

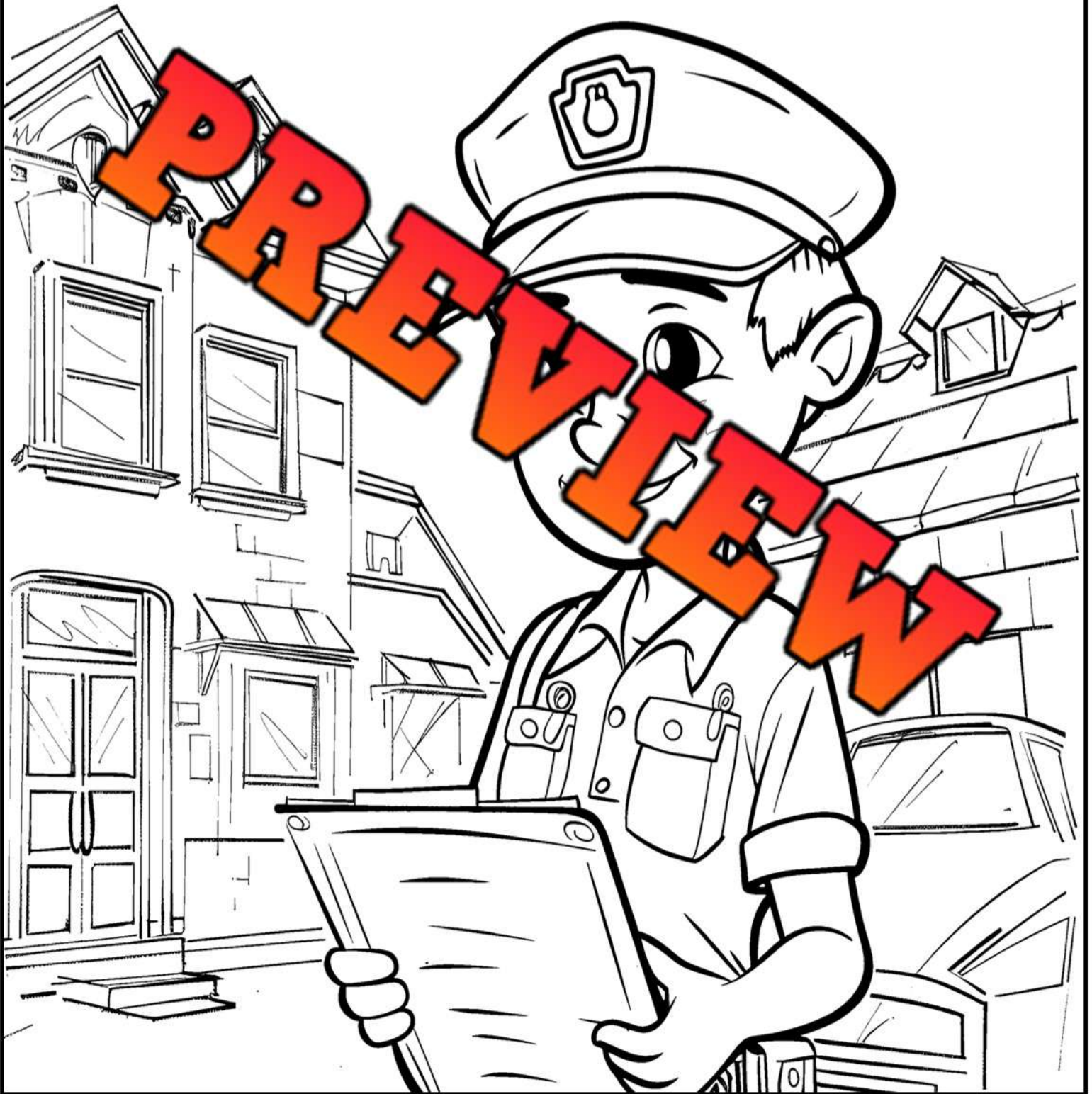
Grade 1 – Social Studies Unit

Systems

Organizing Idea	Systems: Evaluating processes and structures of organizations helps build understanding of decision-making in the world.	
Guiding Question	How are goods and services exchanged?	
Learning Outcome	Students explore goods and services and how they can be exchanged.	
	Skills and Procedures	Pages
S1.1	<div style="text-align: center; color: red; font-size: 1.5em;"> Preview of 75 pages from this product that contains 130 pages total. </div>	
		5-45, 5-97
Organizing Idea	Systems: Evaluating processes and structures of organizations helps build understanding of decision-making in the world.	
Guiding Question	In what ways can people contribute to groups?	
Learning Outcome	Students investigate roles and responsibilities.	
	Skills and Procedures	Pages
S1.2	<ul style="list-style-type: none"> Differentiate between the roles and responsibilities of group members in a variety of groups. Analyze how fulfilling roles and responsibilities within a group builds positive relationships. 	46-97

NAME: _____

SYSTEMS



Needs and Wants

What We Need to Live

Needs are very important things we must have to stay safe and healthy. Here are some examples of needs:

- **Air:** We need fresh air to **breathe**.
- **Food:** We need food to give us **energy**.
- **Water:** We need water to keep us **hydrated**.
- **Shelter:** This is where we live, like in our homes, to keep us safe from bad weather.



Things We Like to Have

Wants are things that are fun to have but we do not need them to live. Here are some examples of wants:

- **Toys:** Toys are fun to play with, but we do not need them.
- **Video Games:** Playing games is enjoyable but it is not necessary for living.
- **Sweets:** Tasty treats, like ice creams, are nice - but we do not need them.
- **Bikes:** To ride around for fun, but we could get around by walking.



Name: _____

7

Curriculum Connection
S1.1

Circle

Circle the needs and cross out the wants.



Draw

Draw one thing you need and one thing you want. Label them.

<div></div>
<div></div>

<div></div>
<div></div>

Activity – Needs vs. Wants Pictionary

Objective

What are we learning about?

To help students understand the difference between needs and wants through a fun and interactive drawing game.

Materials

What you will need for the activity.

- Marbles or small objects
- Cards with words for items (e.g., apple, water, toy car, video game)



Instructions

How you will complete the activity

1. Split the class into two teams, maybe at opposite ends of desks.
2. Have one student from Team A come up and pick a card. They should keep the card a secret from everyone else.
3. The student then draws what's on the card on a whiteboard or large paper.
4. Start a timer for 2 minutes. During this time, Team A tries to guess the word drawn.
5. If Team A guesses correctly before the timer goes off, they earn a point.
6. Next, it's Team B's turn. A student from Team B picks a card and draws, while their team guesses.
7. Alternate turns between the two teams, letting different students draw each time. After each word is guessed correctly, discuss whether the item is a need or a want.
8. Continue the game until all the cards have been used. Keep track of points for each team.
9. At the end, count up the points. The team with the most points is the winner of Needs vs. Wants Pictionary!

Name: _____

9

Pictionary Cards

Cut out the cards below.

Pictionary Cards

Water

Piano

Chair

Food

Kite

House

G

Doll

Skateboard

Helmet

Bed

Medicine

Frisbee

Dog

Brush

Flashlight

Vegetable

Bicycle

B

Candy

Blanket

Pencil

Cookies

Ice Cream

Phone

Vegetables

Jacket

Scooter

Chocolate

Name: _____

10

Curriculum Connection
S1.1

Draw and Label

Draw four items from the Pictionary Cards game. Label each item as either a 'Need' or a 'Want'.

PREVIEW

Four Corners: Needs vs. Wants

Objective

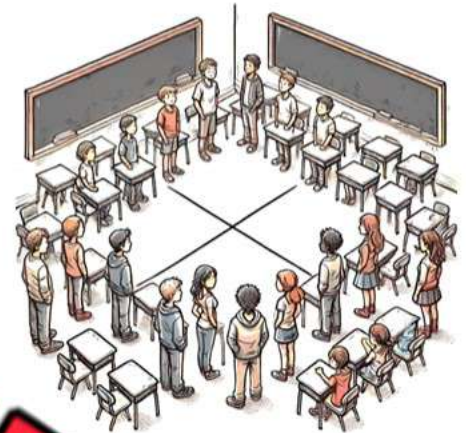
What are we learning about?

