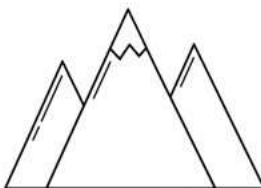
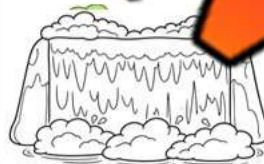
Bee

Car

Chipmunk

Built Features

Circle only the built features



Fill in the Blanks

Use the jobs word bank to fill in the blanks

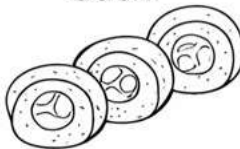
Jobs Word Bank

Server	Mechanic	Store Clerk	Custodian	Mail Carrier	Farmer
					

- 1) Someone who fixes vehicles is a _____.
- 2) Someone who works from a store is a _____.
- 3) Someone who crops _____ and animals is a _____.
- 4) Someone who gives _____ at a restaurant is a _____.
- 5) Someone who keeps buildings clean _____ is a _____.
- 6) Someone who delivers mail is a _____.

Match

Label the food from the country _____ from _____

Japan	Italy	France	China	Germany
Fried Rice 	Sushi 			
Tacos 	Crepes 	Sausage 		

Student Roles

What Does Role Mean?

Having a **role** means you act a certain way. When a movie star acts as **Spiderman**, they have a new role. They now have to act like Spiderman.

Your **role** as a **student**

When you leave home for school, your role changes. You are now a **student**, and you should act in certain ways. A student should act in these ways:



Have a positive
attitude



Be nice to other
students



Work
hard



Be respectful
to adults



Do your
best

True or False

Is the statement true or false?

1) Having a role means you act a different way.	True	False
2) Your role is the same at home and at school.	True	False
3) Students should work hard.	True	False
4) Students need to try their best.	True	False
5) Students only need to be nice to their friends.	True	False

Write _____ you good at acting like a student? What do you do well?

PREVIEW

Word Search

Find the words in the word search.

Nice	Respectful
Positive	Role
Student	Act
Learn	Kind
Share	Help

Y T Q I N I P X M W H P I
 Q K I N D S E G X H D D R W B
 P W Y J A H Q S T U D E N T G
 N X A W G A N B R X O I H Q G
 R O L E U R J P O S I T I V E
 A G H A Q E Q J C K N V I R E
 E P E X G H H V O G O F V B A
 L L T A I P U Z P N N D M D X
 W E C R E S P E C T F U L E F
 E H A N I C E K Q S M V N H Z

Self Assessment

Mark yourself beside each criteria:

Are you good at playing the role of a student? Give yourself a mark below beside each of the things a good student does. Use the marking scheme below.

A	B	C	D	F
				

	Criteria	Mark
1	Have a positive attitude	
2	Want to learn	
3	Be respectful to adults	
4	Be nice to other students	
5	Work hard	
6	Do your best	

Write and Draw

What do you want to do better?

----------------------------------	--

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Are the actions below showing good listening?

1) Do students need to have a positive attitude?	Yes
	No
2) Do students need to listen to adults?	Yes
	No
3) Is it okay for students to ignore their work?	Yes
	No
4) Should students always work hard?	Yes
	No

Name: _____ Mark

Are the actions below showing good listening?

1) Do students need to have a positive attitude?	Yes
	No
2) Do students need to listen to adults?	Yes
	No
3) Is it okay for students to ignore their work?	Yes
	No
4) Should students always work hard?	Yes
	No

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	No
3) Is it okay for students to ignore their work?	Yes
	No
4) Should students always work hard?	Yes
	No

Your Role At Home

Your Role At Home

The way you act at **home** is different than how you act at school. The **role** you have at home will be different than the role your friends have at home.

Our roles are different because:

- Some of us are the baby in the family
- We may be the oldest brother or sister
- We may have no brothers or sisters
- We could have a pet to take care of
- Our parents may work late



Your Role

Circle your answer to the questions below.

1) I am the baby in my family	Yes	No
2) I have a younger brother or sister	Yes	No
3) I have no siblings – no brothers or sisters	Yes	No
4) I have a pet that I help take care of	Yes	No
5) My parents sometimes work late	Yes	No

True or False

Is the statement true or false?

1) My role at home is the same as my role at school	True	False
2) My role at home is the same as my classmates	True	False
3) My role at home could change	True	False
4) A new pet could change my role at home	True	False
5) As I get older, my role will stay the same	True	False

Write _____ you have a pet, brother, or sister that you help take care of?

PREVIEW

Word Search

Find the words in the word search.

Baby	Family
Pet	Brother
Sister	Role
Work	Parent
Helper	Care

Q	F	B	T	D	Y	T	Q	I	N	X	P	M
W	V	Q	H	P	I	Q	E	G	X	H	D	D
W	B	P	W	Y	J	A	S	I	S	T	E	R
G	X	A	W	G	N	B	R	X	O	I	H	Q
B	R	O	T	H	E	R	P	E	T	H	U	J
H	A	Q	Q	J	C	N	K	N	V	E	I	R
E	X	E	G	H	H	V	O	G	O	L	F	E
A	A	L	W	O	R	K	I	P	U	P	Z	R
N	D	O	F	A	M	I	L	Y	M	E	D	A
E	F	R	B	A	B	Y	E	K	Q	R	S	C

Responsibilities At School And Home

Responsibility

A **responsibility** is something you need to do. You own the responsibility. It is your job to make sure you do it. Responsibilities at school are different from your responsibilities at home.



