Workbook Preview

© Super Simple Sheets

Grade 6 Social Studies Unit

B: PEOPLE AND ENVIRONMENTS

CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

	Curriculum Expectations	Pages
B1.1	Explain why Canada participates in specific international accords and organizations, and assess the influence of some significant accords and/or organizations in which Canada participates	7-18, 23-31, 39-43, 46-51, 81-100, 106-114, 127-128, 162-166
B1.2	Analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance	44-45, 52-77, 103-105, 115-123, 131-132, 137-142, 162-166
B1.3	Explain why some environmental issues are of international	, 61-73, -166
B2.1		-166
B2.2	Gather and organize information on global issues of political, social, economic, and/or environmental importance, including their impact and responses to them, using a variety of resources and various technologies	, 46-51, 65-66, 70-73, 88-89, 94, 97-98, 106-107, 122-123, 162-166
B2.3	Analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them	14-15, 130, 162-166
B2.4	Interpret and analyse information and data relevant to their investigations, using a variety of tools	108-114, 129, 162-166
B2.5	Evaluate evidence and draw conclusions about global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues	32-38, 46-51, 159-166
B2.6	Communicate the results of their inquiries, using appropriate vocabulary and formats	74-77, 143-147, 159-166

Preview of 100 pages from this product that contains 241 pages total.

© Super Simple Sheets

	Curriculum Expectations	Pages
B3.1	Identify some of the major ways in which the Canadian government interacts with other nations of the world	7-9, 23-31, 44-45, 52-60, 74-77, 95-114, 129-130, 143-147, 162-166
B3.2	Describe Canada's participation in different international accords, organizations, and/or Programs	32-38, 44-45, 52-60, 74-77, 81-100, 103-114, 124-126, 143-147, 162-166
B3.3	Describe several groups or organizations through which Canada and Canadians are involved in global issues	101-105, 115-126, 131-142, 162-166
B3.4	Describe the responses of the Canadian government and some NGOs to different disasters and emergencies around the world	101-102, 117-123, 131-142, 162-166
B3.5	Describe the responses of the Canadian government to human rights violations during the Holocaust and the impact that global changes in understanding and legislation around human rights since World War II have had on the development of Canada's responses to acts of hate and human rights violations	148-166
B3.6	Identify some significant political, social, and economic interactions between Canada and other regions of the world, and describe some ways in which they affect these regions	81-94, 122-123, 128-130, 162-166
B3.7	Identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions	10-31, 39-40, 46-51, 162-166
B3.8	Identify countries/regions with which Canada has a significant economic relationship	10-18, 23-31, 39-43, 162-166
B3.9	Describe significant economic effects on Canada and Canadians of interactions between Canada and other regions of the world	25-43, 162-166
B3.10	Describe some ways in which Canada's interactions with other regions of the world have affected the environment	32-38, 41-43, 61-73, 133-136, 143-147, 162-166

© Super Simple Sheets

CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY



PREVIEW

© Super Simple Sheets

Name: _____ 7

Curriculum Connection
B1.1, B3.1

Canada And The Global Community

What is the Global Community?

The **global community** is how all of the countries of the world are connected with each other. It is helpful for countries to stay closely connected to the global community so they can work together to make life on Earth better for everyone.

Cana part of the global community the same way that your class is part of your school co Think about how your class participates in your school community. Do you h ss you follow the rules of the school? Do you participate in activitie th othe Canada participates with other countries in th mmun milar ways.



How Canada Participa n t a nity

Canada is a powerful count tron advanced society, and high standard of livin Cana the global community in the following ways

1. Trade with other countries: Canada has grow onom through trade with other nations. We have also gain a things we wouldn't have if we didn't trade (example: fruit oun

2. Through military alliances: Canada belongs to military alliances th try stronger. If one country were to get attacked, the other countries in the al would come to their defence.

3. To help developing countries with problems they are facing (e.g. poverty, inequality)

Other countries around the world do not have the same strengths that Canada has. Some have extreme poverty where people cannot afford food or even water. Canada belongs to organizations that help these other nations.

4. To improve health care and technology by sharing information.

If another country invents a technology that we want access to, Canada has the relationships with these other countries to get the technology from them.

PREVIEW

Name: _____ 8

Curriculum Connection
B1.1, B3.1

Questions

Use information from the text to support your answer.

1) What is the global community? Why Does Canada participate in the Global Community?

2) How d a benefit from taking part in the global community?

PREVIEW

Making Connections

What does thi d you ur life?

True or False

Circle whether the statement is true (T) or false (F).

1) Canada is a powerful nation with a strong economy and advanced society.	T	F
2) Canada benefits from being a part of the global community.	T	F
3) Canada is not interested in trading with or helping other countries.	T	F
4) Canada has military alliances with other countries that keep us safe.	T	F
5) Canada keeps its new technology secret from other nations.	T	F

© Super Simple Sheets

Curriculum Connection
B1.1, B3.1

Exit Cards

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

Name: _____

Circle Yes or No for each question.

Mark

1) Can Canada ignore global problems without being affected?	Yes / No
2) Can international trade give Canada year-round fresh fruit?	Yes / No
3) Is Canada's trade limited to North American countries?	Yes / No
4) Do military alliances always require Canada to fight?	Yes / No
5) Can Canada's alliances improve its national security?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Can Canada ignore global problems without being affected? Yes / No

2) Can international trade give Canada year-round fresh fruit? Yes / No

3) Is Canada's trade limited to North American countries? Yes / No

4) Do military alliances always require Canada to fight? Yes / No

5) Can Canada's alliances improve its national security? Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Can Canada ignore global problems without being affected? Yes / No

2) Can international trade give Canada year-round fresh fruit? Yes / No

3) Is Canada's trade limited to North American countries? Yes / No

4) Do military alliances always require Canada to fight? Yes / No

5) Can Canada's alliances improve its national security? Yes / No

PREVIEW

© Super Simple Sheets

Name: _____ 10

Curriculum Connection
B1.1, B3.7, B3.8

Canadian Imports/Exports

Overview

Canada is a major player in the global economy. We have numerous trading partners that we import from and send exports to. An **import** is something we buy from another country and bring into Canada. An **export** is something we manufacture here in Canada and send to another country. Due to our physical geography and our climate, we have the need to import things to Canada. For example, certain fruits need to be imported to Canada that cannot be grown here all year round. On the other hand, our physical geography is one of our strengths as we have access to rich oil fields, thick forests and vast lakes and waterways. These are excellent resources to export to other countries.



Imports

Canada imported over $450 billion worth of goods and services in 2018. That is a 6% decrease from the year before. Canada's top 5 imports are: (1) vehicles, (2) machinery/computers, (3) fuels and oil, (4) plastics, and (5) medical equipment. 58% of Canada's imports come from the USA and Mexico. 24% come from Asia, and 13% are from European countries.

Exports

In 2018, Canada exported $449 billion worth of goods and services to other countries. 76% of the exports went to the USA and Mexico. 12% went to Asia and 8% to Europe. Canada's top 5 exports are: (1) fuel and oil, (2) vehicles, (3) machinery and computers (4) gems and precious metals, and (5) wood.



Trade Balance

Trade balance between imports and exports is crucial. Spending too much money on imports is not good for Canada because that is money going to other countries. We need to sell our exports to other countries to bring more money into our economy.

PREVIEW

© Super Simple Sheets

Name: _____ 11

Curriculum Connection
B1.1, B3.7, B3.8

True or False

Circle whether the statement is true or false.

1) An import is an item that is sent to Canada.	True	False
2) An export is an item that is sent to Canada.	True	False
3) Canada's top import is oil.	True	False
4) Canada's top export is oil and fuel.	True	False
5) In 2018, Canada had higher imports than exports.	True	False

Questions

Answer the questions below using evidence from the text.

1) How does our physical geography and climate impact our imports and exports?

2) What is a trade balance? Why is it important to have a similar number of exports and imports for our economy?

PREVIEW

Fill in the Blanks

Write your answer on the blank line.

1) Canada imported more than $_____ billion in 2018.

2) Canada has rich oil fields, thick forests, and vast _____.

3) The trade balance is between imports and _____.

4) Canada's top trading partners are the USA and _____.

5) Canada's third largest trading partner is _____.

© Super Simple Sheets

Name: _____ 13

Curriculum Connection
B2.2, B1.1, B3.7, B3.8

Research – Canada's Top Imports/Exports

Many countries around the world are good at producing certain things. When that is the case, it is likely that they will export those things more.

If a country cannot easily produce something its people need or want, it will import these things more often. For example, Canada's growing season is shorter than Mexico's, so we import many fruits and vegetables from Mexico.