To help students understand the difference between needs, which are essential for well-being, and wants, which are nice to have but not necessary, by making thoughtful choices in a 4-Corner activity.

Materials

What you will need for the activity:

- A list of questions
- Labels for each corner of the room (A, B, C, and D)



Instructions

How you will complete the activity

1. Prepare the classroom by labelling each corner with letters A, B, C, and D.
2. Explain to the students that you will read statements and they need to choose. Each statement will have four options, each representing a different corner.
3. When you read a question, students will move to the corner that corresponds to the answer they think is correct. These will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
4. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
5. Repeat with different questions to reinforce their understanding of concepts.

Four Corners

Read the questions to the class:










	Question	Option A	Option B	Option C	Option D
1	What do you think is most important every day?	Breakfast	School	Friends	Playing
2	What do you need to feel cared for?	Family hug	Favourite blanket	Bedtime story	New toy
3	What do you need to make you smile today?	Ice cream	Fun toy	Favourite show	A big hug
4	What do you need for the rest of your life?	Love	Fun	Family	
5	What do you need most on a cold day?	Cozy blanket	Comfy socks		
6	Which one could you go without for a week?	School	Friends		
7	What makes you feel safe?	Family hugs	Favourite stuffed animal	Cozy blanket	Bedtime story
8	What do you think is the hardest to live without?	Bed	Friends	Family	Tablet
9	What do you want the most right now?	Ice cream	A special pet	Zoo visit	Sweet popcorn
10	Which one would you save first in an emergency?	Favourite toy	Water bottle	Warm jacket	Family photo

Self-Assessment Smiley's

Cut out the self-assessment questions below:







Name: _____

Circle the emoji that answers each question:

1) Do you understand what a need is?			
2) Do you understand what a want is?			
3) Can you explain what you learned to a friend?			










Name: _____

Circle the emoji that answers each question:

1) Do you understand what a need is?			
2) Do you understand what a want is?			
3) Can you explain what you learned to a friend?			










Name: _____

Circle the emoji that answers each question:

1) Do you understand what a need is?			
2) Do you understand what a want is?			
3) Can you explain what you learned to a friend?			

Name: _____

Circle the emoji that answers each question:

1) Do you understand what a need is?			
2) Do you understand what a want is?			
3) Can you explain what you learned to a friend?			

Goods and Services

Learning About Goods and Services

Every day, we use things and get help from others. Some things we buy, while others are actions people do to help us. Let's explore both!

What are Goods?

Goods are things we can buy and use. Goods help us meet our **needs** and **wants**.

- **Food** fills our stomachs when we are hungry.
- **Clothes** keep us warm in winter weather.
- **Toys** give us fun and help us learn.

Goods are things we can touch and take home.



When a family buys groceries, they are getting goods to use.

What are Services?

Services are jobs people do in exchange for money. Services help us meet our needs too, but we cannot touch or take them home.

- **Doctors** help keep us healthy.
- **Teachers** help us learn new things.
- **Garbage Collectors** keep our streets clean by taking away trash.



When a family visits the doctor for a checkup, they are using a service.

Services are important because they help keep our communities safe and strong.

Question

What is the difference between goods and services?

_____	_____
_____	_____
_____	_____
_____	_____

Sort





Sort the following as Goods or Services:

What is it?			
Food delivery	Ice cream	Washing a house	Sandwich
Teaching	Book	Post	Shirt

Goods		Services	

Colour and Label

Colour and Label the pictures as "Goods" or "Services":

Exit Cards

Cut Out

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

Name: _____

Mark

Match each term to what it means.

Goods ☐☐ Jobs people do in exchange for moneyServices ☐☐ Things we buy and use

Name: _____

Mark

Match each term to what it means.

Goods ☐☐ Jobs people do in exchange for moneyServices ☐☐ Things we buy and use

Name: _____

Mark

Match each term to what it means.

Goods ☐☐ Jobs people do in exchange for moneyServices ☐☐ Things we buy and use

Name: _____

Mark

Match each term to what it means.

Goods ☐☐ Jobs people do in exchange for moneyServices ☐☐ Things we buy and use

Memory Game – Goods and Services

Objective

What are we learning about?

Students will learn to identify goods and services by matching each picture with its category as a good or service. This activity helps build a foundation in understanding their roles in daily life, community support, and economic systems.

Material 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



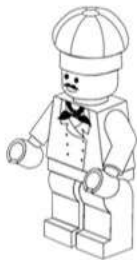
Instructions

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 or floor.
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



Toy

Good

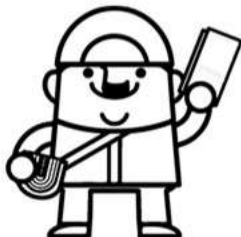
Helping Sick

Service



Book

Good



Delivering Mail

Service



Apple

Good

Cards

Memory Game Cards



Hairdressing

Service



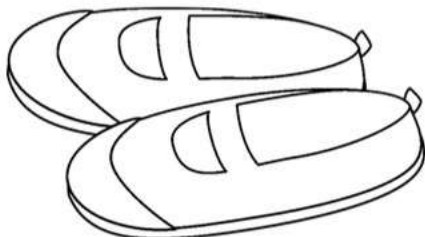
Bicycle

Good



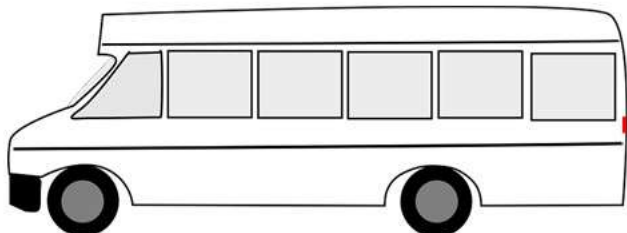
Fixing Pipes

Service



Shoes

Good



Bus Transportation

Service

Cards

Memory Game Cards



Computer

Good



Firefly

Service



Cake

Good



Taking Care of Plants

Service



Jacket

Good

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the memory game activity.

Name: _____

Mark

Draw an example of one good and one service you learned.

Name: _____

Mark

Draw an example of one good and one service you learned.

Name: _____

Mark

Draw an example of one good and one service you learned.

Story: Sharing Without Expecting Anything Back

Noah's Big Heart

One sunny afternoon, Noah walked home from school with his mom. As they passed the park, he noticed a boy sitting on a bench. The boy looked about his age, but he had no backpack, no lunchbox, and seemed a bit sad.

Noah noticed him staring and explained, "That boy might be homeless, Noah. He might not have a home or food to eat."

Noah felt a little sad. He reached into his lunchbox and found his favorite sandwich. Without thinking twice, he walked up to the boy and said,

"Hi! My name is Noah. Do you want my sandwich?"

The boy looked surprised but smiled and said, "Thank you," he said softly. "My name is Leo."

The next day, Noah saw Leo again. This time, he shared his apple. Each day, Noah shared something small, and each day, Leo's smile grew bigger. Soon, they became friends.

One day, Noah's mom said, "When you share, you show kindness, Noah. You're helping Leo without expecting anything back. That's what true friendship is about."

Noah realized that sharing made him feel happy, too. By giving without expecting, he had made a friend for life.



Visualizing

Draw what you were picturing while you were reading. Describe it.


Yes or No

Is the answer yes or no?

1) Is sharing about giving without expecting something back?	Yes	No
2) Is sharing an act of kindness?	Yes	No
3) Did Noah expect Leo to give him something in return?	Yes	No
4) Is sharing a way to help others feel better?	Yes	No
5) Do we share only when we want something back?	Yes	No

Colour & Connect

Colour the picture below and write about something you learned from the story. How did it make you feel?

Bartering

What is Bartering?