Some Responsibilities At School

- Be safe
- Try your best
- Respect everyone in the school
- Take care of your classroom

Some Responsibilities At Home

- Pick up toys
- Help with pets
- Clean your room
- Follow the rules

Colour

Is the behaviour responsible? Colour the 'yes' face. Colour the 'no' face.

Behaviour	Yes	No
1) Climbing up a slide.		
2) Taking your time on your work.		
3) Letting a new student play with you.		
4) Picking up garbage on the floor that isn't yours.		
5) Putting food wrappers in your desk.		

True or False

Is the statement true or false?

1) Students should listen when the teacher is talking.	True	False
2) It is okay to leave garbage on the classroom floor.	True	False
3) Students should try their best in school.	True	False
4) Respecting classmates is a student responsibility.	True	False
5) Students should take care of classroom materials.	True	False

Draw

Draw student responsibilities listed below.

Listening to the Teacher	Respecting Others

Word Search

Find the word bank words in the puzzle.

☐ Student	☐ Kind
☐ Respect	☐ Listen
☐ Helpful	☐ Safe
☐ Homework	☐ School
☐ Clean	☐ Honest

H S H E L P F U L A G X O
 O T S B I H O M E W O R K
 N U V M S C J E J I I P A
 E D K V T K I N D K Q D N
 S E O J E S C H O O L S V
 T N G M N M K V U P O A P
 O T N D Z J R E S P E C T
 U C L E A N S A F E G F M

Responsibilities

Circle the responsibilities you have at home:



Dusting



Hanging Laundry



Sweeping



Vacuuming



Cleaning Table



Washing



Making Bed



Setting Table



Feeding Baby



Washing Clothes



Chopping



Cooking

Responsibilities

Draw 3 pictures of other responsibilities you have at home:

Activity – Student Responsibilities Charades

Objective

What are we learning about?

To help students understand the important responsibilities they have at school and why these responsibilities matter.

Materials

What you need for the activity?

- Cards with student responsibilities written on them
- Examples of responsibilities: listening, cleaning, helping, sharing



Instructions

How will you complete the activity?

1. Arrange your chairs in a circle and sit with your classmates.
2. Take turns picking a card. Read your card quietly and keep it secret.
3. Stand up and act out the student responsibility on your card without talking.
4. Use body movements and facial expressions to show the responsibility.
5. Watch your classmates carefully and try to guess what responsibility they are acting out.
6. If someone guesses correctly, clap for them and move to the next turn.
7. Continue until everyone has a chance to act and guess.
8. Remember to have fun while learning about student responsibilities.

Charade Topics

Cut out the topics below.

Scenario Cards: Active Movements

Listen to the teacher

Follow the rules

Raise your hand

Bring your homework

Clean your desk

Pack your school bag

Throw trash in the bin

Be kind to others

Help a friend

Sit properly

Share your supplies

Walk quietly

Walk quietly

Take care of classroom things

Finish your work

Say "please" and "thank you"

Keep your hands to yourself

Do your best in school

Be kind to classmates

Wash your hands

Take care of books

Wait for your turn

School Community

A **school community** is a big group of people who work, learn, and play together. Our school is a special place where everyone helps each other so we can grow and be happy.

The People in Our School

Many people make our school great.



Teachers

They are the captain of our classrooms, helping us to read, write, and a lot more.



Students

That's us! We are here to learn and be kind friends to everyone!



Principal

Our leader who makes sure our school is safe and



Custodian

They keep our classrooms and hallways clean and safe.



Librarian

They help us find the best stories to read and other references.



School Nurse

They take care of us if we feel sick and keep everyone healthy.

True or False

Is the statement true or false?

1) The principal is the leader of the school community.	True	False
2) The principal only helps teachers.	True	False
3) Students are part of the school community.	True	False
4) Principals make decisions to help everyone in the school.	True	False
5) Adults and students are part of the school community.	True	False

Finish the Sentence _____
Finish the sentence to show your idea.1) My principal helps our school by _____
_____2) Students are part of the school community because _____
_____3) Teachers and adults help students by _____
_____4) A good school leader should _____
_____5) I can help my school community by _____

Directions

Cut out the school community members and glue them into the room where they should be.



Directions

Cut out the school community members and glue them into the room where they should be.

PREVIEW



Librarian



School Nurse



School Cook



Principal



Custodian



Teacher



Student



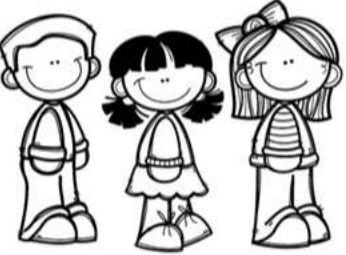
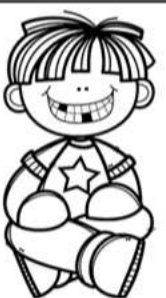
School Secretary

School Rules

The responsibilities we have at school are written as **rules**. There are school rules that all students need to follow. There are also class rules. Each class could have different rules.