Definitions

Learn more about the top products Canada imports and exports

Look up ... imports and exports. Write down the first 5 from the list. Include the p... to ...rts/exports if available.

PREVIEW

	...ct Groups	% of Total Imports/Exports
Top 5 Imports	1)	
	2)	
	3)	
	4)	
	5)	
Top 5 Exports	1)	
	2)	
	3)	
	4)	
	5)	

© Super Simple Sheets

© Super Simple Sheets

Curriculum Connection
B2.3, B1.1, B3.7, B3.8

International Trading Partners
Imports

Name: _____

Canada imports products from all over the world, but the majority of our imports are from: Europe, USA, China, and Mexico.

1. Find the countries and label them on the map
2. Use the legend to colour Canada's trading partners

Canada's Trading Partner	International Merchandise Being Imported per Month
USA	32,632,000,000
	5,813,000,000
	3,683,400,000
	1,717,700,000



Value Imported	Colour
30,000,000,000+	
5,000,000,000 - 30,000,000,000	
3,000,000,000 - 5,000,000,000	
1,000,000,000 - 3,000,000,000	

PREVIEW

supersimplesheets.com

© Super Simple Sheets

Curriculum Connection
B2.3, B1.1, B3.7, B3.8

International Trading Partners
Exports

Name: _____

Canada exports products to all over the world, but the majority of our exports are sent to: Europe, USA, China, and Mexico.

1. Find the countries and label them on the map
2. Use the legend to colour Canada's trading partners

Canada's Trading Partners	International Merchandise Being Exported per Month
	37,716,600,000
	4,270,900,000
	2,291,300,000
Mexico	816,000,000



Value Exported	Colour
30,000,000,000+	
3,000,000,000 - 5,000,000,000	
1,000,000,000 - 3,000,000,000	
0 - 1,000,000,000	

PREVIEW

supersimplesheets.com

Name: _____ 19

Curriculum Connection
B3.7

Latitude And Longitude

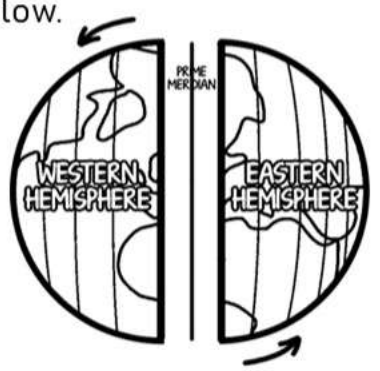
Latitude and Longitude

In order to determine the exact location of something on Earth, we can use the latitude and longitude coordinate system. Lines of latitude run in an east-west direction across the Earth. Lines of longitude run in a north-south direction.



The **equator** is an imaginary line that runs east-west around the centre of the Earth. It divides the Earth in half, with a northern [illegible]here above and a southern hemisphere below.

T[illegible] has a latitude of 0°.

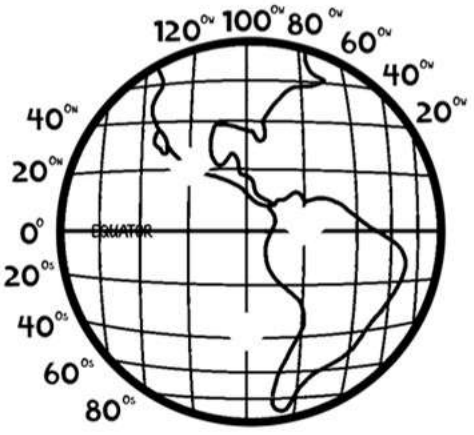


The **prim**[illegible] sim[illegible] the equator, but it runs north and south. It has a[illegible]de of [illegible]lits the Earth into a western hemisphere an[illegible] hemi[illegible]

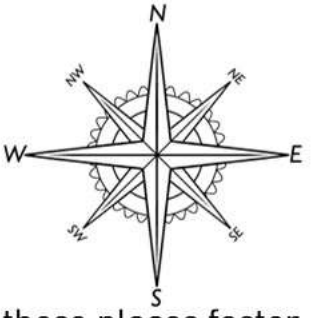
Canada is in the northe[illegible]ph[illegible]t is above the equator. It is also in the western hemisp[illegible]he w[illegible]the prime meridian.

Coordinates on Earth

The latitudinal and longitudinal coordinates are gi[illegible]latitudinal coordinates first and the [illegible]al co[illegible]ates second. For example, on the map, the lo[illegible]est [illegible] coordinates, (S 40°, W 100°). As you [illegible]ed to include which hemisphere the coordinates [illegible]n because there are two of all coordinates.



The middle dot is right on the equator. It has the following coordinates, (0°, W 80°).



Relationships with Other Countries

Canada has stronger relationships with countries that are closer to it geographically. That is because countries in the same hemisphere are easier to do business with as they can trade things easier and travel to these places faster.

PREVIEW

Name: _____ 20

Curriculum Connection
B3.7

Questions

Use information from the text to support your answer.

1) Why do we use latitude and longitude? What are they?

2) Who doe… …da have stronger relationships with? Why do you think that is?

PREVIEW

True or False

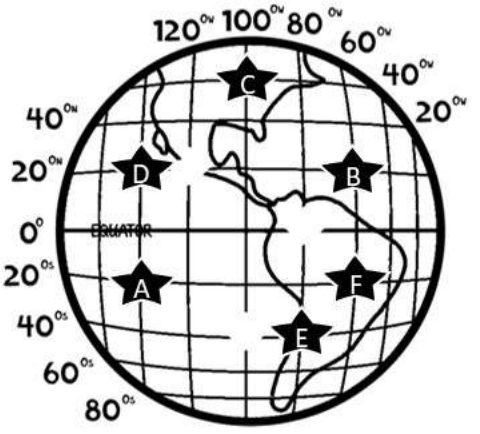
Circle whe… sta… …e (T) or false (F).

1) The western hemisphere is above the …tor.	T	F
2) The equator is a line of latitude that is 0 degr…	T	F
3) The prime meridian splits the Earth into western a… …hemisp…	T	F
4) Canada is in the eastern hemisphere and the southern he… …ere.	T	F
5) We write the latitudinal coordinate before the longitudinal coordi…	T	F

Coordinates

Write the coordinates of the letters from the globe.

Letter	Coordinates
A	
B	
C	
D	
E	
F	



© Super Simple Sheets

Name: _____ 21

Curriculum Connection
B3.7

Instruction	Label the map below with Canada's top 8 trading partners. Then write the coordinates of each trading partner. Use the middle of the country and estimate the coordinates.



PREVIEW

Rank	Country	Coordinates	H… …S, W)
1	United States (USA)		
2	China (CN)		
3	Mexico (MX)		
4	Japan (JPN)		
5	United Kingdom (UK)		
6	Germany (DE)		
7	Netherlands (NL)		
8	France		