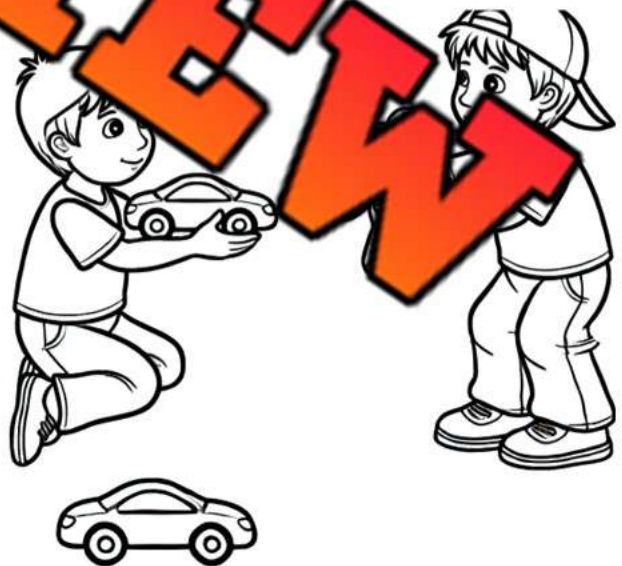
Bartering is a way of trading without money. People exchange items or services that they have for something they need. For example, someone might trade **fish** for **berries**. Bartering works when both people think the trade is fair and helpful.

The History of Bartering in Canada

Bartering has been an important part of life in Canada for a long time. Indigenous groups were the first to barter here. They traded with each other, exchanging **furs** for **meat**, **berries**, and **tools**. When Europeans came to Canada, they also bartered with Indigenous people, offering **knives** and **blankets** for animal furs. This helped both groups get items they didn't have.

What People Traded in Early Canada

- **Furs** for making warm clothes
- **Food** like **fish** and **wild berries**
- **Tools** such as **axes** and **pots**
- **Wood** for building shelters



Today, people mostly use money, but bartering helped build Canada's history of sharing, trade, and working together in communities.

Question

What is bartering?

Short Answer

Answer the questions below.

1) Where can you barter in Canada?	
2) What replaced bartering over time?	
3) Name one item people barter in Canada.	

Circle

Read each scenario and circle "Yes" if it's bartering or "No" if it's not.

1) Is trading apples for oranges with a friend bartering?	Yes	No
2) Is buying a toy with coins at a store bartering?		No
3) Is giving your friend a gift bartering?		No
4) Is exchanging a drawing for a bookmark bartering?	Yes	No
5) Is donating clothes to a charity bartering?	Yes	No

**Personal
Reflection**

Have you ever bartered something with a friend? What did you give, and what did you get?

Case Study: The Fur Trade

HBC and Indigenous Communities

In the 1600s, the **Hudson's Bay Company (HBC)** started trading with Indigenous communities in Canada. Indigenous people traded animal furs like beaver fur.

Beaver fur is very thick and warm, perfect for making hats and coats. People in Europe used beaver fur hats and coats.

What Indigenous People Got from the Trade

Indigenous people traded furs to get things they needed. They received:

- **Metal Tools** like knives and axes to help with hunting and building.
- **Beads** to make art, jewellery, and decorate robes.
- **Blankets** to stay warm during cold winters.

Learning from Each Other

The trades were not just about things. Indigenous people and HBC workers learned from each other.

Indigenous people taught HBC workers how to survive in the wild, hunt, and stay safe. The HBC workers needed help to travel through forests and icy rivers.

Indigenous people got useful tools, and the HBC sold furs in Europe to make money. This friendship helped both groups trust each other.



Question

What is the Hudson's Bay Company, and what did it do?

Question

Choose the correct answer for each question.

1) What type of fur was most popular for trading?

A) Fox fur

B) Wolf fur

C) Beaver fur

2) What did Indigenous people receive in exchange for furs?

A) Fruit & vegetables

B) Metal tools

C) Houses

3) When did the Hudson's Bay Company start trading with Indigenous peoples?

A) 1600s

B) 1700s

4) What did the HBC sell in Europe?

A) Blankets

B) Beads

C) Fur hats

5) What kind of trading was used in the fur trade?

A) Buying with money

B) Bartering

C) Renting

Matching

Match the item with its use:

Beaver fur ☐☐ For building and hunting; For making blanketsBeads ☐☐ For making hats; For making jewelleryMetal tools ☐☐ For tools; For art and decoration

Activity: Bartering Market Day

Objective

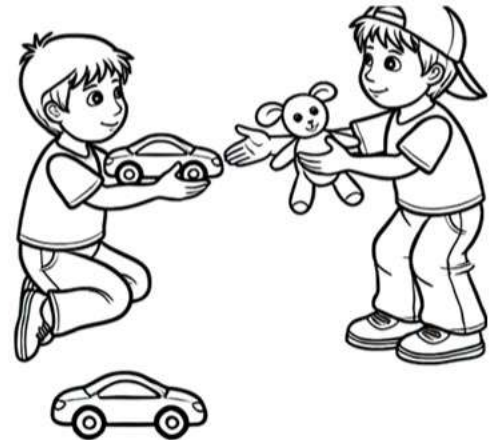
What are we learning about

To help students understand bartering by trading small items with each other without using money, learning about give-and-take and how trade works in communities.

Materials

What you will need for the activity

- Small items to trade (like stickers, pencils, small toys, or a keychain)
- A comfortable space in the classroom to set up the trading area
- Planning page (provided) for students to think about their items and trade



Instructions

How you will complete the activity

- 1) Ask each student to bring a small item from home that they are willing to trade, such as stickers, pencils, or a small toy.
- 2) Arrange a space in the classroom as the "market area" where students can see and trade items with one another.
- 3) Give students the planning page to fill out at home. This page will help them think about what they brought and what they hope to trade for.
- 4) Begin the activity by explaining the concept of bartering—trading items without using money.
- 5) Let each student display their item on their desk or in the market area.
- 6) Encourage students to walk around, look at each other's items, and make offers to trade.
- 7) If both students agree, they can swap items. Remind them that both sides need to feel happy with the trade.
- 8) After trading, lead a discussion on how it felt to trade and if they found items they liked.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Brought a Trade Item	I brought an item from home that I wanted to trade.
Made Fair Trades	I made trades where both me and my friend were happy with the exchange.
Listened to Friends'	I listened to what my friends wanted to trade and thought about what they were saying.
Shared Feelings	I talked about how it felt to trade.

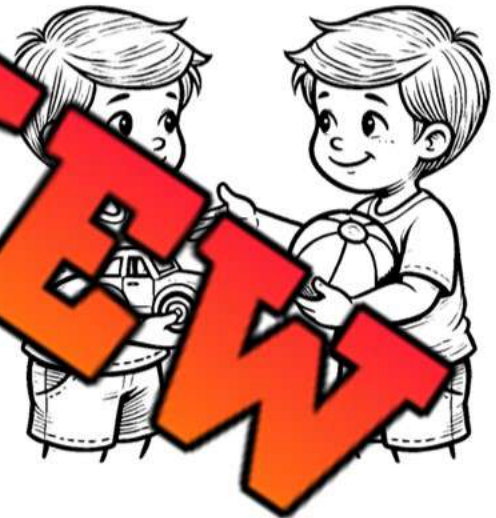
Example

Trading Bouncy Ball

Today, I brought a blue bouncy ball to school. I looked around and saw my friend Alex had a red toy car. It looked really cool, and I thought it would be fun to have.

I asked Alex if he wanted to trade, and he was excited about my bouncy ball! He thought it would be fun to play with. We both agreed to swap our items, and it felt fair.

After we traded, I felt happy with my new car. I learned that trading without money is called bartering. It's a nice way to share things and make both people happy!



Name: _____

40

Curriculum Connection
S1.1

Planning

Answer the questions below.

1) The item
I am
bringing to
trade is...
(Draw it)

2) Why do I want this item to trade?

3) I hope to
trade my
item for...
(Draw it)

4) Why do I want this item?

5) How do I feel about bartering?



Excited



Curious



Nervous



Happy

Reflection

Answer the questions below.

1) The item I received in trade is...

2) How do I feel about the item I received?



Happy



Excited



Curious



Content

3) Did my friend like the item I gave them?

☐ Yes, my friend seemed happy!☐ Maybe, I'm not sure.☐ No, I think my friend wanted something else.

4) What did I learn about bartering?

5) Would I like to barter again? Why or why not?