Class Rules

Colour the rules you have in your class:

			
Raise Your Hand	Listening	Line Up Quietly	Hands to Myself
			
Listen to Others	Don't Interrupt Others	Clean Up Yourself	Sit at Seat

Class Rules

Write 3 more class rules your class has:

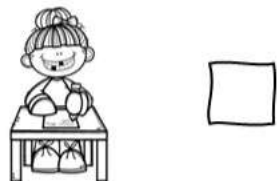
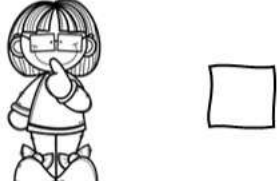
1)

2)

3)

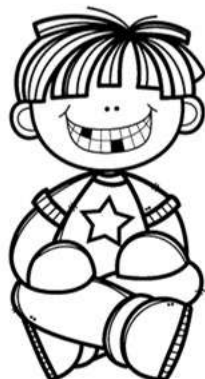
Matching

Draw a line from the picture of the rule to the description:

Picture of Rule	Description of the Rule
	☐ I listen to my classmates
	☐ I stay in my seat during seat work
	☐ I raise my hand when I want to talk
	☐ I don't talk to other kids
	☐ I line up quietly and neatly
	☐ I keep my hands to myself
	☐ I clean up my desk
	☐ I don't talk when others are talking

Activity

Cut out the pictures of the class rules:



Activity

Paste the picture of the rule above the description:

PREVIEWI don't talk to my
classmateI stay in my seat
during seat workI line up quickly and
quietlyI raise my hand when
I want to talkI don't bully other
kidsI keep my hands to
myselfI don't talk when
others are talking

Questions

Circle the responsibilities that are met with the rules below.
For example, lining up is being safe and respecting others.

	Rule	Be Safe	Try Your Best	Respect Others	Take Care of Class and School
1)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
2)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
3)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
4)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
5)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
6)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
7)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
8)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School

Understanding Bullying

The New Student

Liam was new at school. He felt nervous.

At recess, he sat alone.

Some boys walked by. They laughed at Liam's old backpack. "Is this the garbage?" they asked. Liam felt sad.



A girl named Emma saw him. She knew making fun of others is bullying. Emma went to Liam.

"Hi, I am Emma," she said. "I like your bag. It looks strong." Liam smiled.

Emma asked Liam to play soccer. Later, she told the teacher what happened. The teacher told the boys to be kind.

The next day, the boys said sorry. Liam was happy. He learned that good friends help each other!

Quick Questions for the Kids:

1. How did Liam feel at the start? (Sad, nervous, or happy?)
2. What did Emma do to be a good friend?
3. What is one kind thing you can say to a new student?

Bullying Survey

Complete the survey below by circling yes or no to the questions. If you have answered yes to 2 or more questions, chances are you have been bullied. Ask a teacher for help if these behaviours continue.



	Bullying Behaviour	Yes	No
1)	Have you been called bad names?	Yes	No
2)	Is anyone who you want to be friends?	Yes	No
3)	Have you been teased because of what you look like?	Yes	No
4)	Do you not like school because of this?	Yes	No
5)	Do you not feel included by kids in your group?	Yes	No
6)	Does anyone push, kick, punch or trip you on purpose?	Yes	No
7)	Does anyone laugh at you for what clothes you wear?	Yes	No
8)	Has anyone said they are going to hurt you?	Yes	No
9)	Are you afraid to tell a teacher when you are bullied?	Yes	No
10)	Do you get teased about something you can't control?	Yes	No

On the other hand, if you are doing any of these things to others in your school, you may be bullying others.

Helping Each Other

When we help each other, we can make a big change in someone else's life.

- An adult helps a lost child
- A student helps another student who is being bullied
- A student shares toys or markers with another student
- A teacher helps a student find the answer to a problem



Feeling _____ When one person helps another, how does the other person feel?



Word Bank – Feelings

Happy	Excited	Proud
Thankful	Confident	Hopeful



	How The Person Helped	How The Person Feels Now
1)	You help a kindergarten student find their classroom	
2)	You finally solve a difficult question after your friend gives you a little bit of help	
3)	A classmate is sad because they are being left out. You help them by inviting them to play with you.	
4)	A classmate forgets their lunch, so you offer them a snack	
5)	You see a student being bullied. You get a teacher and the bully stops.	
6)	You were picked to go first, but you know Nick loves going first so you let him.	
7)	Pam is always picked last in a game. You help her by picking her first.	
8)	Your parents painted your room your favourite colour. They also decorated it with your favourite toys.	

Role-Play: Being A Helper

Objective

What are we learning about?

To help students understand the importance of helping others in different roles and showing respect in various situations.

Materials

What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costumes (optional)
- Timer or stopwatch



Instructions

How will we complete the activity?

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that outlines a specific situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a character within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students embody their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Imagination	Pretend you are doing the task. Use your creativity.
Voice	Speak clearly and kindly while working.
Attention	Know what you are doing with careful and thoughtful movements.
Stay Role	Keep pretending and stay focused until the task is complete.
Teamwork	Work together with your group. Be helpful and share ideas.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Helping a Lost Boy	A boy is crying at the park. He says he can't find his mom. A family comes to help him. The dad talks kindly to the boy to calm him down. One child looks around and sees a worker by the swings. They call the worker, who helps find the boy's mom. She comes running and hugs him. The family smiles and feels happy because they helped someone who was scared.

Scenario Cards

Cut out the topics below.