© Super Simple Sheets

Name: _____ 22

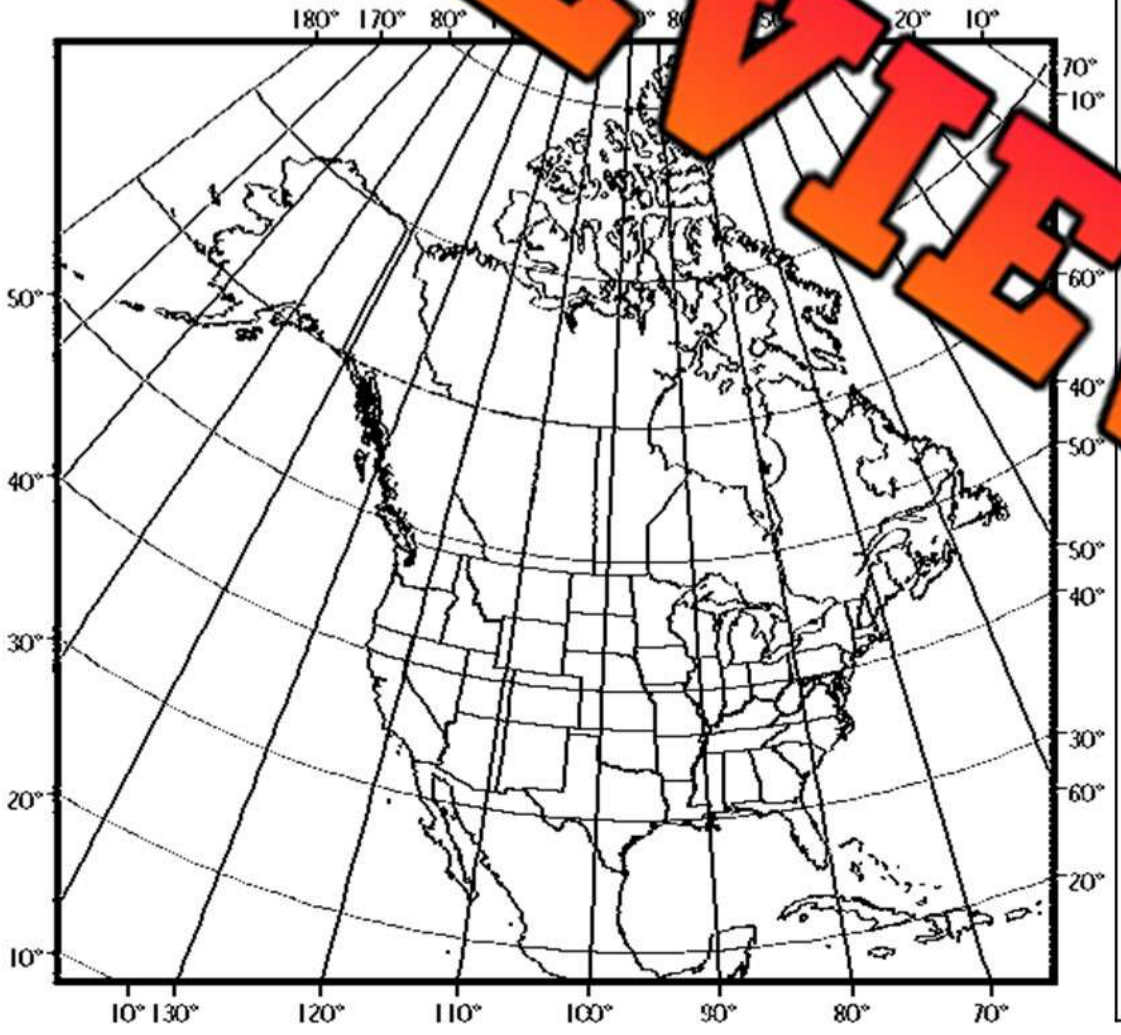
Curriculum Connection
B3.7

Instruction Check out which states Canada imports and exports with. Label the states on the map using the coordinates provided.

Canada's top trading partner is the United States. In 2020, trade with the United States accounted for 64% of Canada's total trading with the world. The United States has 50 states.

Rank	States	Coordinates	Value of Trades
1	Michigan (Mich)	(N 44°, W 95°)	More than 75 billion
2	nia (Cal)	(N 36°, W 120°)	Between 50 and 75 billion
3	sh)	(N 48°, W 120°)	Between 25 and 50 billion
4	lew Yor	(N 43°, W 75°)	Between 25 and 50 billion
5	Il	(N 40°, W 89°)	Between 25 and 50 billion
6	Ohi	W 83°)	Between 25 and 50 billion

PREVIEW



What do you notice about Canada's biggest trading partners in the United States? Where are they located in relation to Canada? Why do you think

© Super Simple Sheets

Name: _____ 25

Curriculum Connection
B1.1, B3.1, B3.7, B3.8, B3.9

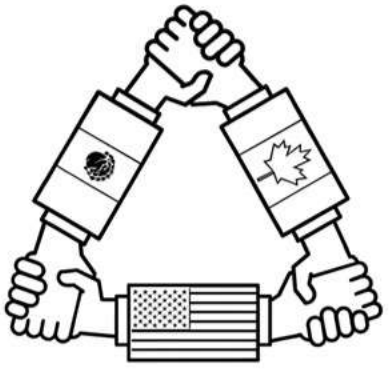
NAFTA

Overview

The **NAFTA** is the North American Free Trade Agreement between Canada, Mexico, and the United States. The agreement was signed on December 17, 1992 and took effect January 1, 1994. The NAFTA made it easier for the three countries to trade with one another. Trade barriers like tariffs and taxes were removed to promote free flowing trade between the countries. NAFTA was replaced by CUSMA (also called USMCA) on July 1, 2020.

Benefits

Since the act was signed in 1992, trade between the 3 countries has more than tripled. This has boosted economies in all countries involved. The USA and Canada traded over $750 billion worth of goods. The border between the two countries has been minimized as Canadians are investing money in the USA, obtaining new jobs in partnerships with the USA, and have more opportunities south of the border.



With the trade between countries increasing, Canada has more access to a greater selection of goods. Fruits and vegetables that do not grow all year round can now be imported without tariffs, which lowers prices lower at our supermarkets.

PREVIEW

Drawbacks

NAFTA has taken almost 400,000 jobs from Canadians. This is because we can now import things like clothing from Mexico for very low prices. Canadian companies can't compete with these prices, so they stop hiring Canadians to make clothing.

Another downside to NAFTA is our dependence on the USA to support our economy. Our largest trading partner is the USA, with 75% of our exports being sent there. If their economy booms, so does ours. But, if their economy struggles and they can't afford to buy our products, Canada's economy suffers.

© Super Simple Sheets

Name: _____ 26

Curriculum Connection
B1.1, B3.1, B3.7, B3.8, B3.9

Multiple Choice

Circle the correct answer

1) The NAFTA was signed in what year?	1994	1992
2) NAFTA eliminated...	Tariffs	Borders
3) NAFTA increased...	Trade	Jobs
4) Trade between the 3 countries has...	Doubled	Tripled
5) We now have access to more...	Products	Doctors

Question

...the benefits and drawbacks of NAFTA. Use point form

	Drawbacks

PREVIEW

Fill in the Blanks

Write your answer on the blank line.

1) The USA, Canada, and _____ are part of NAFTA.

2) The _____ is our largest trading partner.

3) 75% of our _____ are sent to the USA.

4) NAFTA has taken almost _____ jobs from Canadians.

5) NAFTA was enacted in the year _____.

© Super Simple Sheets

Name: _____ 27

Curriculum Connection
B1.1, B3.1, B3.7, B3.8, B3.9

Instruction Look at the graph and reading to help you answer.



NAFTA is the largest free trade agreement in the world. It is the North American Free Trade Agreement that includes the 3 countries in North America: Canada, USA, and Mexico.

Since NAFTA was signed in 1994, what do you notice about the trends on the graph? Has NAFTA been a success? Explain which country has benefited the most.

PREVIEW

True or False Circle whether the statement is true (T) or false (F).

1) NAFTA is the largest free trade agreement in the world.	True	False
2) Mexico's money traded has more than doubled from 1994-2015.	True	False
3) Canada's money traded has more than doubled from 1994-2015.	True	False
4) NAFTA started in 1990.	True	False
5) Many Canadian, Mexican, and United States companies are now working together to make and sell products.	True	False

© Super Simple Sheets

Name: _____ 30

Curriculum Connection
B1.1, B3.1, B3.7, B3.8, B3.9

CUSMA

Why was the CUSMA created?

The CUSMA (called USMCA in USA) was created to replace NAFTA, which had been in place since 1994. Over the years, some people criticized NAFTA for causing job losses, particularly in the United States, as companies moved their operations to Mexico where labour was cheaper.



Benefits of the CUSMA

The CUSMA has several benefits compared to NAFTA, including:

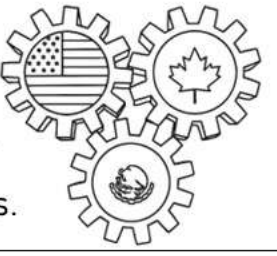
- **Automotive industry:** The CUSMA requires that a higher percentage of car parts be made in the United States, Canada, or Mexico to qualify for tariff-free trade. This protects jobs and encourages investment in the automotive industry.
- **Labour rights:** The CUSMA has stronger provisions regarding workers' rights and working conditions, particularly in Mexico. These provisions ensure that workers are treated fairly and have safe working environments.
- **Environmental protections:** The CUSMA includes new rules to protect the environment. For example, the agreement promotes conservation of wetlands, marine ecosystems. It makes overfishing against the law and promotes sustainable forest management.
- **Digital trade:** The CUSMA includes new rules to protect digital trade and intellectual property rights, reflecting the growth and importance of the digital economy.

PREVIEW

Drawbacks of the CUSMA

While the CUSMA has several improvements over NAFTA, there are still some drawbacks:

- **Limited impact on job losses:** Although the CUSMA aims to protect jobs in certain sectors, such as the automotive industry, it won't save jobs in other industries. It also doesn't stop our companies from using more automation (robots).
- **Environmental concerns:** Some critics argue that the environmental protections in the CUSMA are not strong enough and that more needs to be done to address climate change and to protect natural resources.