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Brought a Trade Item	Did not bring an item	Brought an item but didn't trade	Brought an item and traded once	Brought an item and traded happily
Made Fair Trades	Made trades that didn't feel fair	Made a trade, but one side was unsure	Made mostly fair trades	Made all trades that felt fair to both sides
Listened to Friends' Offers	Didn't listen to friends' offers	Listened a little but didn't think about offers	Mostly listened and considered offers	Listened carefully and thought about each offer
Shared How I Felt About Trading	Didn't share about the trading experience	Said a little about the trading experience	Shared how I felt about trading	Shared a lot about how trading felt and what I learned

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

Buying and Selling at the St. Lawrence Market

What is Buying and Selling?

Buying and **selling** is when people trade money for things they need or want. We do this at stores, markets, and other places. For example, when you go to a grocery store with your family, you use money to buy items like milk, bread, and fruit. Each item has a price tag. You trade money for these goods to bring them home.

A Trip to the St. Lawrence Market

In Toronto, there is a very famous market called the

St. Lawrence Market. This market has been a

part of Canadian life for over 200 years.

It was built for farmers, fishers, and bakers to sell their goods. The original building even had a police station on the top floor.



Long ago, people went to the market to buy food and also to hear interesting stories. Farmers came by horse and wagon with fresh crops, and fishers brought fish from Lake Ontario. Over time, the market became famous for its quality food and friendly sellers.

Interesting Facts about St. Lawrence Market:

- The market's first building **burned down in 1849** but was rebuilt.
- Each year, the market has an **Apple Festival** with treats and farm fun.

True or False

Is the statement true or false?

1) Buying means giving money to get goods or services.	True	False
2) Selling is when people pay to get goods.	True	False
3) The St. Lawrence Market opened 150 years ago.	True	False
4) The St. Lawrence Market is located in Edmonton, Canada.	True	False
5) Farmers arrived at the market by car in early days.	True	False

Visualisation Draw pictures of what you imagined while you were reading.

--	--

Making
Connections

What is the last thing you bought with money? Have you ever sold something and got money for it?

<hr/> <hr/> <hr/> <hr/>

Exit Cards

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

Name: _____

What is buying? What is selling?

Buying	_____
Selling	_____

Name: _____

What is buying? What is selling?

Buying	_____
Selling	_____

Name: _____

What is buying? What is selling?

Buying	_____
Selling	_____

Name: _____

What is buying? What is selling?

Buying	_____
Selling	_____

Roles and Responsibilities

Roles People Have

A **role** is the job someone does in the community. Each role shows how people help with different needs. For example:

- **Teachers** help students learn reading, math, and science in schools.
- **Doctors** take care of sick or injured people in clinics and hospitals.
- **Firefighters** put out fires and rescue people in emergencies.
- **Police Officers:** Police keep order, enforce laws, and help in emergencies.



Responsibilities People Have

A **responsibility** is what someone must do in their role. Responsibilities ensure each job is done right. For example:

- A **teacher's** responsibility is to plan lessons and help students learn.
- A **doctor's** responsibility is to check patients and give care.
- A **firefighter's** responsibility is to inspect places and put out fires.
- A **police officer's** responsibility is to patrol, respond to calls, and keep people safe.



Define

What do role and responsibility mean?


Role	Responsibility
_____	_____
_____	_____
_____	_____

Match each role to its correct responsibility:

Firefighter ☐☐ Cares for patientsNurse ☐☐ Takes kids safely to schoolChef ☐☐ Makes plans to keep people safeBus Driver ☐☐ Makes sure people follow the lawsPolice Officer ☐☐ Cooks food for restaurants

My Role

What role do you have at home? Draw and write.

	_____

Responsibilities In Groups: Contributing Ideas

Contributing Ideas in a Group

In a group, one important **responsibility** is to **share ideas**. When each person shares their ideas, it helps everyone work together. For example, if the group is planning a class party, one person might suggest playing games, while another might suggest bringing in snacks. Sharing ideas makes the group stronger and helps solve problems faster.

How to Share Ideas

When you share ideas, you help the group find new ways to do things. Here are some simple ways to share your ideas:

- **Speak clearly** so everyone can hear.
- **Wait your turn** to talk.
- **Raise your hand** if you have an idea to share.
- **Listen carefully** to others' ideas, too.



Why Sharing Ideas is Important

When we share ideas, everyone in the group feels included. New ideas help the group find better ways to reach goals. By sharing, we show **respect** and let everyone know their ideas matter. For example, if someone suggests an idea for a new game, listening and talking about it shows that we value everyone's thoughts.

Question

Why is it important to share ideas in a group?

Choose the correct answer(s) and mark beside the correct answer(s) for each question.

1) Which of the following ways to share ideas in a group?

- ☐ Talking over others
- ☐ Speaking clearly
- ☐ Waiting your turn

2) What can you do if a friend seems shy?

- ☐ Invite them to share
- ☐ Ignore them
- ☐ Say "Your ideas matter!"

3) How can you help a friend feel good about sharing?

- ☐ Listen closely
- ☐ Say "thank you" for sharing
- ☐ Ignore them

4) What can you do if you have an idea?

- ☐ Share it
- ☐ Wait your turn
- ☐ Raise your hand

Yes or No

Are the kids below sharing their ideas properly?

1) Mia listens quietly while her friend shares an idea.	Yes	No
2) Jake talks over others when he has a new idea.	Yes	No
3) Liam only listens to his own ideas during group time.	Yes	No
4) Sara raises her hand to share her thoughts.	Yes	No
5) Lily asks questions to understand her friend's idea better.	Yes	No
6) Sophie nods and smiles when her friend shares.	Yes	No

Responsibilities In Groups: Listening to Others

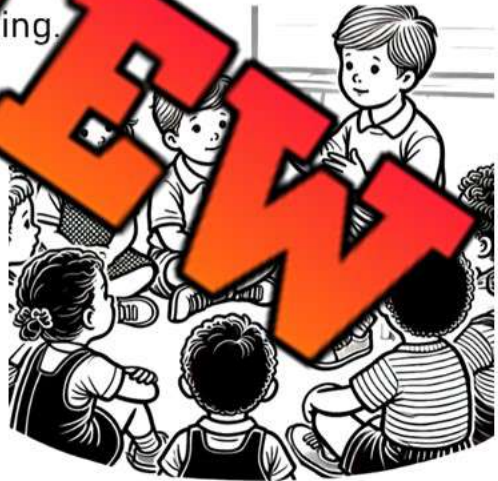
Listening to Others in a Group

In a group, it's very important to **listen to others**. Listening helps everyone feel respected and valued. When we listen, we learn new ideas and understand what others think. For example, when someone shares an idea for a class project, listening carefully helps the group make a better plan.

How to Listen Well

Good listening means paying close attention to the person speaking. Here are some simple ways to listen well:

- **Look at the speaker** to show you are listening.
- **Stay quiet** while they are talking.
- **Nod or smile** to show you understand.
- **Wait** until they finish before you speak.




Why Listening is Important

When we listen, everyone in the group feels included. Listening helps us understand different ideas and shows we care about what others have to say. For example, if someone suggests an activity, listening shows respect for their thoughts and helps the group make better choices together.

Question

What does listening mean, and what happens if no one listens?

Sort & Colour ✓ for "Good Listening" and an X for "Bad Listening."

<input type="checkbox"/>	Looking at the speaker	
<input type="checkbox"/>	Talking over others	
<input type="checkbox"/>	Nodding to show understanding	
<input type="checkbox"/>	Yawning loudly	
<input type="checkbox"/>	Interrupting others	
<input type="checkbox"/>	Staying quiet	
<input type="checkbox"/>	Smiling at ideas	
<input type="checkbox"/>	Waiting your turn	

Yes or No

Are the kids below listening properly?

1) Mia stays quiet while her friend is talking.	Yes	No
2) Ella looks at the speaker to show she's listening.	Yes	No
3) Liam talks while his friend shares an idea.	Yes	No
4) Oliver nods to show he understands his friend's idea.	Yes	No
5) Lily plays with her pencil while her friend talks.	Yes	No
6) Ben turns his back while his friend is sharing.	Yes	No

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) Jack stops playing when his friend talks.	Yes
	No
2) Emma looks away while her friend talks.	Yes
	No
3) Max laughs loudly while his friend talks.	Yes
	No
4) Sophie nods when her friend explains.	Yes
	No

Name: _____

Mark

Are the actions below
showing good listening?