	Scenario	Description
2	Clean Classroom	Some kids stay to help clean the classroom. They grab trash bags and gloves. One child picks up paper from the floor. Another child puts markers back in the bin. Someone wipes the desks to make them clean. The kids talk about how nice the classroom will look. After they finish, they sit down and relax. They feel happy and proud because they worked together to make the classroom tidy.
3	A Sick Dog	The family dog is lying in its bed. The dog is tired and does not eat dinner. The family goes to the vet for help. The vet says the dog needs rest and water. One child pets the dog gently, while the other brings some water. The dog wags its tail and drinks water. The family is happy because their dog is getting better. They talk about how to take care and love when they are sick.
4	Grocery Store Trip	A family goes to the grocery store. The dad pushes the cart while one child picks bananas from the shelf. The younger child waves at a friend from school. Suddenly, a box of cereal falls to the ground. Everyone helps pick it up. At the counter, the kids help pack the groceries into bags. The family laughs and talks on the way home. They feel good about working together and being kind to others in the store.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Helping with Homework	Two kids are doing homework at the table. One friend finds the math problems very hard and feels upset. The other friend notices and says, "Let's try this together." They use blocks to count and solve the problem step by step. The struggling friend starts to feel better. After finishing the work, they smile and say, "Thank you for helping me!" Both friends feel proud that they worked together to finish their homework without giving up.
6	A Birthday Surprise	The kids work together to surprise mom for her birthday. They work together to make a card. One child makes a card with colourful drawings. The other puts balloons and streamers in the living room. When mom comes home, they hide and jump out, shouting, "Surprise!" Mom smiles and thanks them. She opens her card and says it is beautiful. The kids take her and talk about their favorite birthdays. Mom says this is the best birthday ever.
7	A Fall at Recess	A child runs on the playground and trips over a rock. They hurt their knee and start crying. A friend nearby runs over to help them. The friend helps them sit down and tells them it will be okay. Another friend runs to get the teacher. The teacher comes with a bandage and helps clean the scrape. The friends stay with the hurt child until they feel better. Everyone walks together back to class and feels proud for helping.

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Imagination	Did not pretend much.	Pretended a little.	Pretended well.	Pretended very well.
Voice	Did not speak kindly or clearly.	Spoke kindly or clearly sometimes.	Spoke kindly and clearly often.	Always spoke kindly and clearly.
Actions	Did not show actions.	Showed a few helpful actions.	Showed many helpful actions.	Showed all helpful actions very clearly.
Stay Role	Did not stay in role or pretended quickly.	Stayed in role some of the time.	Pretended most of the time.	Pretended the whole time.
Teamwork	Did not share or help others.	Shared or helped sometimes.	Shared and helped often.	Always shared and helped very well.

Teacher Comments

	Mark
-------------------	-------------

Student Comments – What Could You Do Better?

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

What would you do in the situations below?

1) A classmate is sad.

Play with them

Ignore them

2) A student drops books.

Step over

Help them

3) Someone is bullied.

Tell a teacher

Watch

4) The teacher is talking.

Talk

Listen

Name: _____

Mark

What would you do in the situations below?

1) A classmate is sad.

Play with them

Ignore them

2) A student drops books.

Step over

Help them

3) Someone is bullied.

Tell a teacher

Watch

4) The teacher is talking.

Talk

Listen

Name: _____

Mark

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Step over

Help them

3) Someone is bullied.

Tell a teacher

Watch

4) The teacher is talking.

Talk

Listen

Name: _____

Mark

What would you do in the situations below?

1) A classmate is sad.

Play with them

Ignore them

2) A student drops books.

Step over

Help them

3) Someone is bullied.

Tell a teacher

Watch

4) The teacher is talking.

Talk

Listen

Rules at Home

Be Kind: Use "please" and "thank you." Listen when others talk to make everyone feel loved.

Clean Up: Put your toys away and put trash in the bin. A neat home helps you find your things!

Stay Safe: Stay inside. Stay away from hot stoves and sharp tools. Ask a grown-up for help.

Help Out: You can help set the table or feed a pet. Small jobs make a big difference!

Bedtime: Go to bed on time and brush your teeth. Turning off screens helps your brain rest.



Directions

Carefully follow each instruction to colour the picture and show that you are a great listener who follows rules!



- 1) Colour the sun yellow but keep the circle white.
- 2) Colour the cloud at the top of the page light blue.
- 3) Colour the airplane's propeller (the spinning part at the front) orange.
- 4) Do not colour the cloud at the bottom; leave it white like a fluffy marshmallow.
- 5) Colour the airplane's wings your favourite colour but try to stay inside the lines!

Draw

In each of the large empty boxes below, draw a picture of yourself following that rule. Make your drawings happy and colourful!

Being Kind

Draw a picture of you using "please" and "thank you" words or sharing a toy with a friend.

PREVIEW

Clean Up After Yourself

Draw a picture of you putting your toys in a box or making your bed.

**Follow
Safety Rules**

Draw a picture of you showing how to be safe. You can draw yourself walking, not running, or asking an adult for help near something dangerous.

PREVIEW

**Help Your
Family**

Draw a picture of you doing a job that helps your family. Like setting the table for dinner or feeding a pet.

**Rule
Pledge**

Trace the words below to promise that you will follow the rules and be a great helper.

I follow the rules because I want
my home and school to be safe
and in my places.

When I follow the rules, I show
my family and friends that I care
about them.

Rules help me know how to be a
great helper, how to stay
from danger, and how to use kind
words.

I promise to be a Rule Hero
every day!

Local Community - Mayor

Who is the Mayor? The mayor is the leader of a city or town.

The people in the community vote to choose them.

What Does a Mayor Do? A mayor has a very busy job!

They help make our parks, roads, and buildings safe and clean.

They work with other leaders to make good rules.

Helping the Community The mayor listens to people. If you

have a big idea or a problem, you can help. They try

to make our town the best place to live.

Making Good Decisions A good mayor listens. They

think about what is best for citizens, families and the whole town.

They work hard to help everyone.

Why is a Mayor Important? Mayors are important because they take care of the town.

They are fair and organized. They help everyone work together to solve problems.



Identify

Draw a circle around the three things a mayor helps take care of!

A library	A fire station	A magic carpet	A city bus	A talking dog
A pet dinosaur	A New Playground	A streetlight	A glass slipper	A town bridge
A Bike Path	A Giant Beanstalk	A Robot	A Drinking Fountain	A City Park

True or False

Is the statement true or false?