Name: _____ 31

Curriculum Connection
B1.1, B3.1, B3.7, B3.8, B3.9

Multiple Choice Circle the correct answer.

1) Which trade agreement is currently in place?	CUSMA	NAFTA
2) Which agreement has environmental protections?	CUSMA	NAFTA
3) Which economy is growing fast?	Paper	Digital
4) NAFTA and CUSMA lead to job losses in USA and...	Mexico	Canada
5) Which country pays their workers the least?	Canada	Mexico

Question ...the benefits and drawbacks of the CUSMA? Use point form.

	Drawbacks

PREVIEW

Draw Draw a logo for the CUSMA. Explain the logo.

© Super Simple Sheets

Name: _____ 32

Curriculum Connection
B2.5, B3.2, B3.9, B3.10

Debate: CUSMA – Helping or Hurting Canada?

Objective What are we learning about

Students will explore the benefits and drawbacks of the CUSMA. They will learn how this free trade agreement helps Canada's economy and access to goods, but also discuss how it affects Ca dian jobs, the environment, and business competition. They will decide if CUSMA is eal for Canada or not.

Mate Wh u need for the activity?

- Sentence st
- Planning page
- Debate prompt



Instructions How will you complete activity

1) Read the debate question: **Is the CUSMA a goo or a**

2) As a class, talk about what CUSMA is and how it chang e w d Mexico.

3) Divide the class into 2 teams:
   - **Team A:** CUSMA is good for Canada
   - **Team B:** CUSMA is not good for Canada

4) Each team fills out their debate planning sheet.

5) Use sentence starters to help with your points.

6) Sit in a circle and take turns sharing your side. Speak clearly and respectfully.

7) After the debate, students can draw or write what they learned.

PREVIEW

Name: _____ 33

Curriculum Connection
B2.5, B3.2, B3.9, B3.10

Topic Is the CUSMA a good agreement for Canada?

Side	Description
Team A: CUSMA is Good for Canada	Some people think the CUSMA helps Canada. Here's why: • It makes trading with the U.S. and Mexico easier. • It lowers prices on many goods we import. • supports jobs in industries like farming and auto making. • an sell more of its products to other countries. • tect Canadian inventions and digital trade. • s bett for workers in all 3 countries. • It protects onmen new agreements. • Canadian compa get S. and Mexican markets. • Stronger trade makes C a's econ
Team B: CUSMA is Not Good for Canada	Some people think the CUSMA hurts Cana ere' • Too many Canadian jobs have moved to ntrie • U.S. companies have more power over Canadian mar • It can hurt small Canadian businesses that can't compete. • Canada still depends too much on the U.S. economy. • Some environmental rules are too weak. • Not all industries got fair deals in the agreement. • It doesn't stop job losses in areas like clothing and manufacturing. • Some rules can make Canadian medicine more expensive. • The deal helps big businesses more than regular workers.

PREVIEW

© Super Simple Sheets

Name: _____ 34

Curriculum Connection
B2.5, B3.2, B3.9, B3.10

Brainstorming | Is the CUSMA a Good Agreement for Canada?

Use this page to help you think about both sides of the issue.

Why do some people think the CUSMA is good for Canada?

- _____
- _____
- _____
- _____

Why do s[illegible]e think the CUSMA is not good for Canada?

- _____
- _____
- _____
- _____

What are some different opinio[illegible]ople

CUSMA is Good for Canada	[illegible] is Not Good for Canada
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4) What is your opinion?

_____

_____

_____

_____

_____

_____

PREVIEW

© Super Simple Sheets

Name: _____ 35

Curriculum Connection
B2.5, B3.2, B3.9, B3.10

Planning Answer the questions below.

1) Do you think the CUSMA is a good agreement for Canada? Explain why.

2) Wh[illegible]up[illegible]ur opinion?

-
-
-
-
-
-

3) What might the other side say?

-
-
-

4) What facts or examples make your opinion stronger?

-
-
-
-
-
-
-

PREVIEW

© Super Simple Sheets

Name: _____ 36

Curriculum Connection
B2.5, B3.2, B3.9, B3.10

Sentence Starters Use the sentence starters to help get you thinking.

1	I believe that...
2	In my opinion...
3	I think that...
4	From my point of view...
5	My perspective is...
6	It seems to me that...
7	I feel strongly that...
8	To me, it looks like...
9	I am convinced that...
10	Based on what I know...
11	After considering the situation...
12	Listening to others, I realize...
13	When I think about it more...
14	Reflecting on this, I understand...
15	Given the circumstances...

PREVIEW

© Super Simple Sheets

Name: _____ 37

Curriculum Connection
B2.5, B3.2, B3.9, B3.10

Disagreeing Use these sentence starters when you disagree with a classmate.

1	I see what you're saying, but I think...
2	That's an interesting point, however...
3	I understand your perspective, but I feel...
4	I'm not sure I agree with you because...
5	From my experience, I've found that...
6	Can I offer a different view? What if...
7	I respect your opinion, but I have a different thought...
8	It's good you brought that up, however consider...
9	I see it differently because...
10	That's one way to look at it, but what about...
11	I appreciate your point, but I think...
12	Let's look at it from another angle...
13	That makes sense, but I read that...
14	I hear what you're saying, but my view is...
15	I'm not convinced because...

PREVIEW

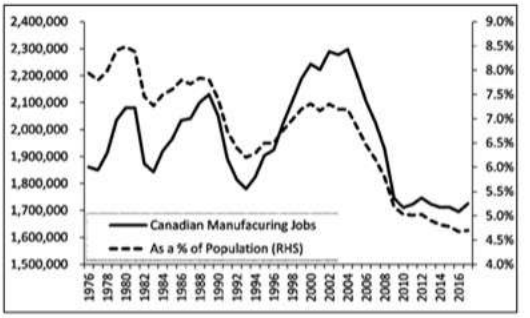
© Super Simple Sheets

Name: _____ 39

Curriculum Connection
B1.1, B3.7, B3.8, B3.9

Drawback of International Trade

Loss of Manufacturing Jobs



The manufacturing sector in Canada and other developed nations has been in steady decline for many years.

Manufacturing is the making of products in factories. Canadian businesses are manufacturing less in Canada for the foll[illegible]easons:

- We h[illegible]ade with the USA and especially Mexico. In Mexico, the average m[illegible]sturing w[illegible]rns $4.00 an hour. In Canada, the average manufacturing worker ear[illegible]f y[illegible]wned a business, it would cost you more than 4 times more to pay y[illegible]kers i[illegible]han the workers in Mexico. In addition, we trade for free with Mexico so[illegible]no tar[illegible]t added to any trades.
- Although we don't have a[illegible]e a[illegible]ith China, many Canadian businesses have their products made in China b[illegible]eir w[illegible]s make an average of $2.50 per hour. That is more than 7 times cheap[illegible]than a C[illegible]an [illegible]er! That means if it costs $2 to make something in China, it will cost m[illegible]an $1[illegible]t in Canada. Do you want to pay 7 times more for the things you buy?

PREVIEW

Supporting Poor Working Conditions in Other Countries

When we trade with countries that have unfair working conditions fo[illegible]es, we are encouraging these countries to continue to mistreat their employees. [illegible]xample, the Canadian company Bridgehead sells coffee, but they only buy their products from countries that have fair conditions for their employees.

They have **"fair trade"** standards that have to be met by their trading partners, which allows them to guarantee that when you buy from Bridgehead, the products you buy were made by employees who were treated properly.

About 80% of manufacturing jobs are in developing nations. Working conditions can be described as modern-day slavery. The International Labour Organization (ILO) says 25 million people are forced to work for almost no wages, including children.

© Super Simple Sheets

Name: _____ 40

Curriculum Connection
B1.1, B3.7, B3.8, B3.9

True or False Circle whether the statement is true (T) or false (F).

1) There are more disadvantages to international trade than advantages.	True	False
2) Labour costs are a main reason Canada is losing manufacturing jobs.	True	False
3) Without international trade prices in Canada would go down.	True	False
4) Consumers should be aware of unfair labour practices for the products they buy.	True	False
5) Buying Canadian made goods has no effect on our economy.	True	False

Questions information from the text to support your answer.

1) Wh most jo oping nations? How does that make you feel?

2) What do you think about the compan gehead? u spend more on their products knowing they have been traded fairly?

PREVIEW

Questioning Write 3 questions you have about the reading.