1) Jack stops playing when his friend talks.	Yes
	No
2) Emma looks away while her friend talks.	Yes
	No
3) Max laughs loudly while his friend talks.	Yes
	No
4) Sophie nods when her friend explains.	Yes
	No

Name: _____

Mark

Are the actions below
showing good listening?

1) Jack stops playing when his friend talks.	Yes
	No
2) Emma looks away while her friend talks.	Yes
	No
3) Max laughs loudly while his friend talks.	Yes
	No
4) Sophie nods when her friend explains.	Yes
	No

Name: _____

Mark

Are the actions below
showing good listening?

1) Jack stops playing when his friend talks.	Yes
	No
2) Emma looks away while her friend talks.	Yes
	No
3) Max laughs loudly while his friend talks.	Yes
	No
4) Sophie nods when her friend explains.	Yes
	No

Responsibilities In Groups: Participating

Participating in Group Activities

In a group, it's important for everyone to **take part in activities** by helping out and doing their part. Participating means sharing the work, so everyone has a role.

When each person helps, the group can finish tasks faster and have more fun together.

Ways to Help in a Group

Here are some ways to share and work together:

- **Take turns** doing different jobs.
- **Help each other** when someone needs help.
- **Follow your role** and do your best.
- **Encourage everyone** to work as a team.



Why Sharing Roles is Important

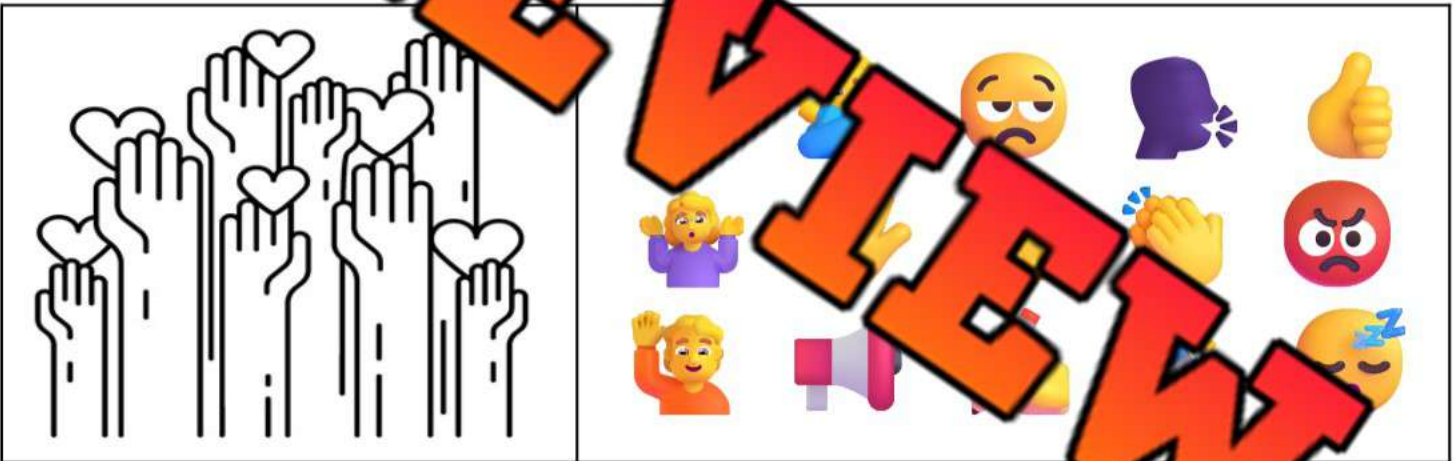
Sharing roles helps each person feel included and valued in the group. For example, if the group is building something, one person can gather supplies, another can put things together, and someone else can check the work. By sharing roles, everyone gets to join in, and the group can reach its goal faster and with more teamwork.

Question

What does it mean to participate in a group, and what happens if only one person does all the work?

PP

Colour & Circle emojis that show participation.



Yes or No

Are the kids below participating properly?

1) James does all the work while others watch.	Yes	No
2) Lily gathers supplies while her friends build the project.	Yes	No
3) Ella and Max take turns adding pieces to the project.	Yes	No
4) Tom refuses to help when a friend needs it.	Yes	No
5) Sophie follows her role and does her part well.	Yes	No
6) Liam encourages everyone to work together as a team.	Yes	No

Responsibilities In Groups: Following Rules

Following Rules in a Group

In a group, everyone has a responsibility to **follow the rules**. Rules are there to help everyone stay safe, be fair, and work together well. Following rules means listening carefully, respecting others, and doing what is expected.

For example, if a group is working on a project, rules might include taking turns and being on time. When each person follows the rules, it keeps the group organized and makes the project enjoyable for everyone.

Ways to Follow Rules

Here are some ways we can carefully follow rules in a group:

- **Ask questions** if you don't understand a rule.
- **Think before acting** to make sure it follows the rules.
- **Remind friends** gently if they forget a rule.
- **Check yourself** to see if you're following the rules properly.



Why Following Rules is Important

Following rules helps everyone feel safe and included. For example, if the group is playing a game, following the rules makes it fair for everyone. When each person follows the rules, it shows **respect** for the group and helps everyone enjoy the activity together.

Think

Describe what happens when no one follows the rules.

Yes or No

Do the kids follow the rules properly?

1) Jake asks the teacher to explain a rule he doesn't understand.	Yes	No
2) Liam ignores the rule and does what he wants.	Yes	No
3) Sophie reminds her friend gently when he forgets a rule.	Yes	No
4) Jake waits his turn before joining the game.	Yes	No
5) Ben talks loudly when he's supposed to speak quietly.	Yes	No
6) Liam skips the line and goes first without waiting.	Yes	No

Draw

Draw two classroom rules you follow every day.

--	--

Responsibilities In Groups: Acting With Fairness

Acting with Fairness in a Group

In a group, it's important to act with fairness. **Fairness** means treating others kindly, sharing, and making sure everyone has a turn. Being fair also means following group rules, respecting each person, and making choices that help everyone. When we act fairly, everyone feels respected and valued.

For example, if a group is playing a game, fairness means that everyone gets an equal chance to play.

Ways to Act Fairly

Here are some ways we can act fairly in a group:

- **Take turns** so everyone has a chance.
- **Share** materials or tools with others.
- **Listen to others' ideas** without interrupting.
- **Help others** when they need it.



Why Fairness is Important

Acting fairly helps the group work better together and keeps everyone happy. When we act with fairness, it shows that we care about others and want everyone to feel included. For example, if we are sharing supplies, making sure that everyone has enough helps the whole group succeed.

Yes or No

Are the kids below acting fairly?

1) Lily takes turns so that everyone gets a chance.	Yes	No
2) Ella makes sure each friend has the same number of stickers.	Yes	No
3) Tom shares the blocks equally so everyone can build.	Yes	No
4) Sophie chooses a game that only she likes.	Yes	No
5) Mia listens to each friend's idea for the project.	Yes	No
6) Lucas gives his best friend extra turns.	Yes	No

Matching Match the action to what it shows.

- | | |
|---|--------------------------------------|
| Waiting your turn <input type="checkbox"/> | <input type="checkbox"/> Selfishness |
| Taking all materials <input type="checkbox"/> | <input type="checkbox"/> Kindness |
| Sharing supplies <input type="checkbox"/> | <input type="checkbox"/> Disrespect |
| Ignoring others' ideas <input type="checkbox"/> | <input type="checkbox"/> Jealousy |

Tell a Story

Tell a story about a time you or someone else acted fairly.

Exit Cards

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

Name: _____

Mark

Check only the fair actions.

- ☐ Taking turns
- ☐ Listening quietly
- ☐ Ignoring friends
- ☐ Saying unkind words
- ☐ Waiting patiently
- ☐ Laughing at mistakes
- ☐ Interrupting
- ☐ Helping others
- ☐ Following rules

Name: _____

Mark

Check only the fair actions.

- ☐ Taking turns
- ☐ Listening quietly
- ☐ Ignoring friends
- ☐ Saying unkind words
- ☐ Waiting patiently
- ☐ Laughing at mistakes
- ☐ Interrupting
- ☐ Helping others
- ☐ Following rules

Name: _____

Mark

Check only the fair actions.