1. A mayor helps make decisions for a city or town.	True	False
2. Only teachers can become a mayor.	True	False
3. People vote for the mayor in their city or town.	True	False
4. A mayor should make decisions that help everyone.	True	False
5. A reeve is a mayor in some towns.	True	False

Question

What is important for a mayor or reeve to make good decisions?



Think

Check all the things a mayor or reeve should do

☐	1) Help keep parks clean
☐	2) Make rules that help the community
☐	3) Only help their friends
☐	4) Listen to the people in the town
☐	5) Help keep roads and buildings safe

Electing Our Leaders



DID YOU
KNOW ?

- **You choose your leader!**

Voting means picking the person you think is best for the job.

- **The Mayor is in charge!**

On Election Day, we vote for the Mayor to lead the town.

- **The Mayor has a team!**

People also vote for Councillors. They work together to solve problems.

- **Voting is a Superpower!**

It gives you a "say" in how your community works.

- **Teamwork wins!**

Leaders work to keep parks, schools, and roads safe and clean for you!



Vote Tally

The votes are in! Count the tally marks for each person. Write the total number in the box. Circle the winner!

Candidate	The Votes														Total Votes
Farmer Ben															
Captain Kelly															
Mayor Mike															

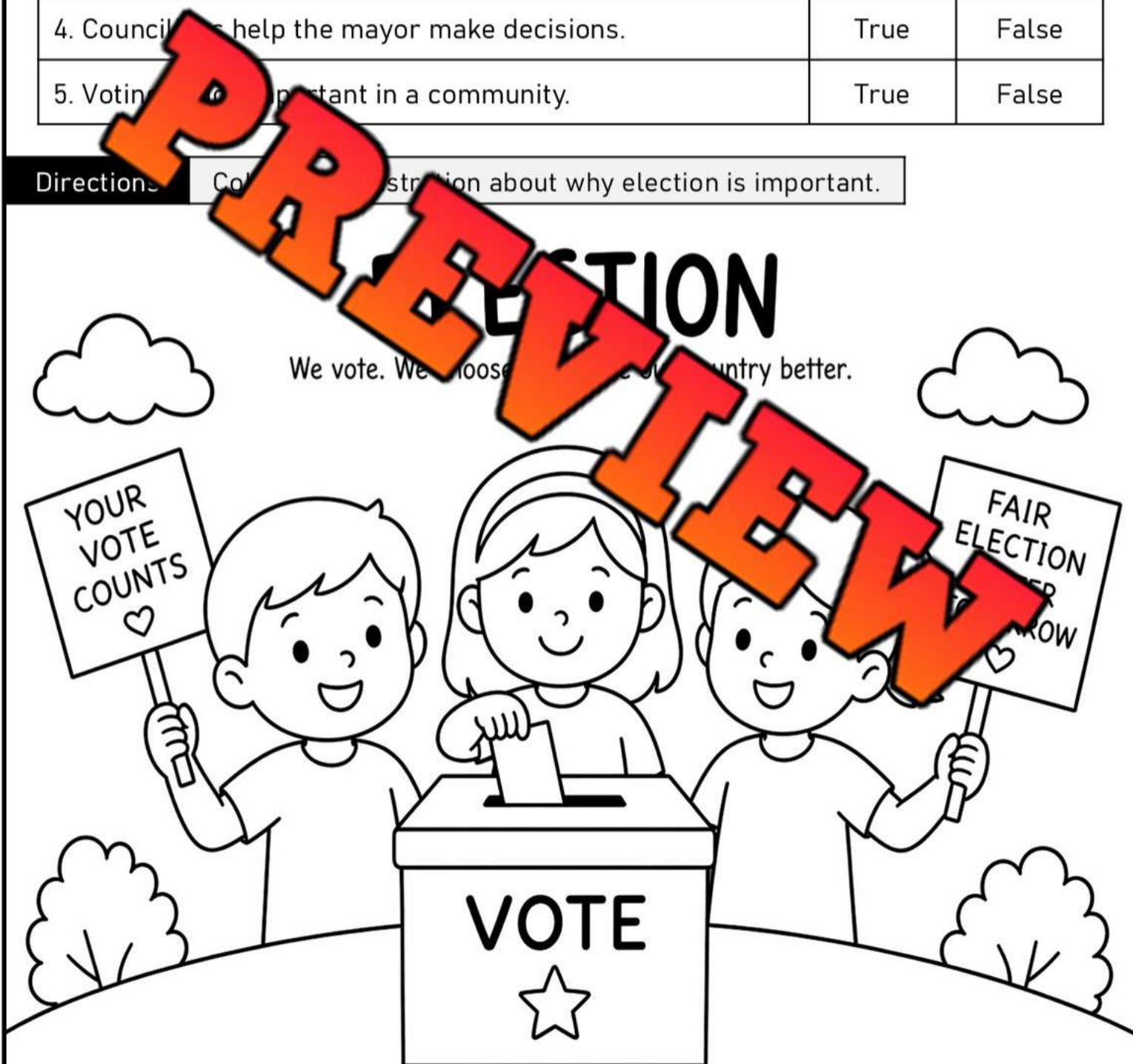
True or False

Is the statement true or false?

1. People vote in an election to choose leaders.	True	False
2. The mayor is the leader of a city or town.	True	False
3. Only children can vote for the mayor.	True	False
4. Councils help the mayor make decisions.	True	False
5. Voting is important in a community.	True	False

Directions

Color and write a sentence about why election is important.



The leaders in our community need to be chosen by the people living in the community. We choose our leader by voting for them in an election. On election day, we vote for one person to be the mayor. We also vote for councillors to help the mayor.

Election

Who will you vote for in the election?