1)	_____
2)	_____
3)	_____

© Super Simple Sheets

Name: _____ 44

Curriculum Connection
B1.2, B3.1, B3.2

World Trade Organization

Overview

The World Trade Organization (WTO) was established in 1995 as the ***successor*** to the General Agreements on Tariffs and Trade (GATT). It is an Intergovernmental Organization (IGO) that has 164 member countries. Countries send government officials to the headquarte[illegible] Geneva, Switzerland to discuss trading. Their primary goal is to increase trade bet[illegible]tries in order to make their economies stronger. The WTO h[illegible] member countries should follow when trading. [illegible]ore th[illegible]al trade was almost non-existent. Since the WTO was c[illegible]al tra[illegible] increased by 6% each year!

PREVIEW

Tariffs

Many of the agreements tha[illegible]ed [illegible]ntries are to lower or eliminate trading barriers like tariffs. A **tari**[illegible]s a t[illegible]ree) [illegible]countries or people need to pay when buying something from another co[illegible]y. Tariff[illegible]our[illegible]people to buy from within their country because if they buy from other co[illegible], they[illegible]y this extra tax. The country that sells the item gets the money from the [illegible]ri[illegible]. Tariffs are controversial because countries want their citizens to purchase locally but selling to other countries can also increase their economies.



Agreements

The WTO has put together over 60 agreements that are still in effect today. These agreements lower tariffs so that countries can buy and sell from other countries without paying extra taxes. They also set laws that all member countries must abide by so that trade can flow seamlessly and fairly. If a country feels they are being treated unfairly, they can use these laws to correct the issue and bring it up to the WTO general council who makes decisions on behalf of the WTO.

© Super Simple Sheets

Name: _____ 45

Curriculum Connection
B1.2, B3.1, B3.2

Multiple Choice

Circle the correct answer.

1) The WTO is an...	IGO	NGO
2) The WTO replaced the...	UN	GATT
3) The WTO's primary goal is to increase...	Trade	Tariffs
4) A Tariff is an extra...	Product	Tax
5) Tariffs pr ote people to buy...	Locally	Globally

Fill in the

rite your answer on the blank line.

1) Global trad ed b _____ each year.

2) The WTO has ov _____ agreements in effect.

3) The WTO general _____ kes decisions for the WTO.

4) Tariffs are _____ se th be good and bad.

5) Before the WTO, global trade was almost non _____.

Questions

Answer the questions below using evid the te

1) Why is the WTO important? How many agreements have bee mad

2) Do you think tariffs should exist? What are the pros and cons of tariffs?

PREVIEW

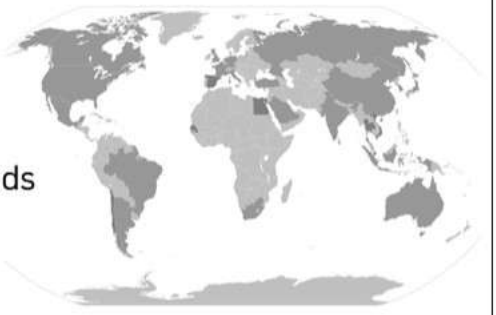
© Super Simple Sheets

Name: _____ 52

Curriculum Connection
B1.2, B3.1, B3.2

The G20

Overview



The G20 stands for Group of Twenty and is made up of the 20 richest and most powerful countries in the world. The G20 is an intergovernmental organization (IGO). Each country sends governmen[illegible]presentatives to meet once a year at the G20 Summit to [illegible]nternational trade and global issues.

PREVIEW

A Po[illegible] Group!

The countries in t[illegible] th[illegible]rongest economies in the world. They make up approximately 8[illegible] total [illegible]nomy. This means that these 20 countries buy [illegible] of t[illegible]oney that is exchanged in the world. Ther[illegible]5 to[illegible] in the world, which means that 175 countri[illegible]p t[illegible] other 15% of the world's total economy. The G20 als[illegible] makes up 65% of the world's total population.



The G20 Summit

The G20 Summit in 2025 was in Johannesburg, South Africa. [illegible]he [illegible] for countries to improve their international trade. Countries send their [illegible] of making trade agreements tha[illegible] boost their economies. They also discuss global issues that involve climate change, debt relief, and fair treatment. For example, they talked about helping developing countries that are facing poverty and money problems. They also made plans to support countries affected by climate change and to work together to create a more equal and sustainable world.

G20 Members

- Argentina
- Australia
- Brazil
- Canada
- China
- European Union
- France
- Germany
- India
- Indonesia
- Italy
- Japan
- Mexico
- Russia
- Saudi Arabia
- South Africa
- South Korea
- Turkey
- United Kingdom
- United States

© Super Simple Sheets

Name: _____ 53

Curriculum Connection
B1.2, B3.1, B3.2

True or False

Circle whether the statement is true (T) or false (F).

1) The G20 is a non-governmental organization (NGO).	True	False
2) The G20 makes up 85% of the world's population.	True	False
3) The G20 makes up 85% of the world's economy.	True	False
4) The G20 has the 20 most powerful countries.	True	False
5) They me[illegible]ach year for the G20 Summit.	True	False

Questions

[illegible]estions below using evidence from the text.

1) What [illegible] countri[illegible]t the G20 Summit?

2) Why do countries want to be a part of [illegible] G20?

PREVIEW

Fill in the Blanks

Write your answer on the blank line.

1) Countries discuss international trade and global _____.

2) The _____ richest countries meet at the G20 Summit.

3) The G20 Summit in 2025 was in _____, _____.

4) The G20 discuss finance and human _____ issues.

5) The G20 help poorer countries with extreme _____.

© Super Simple Sheets

Name: _____ 54

Curriculum Connection
B1.2, B3.1, B3.2

United Nations

The **United Nations** (UN) is an intergovernmental organization (IGO) that has goals to maintain peace among all member countries and promote human rights around the world. It was founded in 1945 after the Second World War and started with only 51 countries joining. These countries wanted to make sure there would be no more world wars. Today, 193 countries are members of the UN.

The UN has three main goals:

1. Keep peace throughout the world.
2. Develop friendly relationships among member countries.
3. Encourage human rights – help the poor, improving hunger, disease and literacy.

The United Nations headquarters is in New York City. During the month of September, countries send diplomats to meet and discuss controversial issues around their 3 main goals. Meetings can last up to 9 working days at which time members go back to their home country with a plan to focus on solving the issues they discussed.

Keeping Peace

In the 1950s, North Korea began attacking South Korea. The United Nations helped by sending soldiers from countries all over the world.

Developing Friendly Relationships

The UN started as a community to keep peace; however, it's now used to also promote prosperous trading relationships among its members. In 1964, the United Nations Conference on Trade and Development (UNCTAD) was formed. Countries send diplomats to the conference and discuss trading opportunities with other countries.

Human Rights

The United Nations began by defining what human rights all people should have. Then, they made it their goal to make it happen. They created many organizations like UNICEF to promote the rights of children around the world.

PREVIEW

Name: _____ 55

Curriculum Connection
B1.2, B3.1, B3.2

Multiple Choice

Circle the correct answer.

1) The UN was created after which war?	WWI	WWII
2) The UN is which type of organization?	IGO	NGO
3) How many countries are in the UN?	158	193
4. The UN's main goal is to the keep	Peace	Justice
5. The UN tries to improve worldwide	Coffee	Literacy

Questions

Answer the questions below using evidence from the text.

1) Why was the United Nations created? What are the 3 main goals?

2) Which goal do you think is the most important? Give at least two reasons why.

PREVIEW

Fill in the Blanks

Write your answer on the blank line.

1) Countries send _____ to the United Nations meetings.

2) The UN has _____ main goals.

3) The United Nations headquarters is in _____.

4) The UN had to send soldiers to _____ Korea in the 1990's.

5) Meetings at the UN can last up to _____ days.

© Super Simple Sheets

Curriculum Connection
B1.2, B3.1, B3.2

Exit Cards

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

Name: _____ Mark ____

Check only what is true about the UN:

- ☐ Was founded in 1967
- ☐ Has 122 members
- ☐ Helps promote human rights
- ☐ Headquarters is in New York
- ☐ Only meets every 4 years
- ☐ Sends peacekeepers to stop war
- ☐ Created UNICEF for children
- ☐ Started after World War I
- ☐ Solves problems like poverty

Name: _____ Mark ____

Check only what is true about the UN:

- ☐ Was founded in 1967
- ☐ Has 122 members
- ☐ Helps promote human rights
- ☐ Headquarters is in New York
- ☐ Only meets every 4 years
- ☐ Sends peacekeepers to stop war
- ☐ Created UNICEF for children
- ☐ Started after World War I
- ☐ Solves problems like poverty

Name: _____ Mark ____

Check only what is true about the UN:

- ☐ Was founded in 1967
- ☐ Has 122 members
- ☐ Helps promote human rights
- ☐ Headquarters is in New York
- ☐ Only meets every 4 years
- ☐ Sends peacekeepers to stop war
- ☐ Created UNICEF for children
- ☐ Started after World War I
- ☐ Solves problems like poverty

Name: _____ Mark ____

Check only what is true about the UN:

- ☐ Was founded in 1967
- ☐ Has 122 members
- ☐ Helps promote human rights
- ☐ Headquarters is in New York
- ☐ Only meets every 4 years
- ☐ Sends peacekeepers to stop war
- ☐ Created UNICEF for children
- ☐ Started after World War I
- ☐ Solves problems like poverty

PREVIEW

© Super Simple Sheets

Name: _____ 61

Curriculum Connection
B1.2, B1.3, B3.10

Global Issue: Climate Change

Overview



Scientific evidence has shown that our climate has warmed over the last 100 years due to human activity. The everyday actions of our society are creating **greenhouse gases** that are wrapping a thick blanket around our planet. These actions have major effects that need a global response.