- ☐ Taking turns
- ☐ Listening quietly
- ☐ Ignoring friends
- ☐ Saying unkind words
- ☐ Waiting patiently
- ☐ Laughing at mistakes
- ☐ Interrupting
- ☐ Helping others
- ☐ Following rules

Name: _____

Mark

Check only the fair actions.

- ☐ Taking turns
- ☐ Listening quietly
- ☐ Ignoring friends
- ☐ Saying unkind words
- ☐ Waiting patiently
- ☐ Laughing at mistakes
- ☐ Interrupting
- ☐ Helping others
- ☐ Following rules

Responsibilities In Groups: Cooperating

Cooperating with Others in a Group

In a group, it's important to **cooperate with others**. Cooperation means working together, helping each other, and sharing ideas to reach a common goal. When we cooperate, everyone in the group feels included, and tasks are easier to complete. For example, when we are building something, cooperation means listening to everyone's ideas and working together to make the project great.

Ways to Cooperate in a Group

Here are some ways we can cooperate with others:

- **Share materials** so everyone can participate.
- **Listen carefully** when others are talking.
- **Help others** when they need it.
- **Follow group decisions** to stay on track.



Why Cooperation is Important

Cooperation makes the group stronger and helps everyone feel like they belong. By working together, we can finish tasks faster and have more fun. For example, if everyone helps clean up after an activity, the work is done quickly, and the group is ready for the next project.

Question

What does it mean to cooperate with others?

Yes or No? Do the kids below cooperating?

1) Lily and her friend work together to build a sandcastle.	Yes	No
2) Ella helps her friend pick up toys after playing.	Yes	No
3) James collects all the toys for himself and builds alone.	Yes	No
4) Mia ignores her friends and works on her own.	Yes	No
5) Lucas and Emma share ideas for a class project.	Yes	No
6) Oliver decides not to listen to his group's plan.	Yes	No

Word Search

Find the words in the word search.

Help	Share
Listen	Kind
Team	Together
Respect	Care
Smile	Talk

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

Fact or Fiction – Group Responsibilities

Objective

What are we learning about?

To help students understand and identify positive behaviours for successful teamwork by determining if statements about group responsibilities, such as fairness, cooperation, and following rules, are true or false.

Materials

What you will need for the activity:

- Fact or Fiction cards
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to place the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Pay close attention as the correct answer is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

Fact or Fiction

Read the statements to the class.

#	Statement	
1	"Listening to others helps everyone feel happy in the group."	Fact
2	"It's okay to take all the toys without asking."	Fiction
3	"Sharing ideas makes group activities more fun."	Fact
4	"You should only help friends, not anyone else."	Fiction
5	"When everyone speaks, group work is better and fairer."	Fact
6	"It's okay to interrupt people when they are talking."	Fiction
7	"Cooperating with others helps us reach group goals."	Fact
8	"Only one person should make all the decisions."	Fiction
9	"Fairness means everyone gets a chance to share."	Fact
10	"Talking loudly over others is a good group behaviour."	Fiction
11	"Helping others is a great way to be a friend."	Fact
12	"It's okay to skip the rules if you don't like them."	Fiction
13	"Sharing toys helps everyone feel included and happy."	Fact
14	"If you don't get your way, you should walk away."	Fiction
15	"Listening is important so everyone feels heard and respected."	Fact
16	"Only the leader's ideas matter in a group."	Fiction
17	"Playing fairly means everyone follows the same rules."	Fact
18	"Ignoring others makes group activities go smoothly."	Fiction
19	"Saying kind words helps everyone feel good in a group."	Fact
20	"Taking turns is not needed if you are the fastest."	Fiction
21	"Being fair means everyone has a chance to share."	Fact
22	"Rules are only for some people, not everyone."	Fiction
23	"Helping clean up shows you care about the group."	Fact
24	"It's okay to interrupt others if you have an idea."	Fiction
25	"Teamwork means listening, sharing, and being fair to friends."	Fact

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the Fact or Fiction activity.

Name: _____

Mark

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

1) You should only help friends, not anyone else.	T	F
2) Only one person should make all the decisions.	T	F
3) Cooperating with others helps us reach group goals.	T	F
4) Teamwork means listening, sharing, and being fair to friends.	T	F
5) Talking loudly over others is a good group behaviour.	T	F

Name: _____

Mark

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

1) You should only help friends, not anyone else.	T	F
2) Only one person should make all the decisions.	T	F
3) Cooperating with others helps us reach group goals.	T	F
4) Teamwork means listening, sharing, and being fair to friends.	T	F
5) Talking loudly over others is a good group behaviour.	T	F

Name: _____

Mark

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

1) You should only help friends, not anyone else.	T	F
2) Only one person should make all the decisions.	T	F
3) Cooperating with others helps us reach group goals.	T	F
4) Teamwork means listening, sharing, and being fair to friends.	T	F
5) Talking loudly over others is a good group behaviour.	T	F

Leaders in Our Community

Draw

Draw pictures to illustrate the story.

Our city has many leaders who help us every day. They work in different places and do special jobs to keep us safe, healthy, and happy. Let's learn about some important people!

The mayor is an important leader. The mayor works in a big building called city hall. The important meetings happen. Inside, the mayor sits at a large desk with papers. The mayor is working to make our city better. The mayor decides on new playgrounds and parks for fun to enjoy. Sometimes, the mayor talks to groups of people about making our city a great place to live.

PREVIEW

Firefighters are also important leaders in our city. They work at a fire station with tall red doors for their big red firetrucks. Firefighters wear strong helmets and bright yellow suits to protect them. When there's a fire, they hop in the truck and drive fast to help. They spray water from big hoses to put out fires. Firefighters also rescue people and animals who need help.

Police officers keep our city safe and peaceful. They wear blue uniforms and shiny badges. Police cars have bright red and blue lights and loud sirens so people know they're coming to help. Police officers make sure everyone follows the rules and help during emergencies. They also visit schools to teach kids about staying safe and crossing the road carefully.

PREVIEW

Doctors in our city help people stay healthy. They work in hospitals and clinics, where there are rooms with special tools for checking people's health. Doctors wear white coats and listen to people's hearts with stethoscopes. They see many people every day, giving medicine or advice to help people feel better. Doctors make sure everyone in our city stays strong and

PREVIEW

Every day, these leaders work hard for us. They make our city a safe and happy place to live. We are lucky to have them!

Show and Tell: Community Helper Roles

Objective

What are we learning about?

Students bring in an item representing a community or school helper role (like a stethoscope for a doctor, a book for a librarian, or a badge for a police officer). This activity helps students understand the importance of different community helper roles, recognizing how these roles meet community needs and support others in their daily lives.

Materials: _____ will need for the activity:

- Items brought by students that represent a community helper (e.g., stethoscope, book, badge)
- Planning page (provided)
- Example presentation (provided)



Instructions

How you will complete the activity:

- 1) Give each student a planning page to help them prepare their presentation.
- 2) Show the example presentation to give students ideas on how to present.
- 3) Ask students to bring an item from home that represents a community or school helper.
- 4) Let each student take turns showing their item to the class.
- 5) Ask them to explain how their item connects to a specific community helper role.
- 6) Encourage them to describe how this helper supports or improves the lives of people in the community.
- 7) Allow classmates to ask questions about the item and the community helper role.
- 8) Lead a short class discussion after each presentation, sharing why these roles are important.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Item Sharing	The student brought an item from home and showed it to the class.
Role Explanation	The student explained how the helper uses the item to help people.
Helper Importance	The student shared why this helper is important in the community.
Presentation Skills	The student spoke clearly, looked at classmates, and shared with confidence.

Example Presentation

My Dad's Firefighter Helmet

My Dad's Firefighter Helmet

"Hi everyone! This is my dad's firefighter helmet."

"My dad is a firefighter. He helps people in emergencies."

"He wears this helmet to keep his head safe from heat."

"Firefighters use helmets so they can stay safe and help others."

"My dad's job is important because he protects our community."

"I feel proud of him and the work he does."



Planning Page

Answer the questions below.

1) What is the name of your item?

2) Which community helper uses this item?

3) Why did you choose this item?