- Make a skateboard park
- Build a hospital
- Build a splash pad
- Buy snowplows
- Buy a fire truck



- Build a library
- Build more roads
- Build an arena
- Buy more garbage trucks
- Lowering taxes

Explain

Who would you vote for? What do you want to make decisions for you?

Name: _____

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Curriculum Connection

1.4

Becoming Mayor

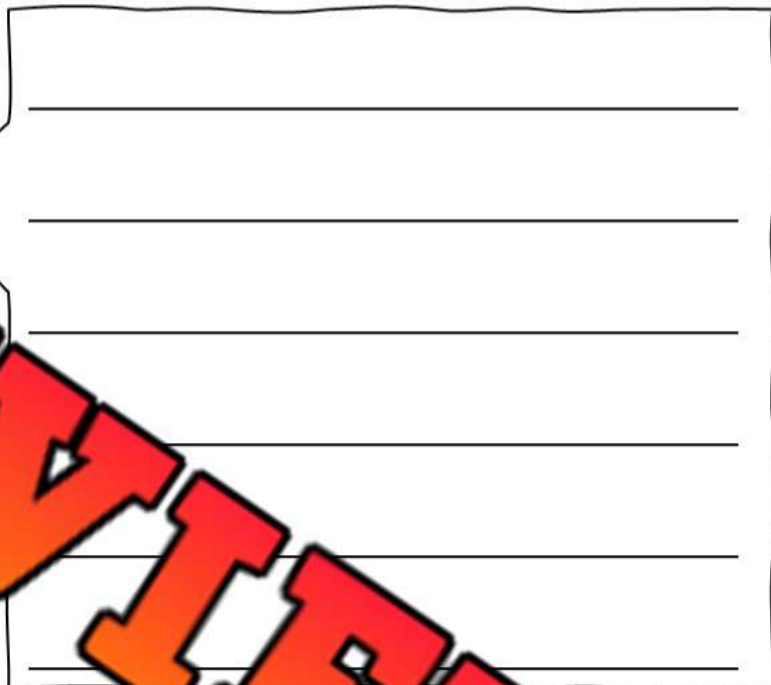
Anyone over the age of 18 can become mayor. Maybe one day you will be mayor!

Election

Draw a picture of yourself. What would you do if you were mayor?



You



Draw

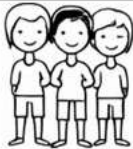
Draw some of the things you would do if you were mayor.



Laws or Rules?

Laws or Rules

Which are laws and which are rules?

1)	Always wear a seatbelt 	Law	Rule
2)	Put away after using them 	Law	Rule
3)	Wash your hands before eating 	Law	Rule
4)	Put your dog on a leash when you walk it 	Law	Rule
5)	Listen to your teachers and parents 	Law	Rule
6)	No running in the halls 	Law	Rule
7)	Pay for parking at a parking metre 		Rule
8)	Be friendly to others 	Law	Rule
9)	Drive less than the speed limit 	Law	Rule
10)	Take baths regularly 	Law	Rule

Sort

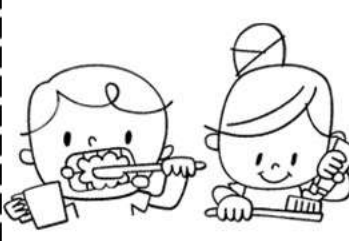
Cut out the rules and laws and paste them in the correct category.

Rule

Law

PREVIEW

Paste here



Eating Healthy



Relationships At School

My relationships with my teachers:

- I call them Miss, Mrs. and Mr.
- I trust my teachers
- I respect my teachers and follow their instructions
- I work hard for my teachers
- I can talk to my teachers, and they listen to me
- I talk to my teachers differently than I talk to my friends



My relationships with other students:

- I call them by their first name
- I share with them
- I play games with them
- I work well with other students on tasks
- I play fairly with my friends
- I talk to my friends about everything – video games, sports, etc.



Relationship Is the statement a relationship with my teacher or my students?

1) I play games with...	Students	Teacher
2) I talk about silly stuff with...	Students	Teacher
3) I ask my _____ for help	Students	Teacher
4) I tell my _____ when I'm having a trouble at home	Students	Teacher
5) I share toys with other...	Students	Teacher
6) I can tell my _____ anything that is bugging me	Students	Teacher
7) I have to listen to my _____	Students	Teacher

True or False

Is the statement true (T) or false (F)?

1) I show respect to my teacher by calling them Miss, Mrs. or Mr.	T	F
2) I can trust my teacher and tell them things that bug me.	T	F
3) I talk to my teacher the same way I talk to my friends.	T	F
4) I need to play nicely with other students.	T	F
5) I don't need to work with others as I can always work by myself.	T	F

Write an answer to: What do you do to show respect to your teacher?

_____ _____ _____ _____	_____ _____ _____ _____
---	---

Word Scramble

Unscramble the words from the word bank.

Word Bank

Play	Listen	Friends	Class
Trust	Share	Learn	Teacher
Respect	Work	Help	Kind

ESCRTPE		SHEAR	
SACSL		LSNIET	
EAETRCH		RIDFSEN	

Order of Events

Life events are important things that happen in our lives. Some life events happen when we are young. Other life events happen when we are older.

Examples of life events:

- Being born.
- Learning to walk.
- Starting school.
- Making friends.



Ordering events means putting them in the order they happen. We can use the words first, next, then, and last.

For example:

- first, a baby is born.
- Next, the child learns to walk.
- Then, the child starts school.
- Last, the child grows bigger and learns more things.



Life events are important because they help us grow, learn, and make memories. Some life events are happy and exciting, while others may feel difficult or sad. Families often remember important life events by taking pictures, celebrating, or telling stories about them.