Climate Change: The Science

The burning of fossil fuels to generate energy is the primary reason for **climate change**. When fossil fuels are burned, the result is **carbon dioxide** emissions that are called greenhouse gases. These emissions go into our atmosphere and disrupt the **carbon cycle**. A blanket of C02 emissions is created by plants and animals' decay and this blanket keeps some heat from the sun in the atmosphere. The problem is the extra carbon dioxide we are producing in vehicles, factories, and power plants is thickening the blanket and keeping more heat on the Earth's surface.

Global Effects

As the planet warms, the **glaciers** are melting, and the seas are rising. The environment is unable to adapt to the unpredictable changes happening and this causes extreme weather such as hurricanes, tsunamis, droughts, floods, and more.

Global Response – Paris Agreement

In 2015, all 195 countries in the world realized that climate change needs to be corrected. They agreed to meet in Paris to discuss ways to fix the climate change issue. Each country has agreed that the climate cannot rise above a 2° increase from the normal temperature by the year 2100. Countries submitted carbon dioxide emissions targets that they would strive to achieve. If all countries can hit their targets, the amount of carbon dioxide would be significantly reduced. Countries also needed to submit their action plan for how they will achieve their targets. Some plans included implementing a carbon tax on gasoline to deter people from using too much fuel.

PREVIEW

© Super Simple Sheets

Name: _____ 62

Curriculum Connection
B1.2, B1.3, B3.10

Multiple Choice

Circle the correct answer.

1) Burning fossil fuel releases what into the air?	CO2	Carbon
2) Carbon dioxide emissions come from?	Vehicles	The Sun
3) Extra greenhouse gases disrupt the carbon...	Emissions	Cycle
4) Climate change refers to the temperature...	Warming	Cooling
5) Climate ge is causing more...	Tsunamis	Glaciers

Questio

uestions below using evidence from the text.

1) What is limate wh is it happening?

2) What is the Paris Agreement? What did the coun agre ?

PREVIEW

Fill in the Blanks

Write your answer on the blank line.

1) Greenhouse gases create a _____ that keeps heat in.

2) As the planet warms, the glaciers are _____ .

3) The Paris _____ needs countries to reduce emissions.

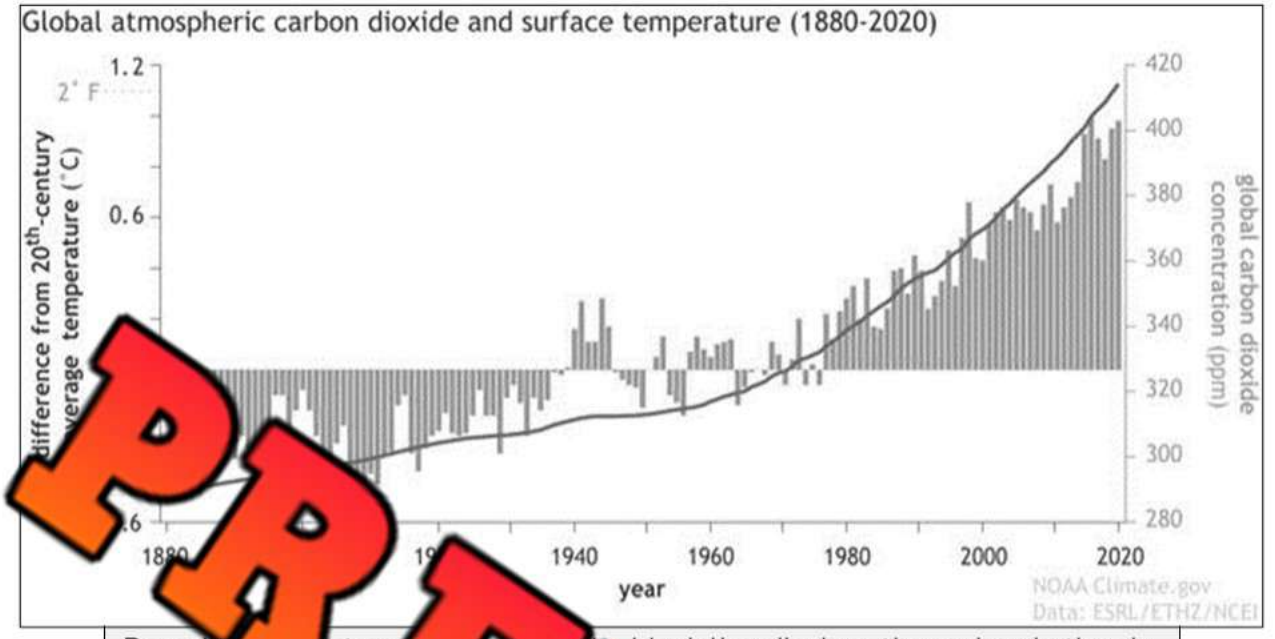
4) Climate change is causing extreme _____.

5) Climate change is a global _____.

Name: _____ 63

Curriculum Connection
B1.2, B1.3, B3.10

Instruction Answer the questions below by looking at the graph & reading the paragraph.



Bars dis[illegible] tem[illegible] black line displays the carbon in the air

Climate change affects our [illegible] cluding sea levels rising, extreme weather (droughts, floods, hurri[illegible]s, w[illegible] s of animal habitat, the Arctic being ice free and many more.

1) Looking at the graph above, what do you notice a[illegible] the [illegible]nt of carbon dioxide in the air, and about our average temperature?

2) When did the average temperature start rising dramatically? What fact[illegible]y have contributed to the sharp and steady rise?

3) Why do you think climate change is a global issue?

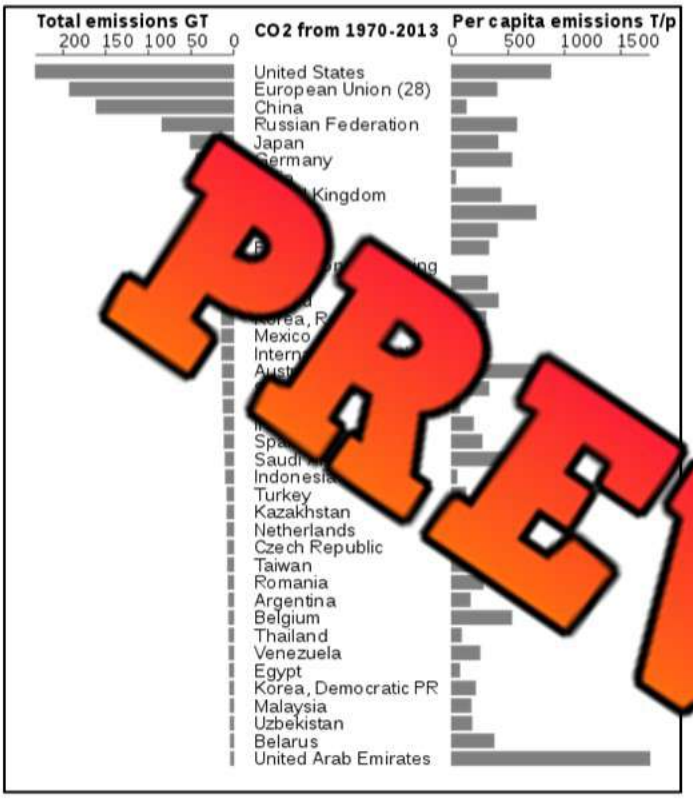
PREVIEW

Name: _____ 64

Curriculum Connection
B1.2, B1.3, B3.10

Instruction Answer the questions below by looking at the graph & reading the paragraph.

Carbon dioxide emissions are the main cause of climate change. The higher the emissions, the faster the temperature will change. Over 75% of emissions come from burning fossil fuels when driving and using electricity.