4) How does this helper help the community?

5) How does this helper make the community feel?

☐ Happy☐ Cared for☐ Safe☐ Other:

6) What is one thing you want to tell your friends about this helper?

Write

Write your presentation about your community helper below. Draw the item in the box.

PREVIEW

Name: _____

84

Curriculum Connection
S1.2

Peer Compliment Card

Write a kind note or compliment.

Instruction

Write a kind note or compliment to one of your classmates about their community helper presentation. Think about something special they shared, how they explained their item, or something you learned. Use the space below to write your compliment and then cut out the card to give to your classmate.

To: _____

From: _____

PREVIEW

Example Compliment

To: Liam

From: Emma

I really liked your presentation about the firefighter helmet. It was fun to learn about how firefighters stay safe and help people. You explained it very clearly, and I learned something new about firefighters.

Great job!

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Item Sharing	Item missing or unclear	Item shown with some details missing	Item shown clearly	Item shown clearly and confidently
Role Explanation	No explanation given	Simple explanation given	Clear explanation given	Detailed and confident explanation
Helper's Importance	No importance shared	Some importance shared	Clear importance shared	Strong and detailed importance shared
Presentation Skills	Very quiet or unclear speaking	Spoke clearly	Spoke clearly and looked at class	Spoke clearly, looked at class, and was confident

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

Role-Play: Community Helpers

Objective

What are we learning about?

To help students understand the roles and responsibilities of various community helpers, recognizing how their work meets essential needs and supports the well-being and functioning of the community.

Material

What you will need for the activity:

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



Instructions

How you will 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.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Doctor's Office	The doctor's office is busy today. A young child, Lily, is feeling very sick with a sore throat and cough. Her mom brings her to see Dr. Kim, who listens to her heartbeat and asks how she feels. Nurse Sam helps Lily sit comfortably and checks her temperature. Dr. Kim explains how taking medicine will help her feel better soon. At the end of the day, Dr. Kim and Nurse Sam talk about all the children who came in.
2	The Creative Classroom with Teacher Maya	At the start of the lesson, Teacher Maya is getting ready to help her class with a fun art project. Some students feel unsure about how to start, so Teacher Maya gives them ideas and shows them examples. While the students are busy painting, some paint spills on the floor, and a student, Liam, accidentally gets some paint on his shirt. Teacher Maya helps Liam clean it up and reminds the class to be careful. At the end, they talk about the creative work they made.
3	Firefighters to the Rescue	In the fire station, Firefighter Ben hears the alarm ringing. There's smoke in the neighbourhood, and they need to check it out. Firefighter Ben puts on his helmet and gets ready. Firefighter Ava drives the fire truck, and they arrive at a small house with smoke in the kitchen. They carefully check the area and explain to the family about safety. The family learns how to avoid kitchen fires, and the firefighters wave goodbye, feeling happy that everyone is safe.

Scenario Cards

Cut out the topics below.

	Scenario	Description
4	At the Library	At the library, Librarian Emma is helping people find books. A boy named Noah is looking for a book about animals, so Librarian Emma shows him the animal book section. She also tells him fun facts about animals. Soon, a girl, Sophia, asks for a storybook. Emma reads her a story about a brave puppy. At the end of the day, Emma gives away books and waves goodbye to all the children. The children feel happy about their new books.
5	Keeping the Neighbourhood Clean	Outside, a collector is picking up garbage in a big green truck. He and his partner go to each house to empty the bins. They lift the bins and put the trash in the truck. They notice a messy bin with spilled garbage on the ground. The collector picks up the garbage and explains to a child nearby how things can help the whole community. As they finish, they thank the neighbours, happy that the streets look nice and clean.
6	Caring for Animals at the Shelter	At the pet shelter, Volunteer Kate is caring for the animals. A family comes in looking to adopt a cat, and they are excited to meet a gentle, grey cat named Luna. Kate introduces the family to Luna, letting them pet and play with her. The family asks many questions, and Kate explains how to care for cats, from feeding to brushing. After the family decides to adopt Luna, Kate gets everything ready, feeling happy that Luna has found a new home.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	Mail Carrier Alex's Important Deliveries	The mail carrier, Alex, is on a busy route, delivering letters and packages to people's homes. At each stop, he checks the names and addresses to make sure everything goes to the right place. He meets a friendly dog, and they play for a moment before Alex continues. At the last house, Alex has a big package, and he carefully knocks on the door. A young girl opens the door, excited to see her package. Alex feels happy that his deliveries help people stay connected.
8	A Helpful Day at the Grocery Store	At the grocery store, Lily is busy helping customers. A little boy, Evan, is with his mother and has a question about a fruit he sees. Lily smiles and explains what it is, how to use it, and where it comes from. Later, an older woman struggles to carry her bags, and Lily kindly assists her. At the end of the day, Lily helps organize the shelves and talks to her co-worker, feeling happy that she can make shopping easier for everyone.
9	Learning Safety with Officer Lee	The police officer, Officer Lee, is visiting a school to teach the students about safety. He talks to them about crossing the street carefully and why they should stay close to adults in crowded places. The students ask questions, and Officer Lee answers each one. Later, he shows them how to practise safe habits with a game. The students cheer and have fun learning. As he leaves, Officer Lee reminds them to be safe and help each other in the community.

Planning Page

Answer the questions below.

Title of the role-play	
Group members	Character to Play
How We Will Play the Story Write down what each group member will do in the	
Name	Role / Action Words

My Role

Draw a picture of your role during the role-play and write a paragraph about what you did.

PREVIEW

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creativity	The student was creative and imaginative in performing their role.
Voice and Expression	The student used their voice and facial expressions effectively to act out their role.
Understanding the Story	The student showed understanding of the story or message in their role.
Staying in Character	The student remained in character throughout the role-play.
Collaboration	The student worked well with their group or partner during the activity.

Rubric

How well did they do in the activity?

Mark

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creativity	No creative ideas	Some creativity, original	Very creative and imaginative	Very creative throughout
Voice & Expression	Did not use voice or expressions	Some use of voice and expressions	Mostly used voice and expressions effectively	Used voice and expressions very effectively
Understanding Story	Did not understand the story	Some understanding, needs help	Mostly understood the story	Fully understood and conveyed it
Staying in Character	Did not stay in character	Sometimes stayed in character	Mostly stayed in character	Fully stayed in character
Collaboration	Did not work well with others	Needed reminders to stay on task	Mostly worked well with others	Worked very well with others

Case Study: Craig Kielburger's Kids Helping Kids

Learning About Child Labour

Craig Kielburger was just 12 years old when he read a story in a newspaper. The story was about a young boy in another country who had to work instead of going to school. Craig was shocked and upset. He



learned that many kids from other countries must work in dangerous places to help their families. He wanted to help kids who needed a better life.

Starting "Free the Children"

Craig didn't just feel sad – he took action. He started a group called **"Free the Children."** This group was created to help kids in other countries who couldn't go to school because they had to work. Craig believed that Canadian kids in Canada could help, too. "Free the Children" wanted to give kids everywhere the chance to learn and play.



Kids Helping Kids

Craig didn't work alone. He asked other kids in Canada to join him. He wanted kids to know that they could make a big difference together. Kids from schools and communities in Canada joined "Free the Children" to help kids in need around the world. They raised money and spoke to adults about why child labour was wrong.

True or False

Is the statement true or false?

1) Craig started a group to help adults find jobs.	True	False
2) Craig believed kids in Canada could make a difference.	True	False
3) "Free the Children" was started by a 12-year-old.	True	False
4) Craig wanted kids to learn and play everywhere.	True	False
5) Craig worked alone without help from other kids.	True	False

Finish the Sentence

Finish the sentence to show your idea.

- 1) Helping other _____.
- 2) If I were in Craig's group, I could _____.
- 3) Kids should go to school because _____.
- 4) Working with friends to help others is _____.
- 5) Craig's story makes me want to _____.

Making
Connections

What would you feel if you had to work instead of go to school?

Spelling Bee: Community Vocabulary

Objective

What are we learning about?

To help students learn and remember key vocabulary words related to goods, services, roles, and exchanges in the community, reinforcing their understanding through a fun and interactive spelling bee activity.