True or False

Is the statement true or false?

1) A baby is born before learning to walk.	True	False
2) Children start school before they are born.	True	False
3) People grow older as time goes by.	True	False
4) You can learn to ride a bike before you can walk.	True	False
5) Graduation from school happens when you are very young.	True	False

Fill in the Blank

Write the missing word.

1)	A baby is _____ in life.	born	older
2)	After a baby is born, they learn _____.	walk	sleep
3)	Children go to _____ after learning to walk.	school	
4)	We can make _____ at school.	friends	toys
5)	When we finish school, we _____.	graduate	

Question

What is one important life event in your life?

Ordering Events - Ben's Life

Ben was born on November 13, 2016. He learned how to crawl when he was 1 years old. When he was 2, he started walking. At the age of 3, Ben got a tricycle. He rode it to the park all the time. When he turned 4, he got a real bicycle for his birthday! He rode that everywhere! Ben is now 6 and can now ride a dirt bike. He drives his dirt bike behind his house.

Ordering Events Events below in order from what happened 1st to 6th

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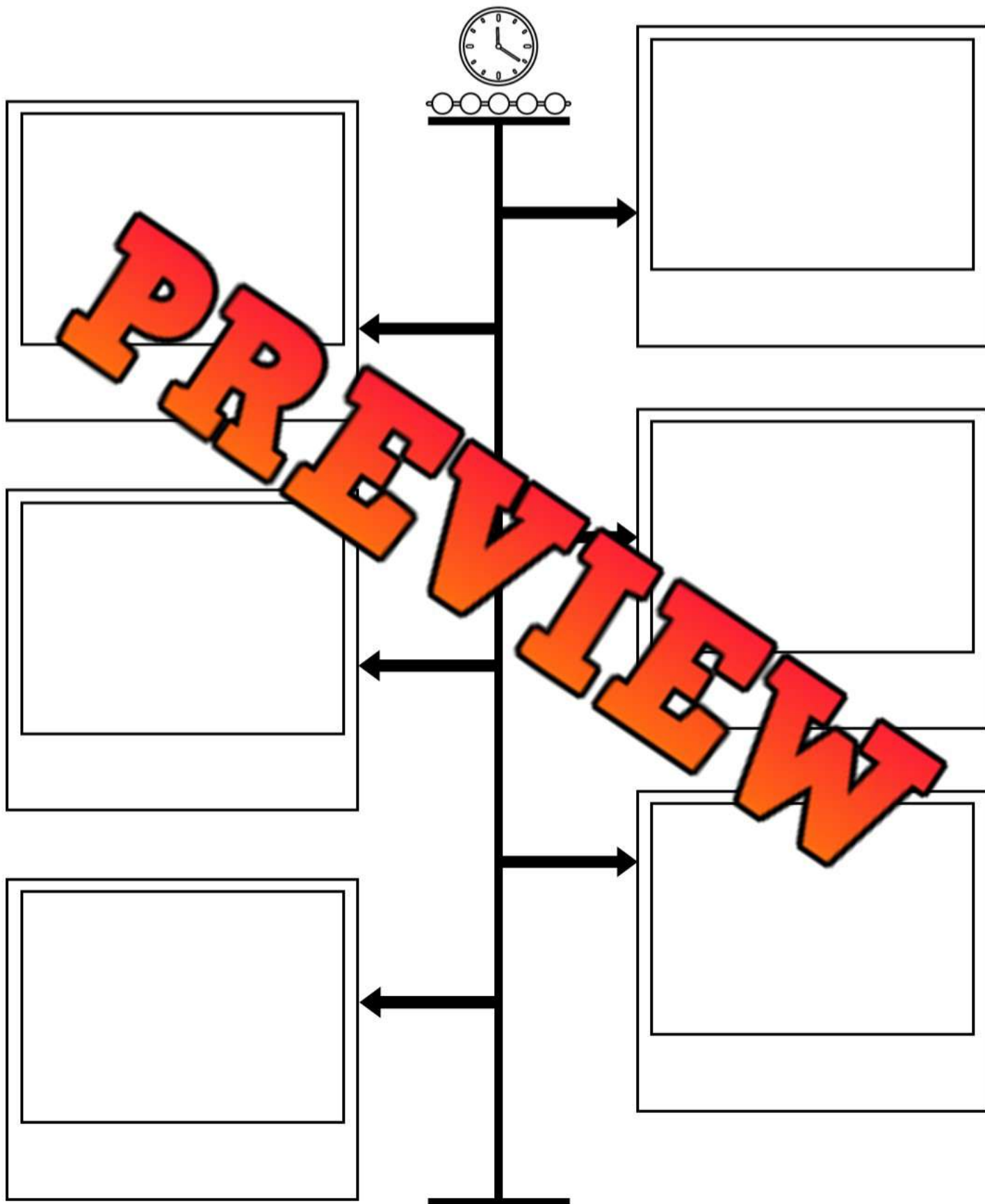
Big Events

Draw big events in your life and label them.



Timeline

Use the timeline to put the events in order from earliest to most recent:



History of Your Community

The First Peoples of Canada have lived here for thousands of years. European settlers began moving here around 300 years ago. Most non-Indigenous communities began much later than that, around 150 years ago.

Research

Research the answers to the questions below with your teacher

1) What year was your city/town founded?

2) How old is your city/town?

3) Who founded your city/town?

4) What was the first building in your community?