1) Which 5 countries have the highest per capita emissions?

2) Which countries create more emissions: rich or poor? Why?

3) Why do you think these countries create more emissi… …dia, …, Indonesia, Thailand, and Egypt?

4) To meet the Paris Agreement target goals (no more than a 2°C rise in 2100), what are some things we can do to lower our emissions? (Think: transportation, appliances)

5) Canada has pledged $2.65 billion to help other developing countries reduce their emissions. Why would Canada worry about other country's emissions?

PREVIEW

© Super Simple Sheets

Name: _____ Date: _____

Unit Test – 1: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

Mark	Total
/	/

1) A product that is sent to another country is called? a) Merchandise b) Import c) Goods d) Export	2) A product that is brought into a country is called? a) Merchandise b) Import c) Goods d) Export
3) A trad[illegible]nerally reduces or elimi[illegible]. a) Taxes b) Surcharges c) Tariffs d) Sales	4) Which country/region do we trade with the most? a) China b) Mexico c) Europe [illegible]USA
5) NAFTA has steadily grown du[illegible] increased _____. a) Technology b) Communications c) Globalization d) All of the above	[illegible]is one thing Canada promised in Kyot[illegible] a) [illegible]lean[illegible]y [illegible]d free[illegible]e c) Bui[illegible]ra[illegible]tories d) Use ele[illegible]s
7) What does the ICC mostly deal with? a) War crimes b) Food safety c) Sustainable Development d) World Health	8) What city is the U[illegible]? a) Paris b) New York City c) Toronto d) Tokyo
9) What do greenhouse gases do to the Earth? a) Cover the sun b) Make air green c) Trap heat d) Freeze oceans	10) The Paris Agreement is trying to stop... a) Illegal immigration b) Terrorism c) Global warming d) War crimes

PREVIEW

Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Tariff	
CUSCA	
Fair Trade	

PREVIEW

Short Answer Answer the qu ons

Mark /

1) What is the difference between free trade and re tra

2) What is the purpose of the United Nations?

3) List 3 Sustainable Development Goals created by the United Nations.

Long Answer | Answer the questions below.

Mark /

1) Which countries does Canada do most of its trading with? What are we importing and exporting? Why do we trade more with these countries?

2) List and explain the benefits and drawbacks of

PREVIEW

© Super Simple Sheets

Name: _____ 81

Curriculum Connection
B1.1, B3.2, B3.6

Child Labour: Global Response

Overview

Child labour is a big problem around the world. It affects 138 million children today. When we compare this to Canada's population of 41.2 million, we can see how serious it is. Not every job a child does is considered child labour, which makes it tricky to define.

Child labour happens when a child cannot go to school or live a normal childhood because t forced to work. These children miss out on sports, playtime, and sometim e ei homes and families. They often work in unsafe and harmful places. Chil be unpaid.

Global Effects

The biggest reas ild la erty. Some children work in dangerous jobs because their families for fo thes, and shelter. In poor countries, some parents even send their chil ork n y can survive. Most child labourers—about 59%—work in farming jobs.

Global Response

The International Labour Organization (ILO) inc 187 c ie e work together to create laws to stop child labour. The ILO was formed v pport fro many countries to stop poor nations from using children u

The ILO knows poor families need to survive, but they want to end the worst kinds of child labour. These include:

- working without pay (like slavery)
- being forced to fight in wars
- selling illegal drugs



Even with the ILO's help, 272 million children still cannot go to school because they need to work, they can't afford fees, there is conflict in their country or education for girls is not allowed. Canada is helping the ILO by raising money to help the poorest people. Global Affairs Canada runs programs that give money to schools in poor countries so children can learn instead of work.

PREVIEW

© Super Simple Sheets

Name: _____ 82

Curriculum Connection
B1.1, B3.2, B3.6

Questions Answer the questions below using evidence from the text.

1) Why does child labour happen? Where is it happening?

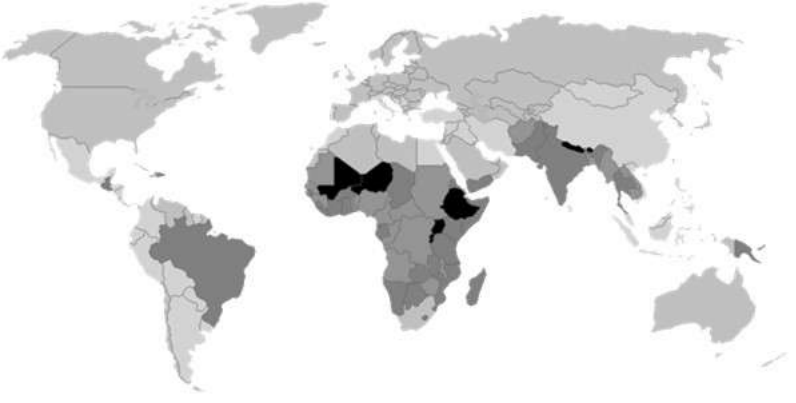
2) How is C[illegible]and the ILO helping solve the issue of Child Labour?

PREVIEW

Activity All of the people in t[illegible]rio[illegible]nder the age of 14. Write Yes (Y) if its child labour and No (N) i[illegible]isn't

1) Todd goes with his parents to work for the day a[illegible]'t pa[illegible]	
2) Ashley must work 50 hours a week in the sum[illegible]nd ca[illegible]a[illegible]friends or participate in activities.	
3) Rob was pulled from school to work in the family busi[illegible]	
4) Kate loves tutoring younger students and does it most days.	

Map Analysis What do you notice about the parts of the world where man[illegible]ren work instead of going to school?



© Super Simple Sheets

Curriculum Connection
B1.1, B3.2, B3.6

Exit Cards

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

Name: _____ | Mark

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

1) Poverty is the main cause of child labour.	T / F
2) Child labour is when a child works.	T / F
3) Canada created the ILO and runs its main programs.	T / F
4) Child labour affects 37 million children.	T / F
5) Developing countries use more child labour.	T / F

Name: _____ | Mark

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

1) Poverty is the main cause of child labour.	T / F
2) Child labour is when a child works.	T / F
3) Canada created the ILO and runs its main programs.	T / F
4) Child labour affects 37 million children.	T / F
5) Developing countries use more child labour.	T / F

Name: _____ | Mark

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

1) Poverty is the main cause of child labour.	T / F
2) Child labour is when a child works.	T / F
3) Canada created the ILO and runs its main programs.	T / F
4) Child labour affects 37 million children.	T / F
5) Developing countries use more child labour.	T / F

Name: _____ | Mark

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

1) Poverty is the main cause of child labour.	T / F
2) Child labour is when a child works.	T / F
3) Canada created the ILO and runs its main programs.	T / F
4) Child labour affects 37 million children.	T / F
5) Developing countries use more child labour.	T / F

PREVIEW

© Super Simple Sheets

Name: _____ 84

Curriculum Connection
B1.1, B3.2, B3.6

UNICEF

What is UNICEF?

UNICEF stands for the United Nations International Children's Emergency Fund. The United Nations created UNICEF on December 11, 1946. UNICEF has made it their goal to make sure every child is **thriving, learning, protected, and participating.**

1. Thriving – Every child has good health and is seen by a doctor regularly. UNICEF works with go ts to make their health systems better.
2. Le y gets a quality education. UNICEF is working to offer quality pre-sch r chil so y are ready for elementary school. They also monitor children wh scho re at risk of dropping out.
3. Protecting – Eve ld is fr m. UNICEF is working with governments to help families stay toge e are fu cial workers as well as day cares. UNICEF pays for foster par d g of children in need. Every child needs a family t t them
4. Participating – Every child gets a voice. UNICEF ppor s that give children a voice. Governments need to listen to what ki say F is making that happen. Kids need to feel like they are being heard.

PREVIEW

unicef

Questions Answer the questions below using evidence from the

1) How is UNICEF protecting kids?

2) What are the four main goals that UNICEF is working on?

© Super Simple Sheets

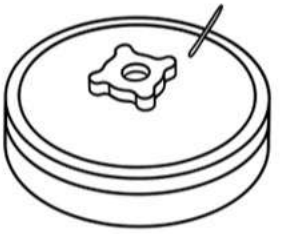
Name: _____ 85

Curriculum Connection
B1.1, B3.2, B3.6

UNICEF Changing Lives

Karyna's Scary Path to School

In the country of Ukraine, there are many landmines in the ground. A **landmine** is a bomb that was placed in the ground many years ago during war. Karyna lives close to an area that has many landmines. Every day, she worries she will walk on a landmine.