Material

What you will need for the activity:

- Pre-prepared list of spelling words (provided)
- Bell or buzzer to signal correct spellings
- Timer (optional)



Instructions

How you will complete the activity:

1. Comprehensive list of spelling words related to community roles and exchanges.
2. Divide participants into teams or have them compete individually based on class size and dynamics.
3. Clarify the rules, including turn-taking, scoring, and handling of misspellings.
4. Begin the bee by having the first participant spell a word from the theme list, noting their attempt on the board.
5. Use a signal device to indicate correct or incorrect responses and display the correct spelling for any mistakes.
6. Progress through participants, allowing multiple attempts and cycling through the word list.
7. Tally correct spellings to determine scores for each participant or team.

Name: _____

96

Curriculum Connection
S1.1, S1.2**Spelling Terms****List of words for the Spelling Bee**

Easy	Moderate	Hard	Very Hard
Cat	School	Community	Exchange
Dog	Helper	Village	Government
Re	Teacher	Economy	Tradition
at	Family	Service	Responsibility
Map	M	Protect	Negotiation
Job	ayer	Barter	Interaction
Run	Share	Trade	Cooperation
Work	People	inspo	Volunteer
Play	Goods	Se	Appreciation
Help	Friend	Culture	ation
Box	Parent	Local	Improvement
City	Garden	Protect	Contribution
Plan	Team	Fair	Development
Car	Health	Support	Involvement
Bus	Road	Donate	Perseverance

Unit Test – Systems

Mark

/ 10

Total

/ 30

Multiple Choice

<p>1. A way to trade without using money...</p> <p>a) Paying</p> <p>b) Bartering</p> <p>c) Saving</p> <p>d) Shopping</p>	<p>2. Jobs people do in exchange for money...</p> <p>a) Services</p> <p>b) Hobbies</p> <p>c) Goods</p> <p>d) Activities</p>
<p>3. Identify the one that does NOT belong: Which one does NOT belong?</p> <p>a) Doctor</p> <p>b) Teachers</p> <p>c) Clothes</p> <p>d) Garbage Collectors</p>	<p>4. One way of giving without expecting something back is...</p> <p>a) Selling</p> <p>b) Swapping</p> <p>c) Trading</p> <p>d) Sharing</p>
<p>5. Which animal's fur was most popular during the fur trade?</p> <p>a) Fox</p> <p>b) Rabbit</p> <p>c) Beaver</p> <p>d) Wolf</p>	<p>6. _____ means giving money to get goods or services.</p> <p>a) Buying</p> <p>b) Selling</p> <p>c) Donating</p> <p>d) Volunteering</p>
<p>7. A responsibility is...</p> <p>a) Something you must do or take care of.</p> <p>b) A place where people work.</p> <p>c) Something you do only when you feel like it.</p> <p>d) A reward for doing a good job.</p>	<p>8. A role is...</p> <p>a) A place someone goes every day.</p> <p>b) A job or part someone has in a group.</p> <p>c) A rule everyone must follow.</p> <p>d) Something you only do for fun.</p>
<p>9. Ways to share your ideas:</p> <p>a) Speak clearly</p> <p>b) Wait your turn</p> <p>c) Raise your hand</p> <p>d) All of the above</p>	<p>10. Which one is NOT a good way to listen?</p> <p>a) Looking at the speaker</p> <p>b) Nodding or smiling</p> <p>c) Talking over others</p> <p>d) Staying quiet</p>

True or False

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

Mark

/ 5

1) Trade means giving something to get something.

T

F

2) Being fair means that everyone gets an equal chance.

T

F

3) Cooperating makes it harder to finish tasks.

T

F

4) "Free for All" was started by a 12-year-old named Ben Lee.

T

F

5) The fair trade is only about trading items and goods.

T

F

Matching

Match each responsibility to its description.

Mark

/ 5

Contributing Ideas ☐☐ Treating everyone equally and giving them a fair chance.Listening to Others ☐☐ Working together and joining in group activities.Following Rules ☐☐ Sharing ideas to help the group succeed.Acting With Fairness ☐☐ Paying attention to others when they speak.Cooperating ☐☐ Following the rules to keep everyone safe.

Matching

Match the community leader with their responsibility.

Mark

/ 4



Puts out fires and
rescues people about
place

Keeps people
safe and follows
rules

Helps people stay
healthy and feel
better

Circle

Deciding if it is good or bad:

Mark

/ 6



Good

Service

Good

Service

Good

Service



Good

Service

Good

Service

Good

Service




Alberta Social Studies Systems Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



Goods And Services

LEARNING GOAL

We are learning to **tell the difference** between **goods and services** so we can **understand how people help us** and what we use every day.

Sorting Goods and Services

Goods	Services

Drag and drop each item to its correct category.




Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary



Consolidation – What Stuck With You?

After learning about **goods** and **services**, do this activity:

- Think about one thing you learned about goods or services that stuck with you.
- Write why it stood out to you.
- Share your idea with a partner or the class.



Alberta Social Studies Systems Unit – Grade 1

Exploring The Fur Trade

Drag and drop items from the word bank to complete the short paragraph below.

Fur Trade And Sharing

Long ago, _____ traded animal furs like beaver fur with the _____. The furs were used to make warm _____ for people in Europe. In return, Indigenous people got things like _____ and _____. Both groups learned from each other and worked together.

Word Bank:

coats

blankets

money

Indigenous Peoples

shoes

tools

HBC

Buying And Selling At The Market

Find the words hidden in the puzzle. They are all about buying, selling, and the St. Lawrence Market!

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

Market	Trade
Buy	Sell
Price	Money
Apple	Bread
Fish	Crops
Wagon	Store
Toronto	Festival

Multiple-Choice Activity

1) Why is it important to share your ideas in a group?

- A) It helps the group solve problems together.
- B) It lets you be in charge every time.
- C) It means others don't need to talk.

2) What should you do when someone else is sharing their idea?

- A) Talk louder so yours is heard first.
- B) Stay quiet and listen carefully to them.
- C) Say your idea right away anyway.

3) How can we show respect when working in a group?

- A) Laugh if someone's idea is not great.
- B) Listen, wait your turn, and be kind.
- C) Make sure your idea is always picked.

4) When is the best time to speak during group time?

- A) As soon as an idea pops in.
- B) Before anyone else gets to talk.
- C) When it is your turn to share.

5) What happens when people don't take turns in a group?

- A) People get confused and feel left out.
- B) The group finishes the task faster.
- C) Everyone has fun with their own ideas.

6) Why should everyone in the group get a chance to speak?

- A) Only one person needs to talk anyway.
- B) It takes too long to hear everyone.
- C) Everyone's ideas can help the group.



Alberta Social Studies Systems Unit – Grade 1

Sorting Activity – What Shows Fairness?

Place a ☒ in the correct column to show which level of government is responsible for each task

Action	Fair	Not Fair
1 Pushing to be first in line		
2 Helping a friend clean up		
3 Grabbing all the markers		
4 Sharing crayons with a classmate		
5 Ignoring the group rules		
6 Listening when others talk		
7 Not letting others speak		
8 Saying kind words to others		
9 Taking turns on the swing		

Use this to complete the activity: ☒

Roles In Our Community

Principal	Teacher	Librarian	Counsellor

Drag and drop the correct role to match the description in the table above.

Listens when students feel sad or need help

Helps solve problems and supports the principal

Helps us learn reading, writing, and math

Makes sure the school is safe and runs well

Helps find books and teaches us to enjoy reading

Cause and Effect: Kids Helping Kids

Write the letter of each effect to match its cause.

Cause	Effect
1) Craig reads about a boy who had to work instead of going to school.	A) Canadian kids raise money and help spread the word.
2) Craig sees that many kids have to work in unsafe places.	B) People in the community get to learn about unfair child labour so they can make a difference.
3) Craig wants to help kids have a better life.	C) Craig creates a group to make change happen.
4) Craig starts a group called "Free the Children."	D) Craig learns that not all kids get to go to school and play.
5) Kids in Canada join the group to help.	E) The group gives more kids a chance to learn in other places.
6) Craig and his group talk to people in schools and communities.	F) Craig wants to do something to help kids in word.
	G) Canadian kids raise money and help spread the word.