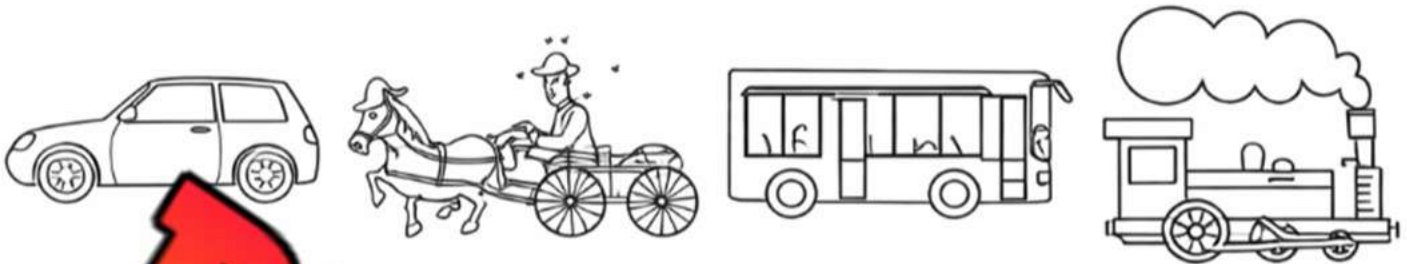
5) What year was it built?

6) Draw a picture of the building.

Research

Research the answers to the questions below with your teacher

7) How did people get around during this time period? Circle the ways.



8) Circle the one that might have looked like during this time period.



9) What did the stores look like back then?

10) Were buildings made of steel or wood hundreds of years ago?

Name: _____

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Curriculum Connection
1.5

Draw

Draw a community with horses, old buildings made of wood, and dirt roads.

PREVIEW

First People In Your Community

Before Europeans came to Canada, the First Peoples of Canada lived here for thousands of years.

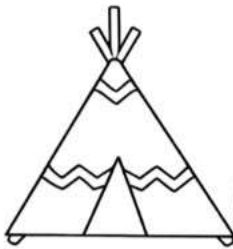
Research

Research the answers to the questions below with your teacher

1) Which First Nation lived where your community is now?

2) What landforms do you think they used? Lakes, rivers, forests, mountains?

3) What did their shelters look like? Draw what you think they lived in.



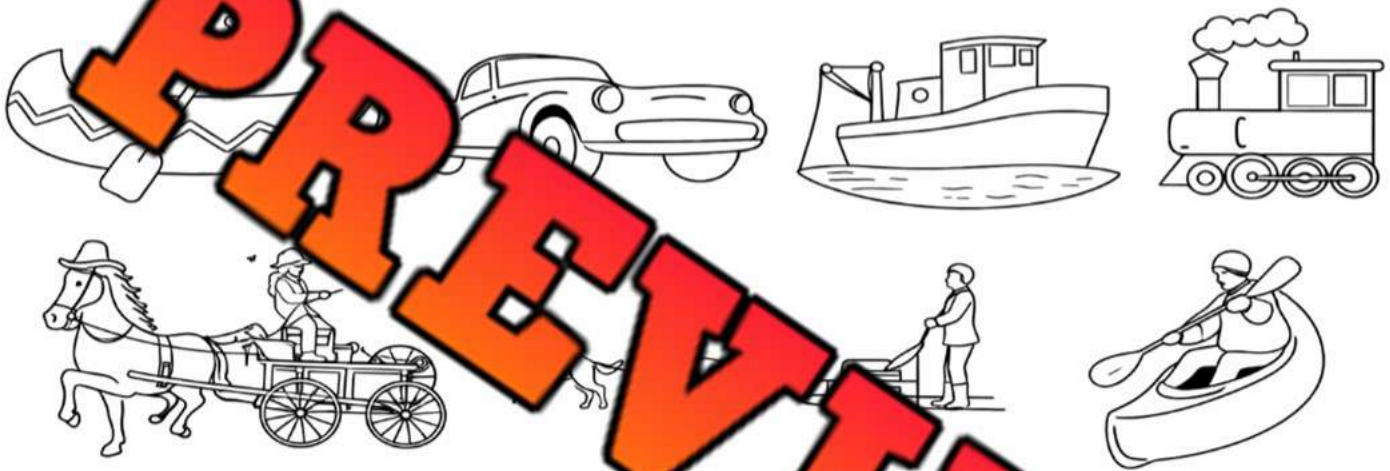
4) Draw a shelter the First People in your community lived in.

Research

Research the answers to the questions below with your teacher

5) What treaty covers the land your community is on?

6) How did the First People get around in your area?



7) Draw a community of the First Peoples in your area

Unit Test – Roles and Responsibilities

Think

Will the person be happy or sad?

Will the Person be Happy or Sad?	Happy	Sad
1) The mayor is building a splash pad. Jeff doesn't like water. Will Jeff be happy or sad?		
2) The mayor is building a skateboard park. Jill doesn't skate. Will Jill be happy or sad?		
3) The mayor is building a library. Sam loves to read. Will Sam be happy or sad?		

Responsibilities

the responsibilities you have at home

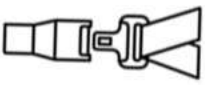
			
Dusting	Hanging Laundry	Sweeping	Vacuuming
			
Cleaning Table	Washing Dog	Making Bed	Setting Table
			
Feeding Baby	Washing Clothes	Mopping	Cooking

Laws or Rules

Which are laws and which are rules?

Mark

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1)	Wash your hands before eating 	Law	Rule
2)	Drive less than the speed limit 	Law	Rule
3)	Wear seatbelt 	Law	Rule
4)	Wash your dog when you walk it 	Law	Rule
5)	Take baths early 	Law	Rule

Ordering Events

Put the events below in order of what happened 1st to 6th

Mark

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☐ 	☐ 	☐ 