UNICEF has taught Karyna how to avoid landmines and which paths to ta[illegible]hool each day. Now Karyna can go to school and play in th[illegible]r friends without worrying about landmines.

Disease[illegible]emen

In 2017, Yemen [illegible]d's [illegible]t outbreak of a disease called cholera. **Cholera** can kill people and chil[illegible]re aff[illegible]ost. UNICEF sent volunteers to Yemen to teach them how to kee[illegible]ter, fo[illegible] families safe from Cholera.



After four months of UN[illegible]elpi[illegible]t[illegible]olera disease began to decline. The volunteers in Yemen had [illegible]housa[illegible]ives, especially children's lives.

PREVIEW

Questions Answer the questions below using ev[illegible] the te[illegible]

1) What problem did Karyna live with in Ukraine? How did UNI[illegible]F he[illegible]

2) How did UNICEF help the people in Yemen deal with the Cholera disease?

3) Have you ever heard of UNICEF? Where did you hear about it? Did they fundraise?

© Super Simple Sheets

Name: _____ 86

Curriculum Connection
B1.1, B3.2, B3.6

The World Health Organization (WHO)

What is the World Health Organization (WHO)?

The **WHO** is an intergovernmental organization (IGO) that is part of the United Nations that aims to improve the health of the global community around the world. The headquarters for the WHO are in Geneva, Switzerland and the organization was created on April 7, 1948. There are 194 countries in the WHO.

World Health Organization

The WHO's responsibilities

1) Help countries achieve universal health coverage so that anyone that needs a doctor can.
2) Helping countries improve hospitals and health-care systems
3) Send essential and lifesaving medical products to countries that need them
4) Respond to pandemics, disease outbreaks that quickly spread out of control.

2020 – COVID-19 (Coronavirus) – WHO's response

Date	WHO's response
Jan 1, 2020	The WHO found out about the COVID-19 virus in Wuhan and setup a task force to help deal with the outbreak
March 11, 2020	The WHO declared COVID-19 as a pandemic
April 22, 2020	The WHO sent over 2.5 million masks to 133 different countries. They also supplied 1.5 million testing kits to 126 different countries.
July 15, 2020	COVAX is started, which stands for COVID-19 Vaccines Global Access. The WHO works with COVAX to make vaccines available for everyone in the world
August 5, 2020	The WHO launched a #WearAMask challenge on social media to spread the word about how and when to use a mask
November 11, 2020	The WHO raises $360 million US dollars for COVAX to help make vaccines available for less developed countries
March 1, 2021	The First COVAX COVID-19 vaccine doses are given in Africa
April 10, 2021	WHO closed its 100-day challenge for vaccine equity which called on people and organizations to share vaccines equally world-wide

PREVIEW

© Super Simple Sheets

Name: _____ 87

Curriculum Connection
B1.1, B3.2, B3.6

True or False

Circle whether the statement is true (T) or false (F).

1) The WHO's goal is to provide health care equally world-wide.	T	F
2) The WHO's main goal is to ensure that richer nations have access to vaccines.	T	F
3) It is not important that vaccines are available for poorer countries.	T	F
4) COVAX works to ensure vaccines are available for everyone.	T	F
5) The first COVAX vaccine dose was given in the USA.	T	F

Questions

Answer the questions below using evidence from the text.

1) What is the World Health Organization? Why do they exist?

2) How is the WHO responding to COVID-19? What is their goal?

PREVIEW

Questioning

Write 3 questions you have about the reading.

1)	
2)	
3)	

© Super Simple Sheets

Name: _____ 88

Curriculum Connection
B1.1, B2.2, B3.2, B3.6

Canada's Response To The Coronavirus

How Has Canada Responded to the Pandemic?
What has Canada done to respond to the Coronavirus? Research below by filling in the table to learn more about the steps the Canadian government has taken to keep Canadians safe from the Coronavirus. Write a short report about your findings.

Categories	What has Canada done in these Categories?
Economi… Fi… Su…	
Travel Measures	
Closing Businesses	
Social Distancing	
Testing and Health-Care	

PREVIEW

© Super Simple Sheets

Name: _____ 89

Curriculum Connection
B1.1, B2.2, B3.2, B3.6



© Super Simple Sheets

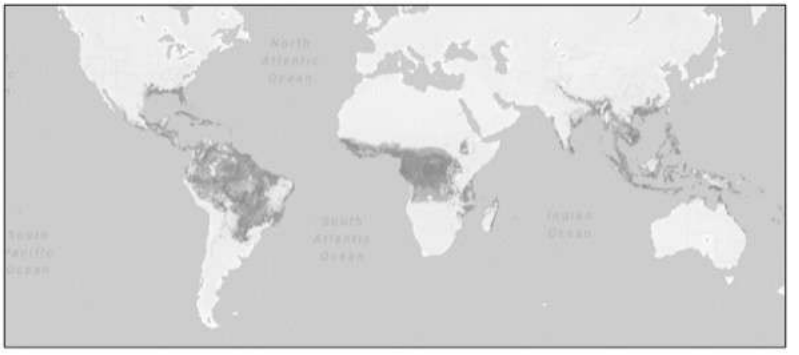
Name: _____ 93

Curriculum Connection
B1.1, B3.2, B3.6

Global Response – Zika Virus

Zika Virus

In 2015, a widespread epidemic of the Zika virus spread to North and South America. The shaded parts on the map below show the areas where the Zika virus was transmitted. The Zika virus is carried by mosquitos. 80% of people that get Zika do not have any symptoms. This is a problem because pregnant women pass along the virus to the fetus (baby), and they may have serious birth defects.



Global Response

- The World Health Organization has recommended that all pregnant or planning to become pregnant women should not travel to the areas shaded on the map below.
- The Public Health Agency of Canada has a recommendation that no pregnant women should travel to those areas and that couples trying to have a baby for 6 months after being in one of the locations with the virus.
- In the 2016 Olympics in Rio, Brazil - leaders genetically modified mosquitos that could not carry the virus
- Areas that hosted Olympic events were sprayed to eliminate mosquitos



PREVIEW

Questions Answer the questions below using evidence from the

1) Why was the Zika virus declared an epidemic? Why is it hard to detect?

2) How did the WHO and Public Health Agency of Canada respond?

© Super Simple Sheets

Name: _____ 94

Curriculum Connection
B1.1, B2.2, B3.2, B3.6

Research | Answer the questions below.

Choose an epidemic or pandemic that has occurred in the 21st century and research Canada's response. Try searching: "epidemics/pandemics in 21st century" to find one you are interested in. Answer the questions below.

Examples: Ebola, SARS, Yellow Fever, Zika, COVID-19

1) Name of the epidemic/pandemic	
2) Which countries are/were affected the most?	
3) What harmful effects does the disease/virus have on people?	
4) How many deaths were recorded?	
5) What was Canada's response to the virus? (Recommendations?)	
6) What is the WTO? What does it stand for and what do they do?	
7) What was the WTO's response to this virus?	
8) Other interesting facts about the virus?	

PREVIEW

© Super Simple Sheets

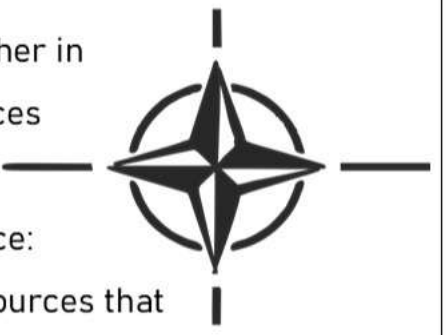
Name: _____ 95

Curriculum Connection
B1.1, B3.1, B3.2

Military Alliances

What is a Military Alliance?

A **military alliance** is when countries team up to support each other in military situations like war or defense. The aim of military alliances are to stop the outbreak of war or conflict between countries.



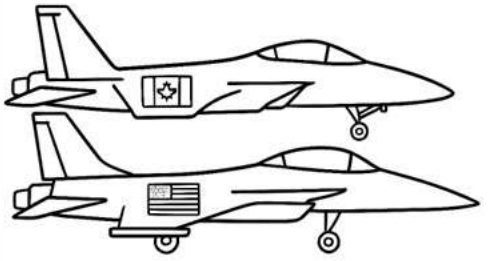
The following are advantages of participating in a military alliance:

- **Pooled R[illegible]es** – Allies in a military alliance can share resources that they m[illegible]. An example of this may be how one country could be setup to bui[illegible]ter jets [illegible]achine guns. The other country could make the machine guns and they cou[illegible]eso[illegible]s together. Now both countries are benefiting from pooling their re[illegible].
- **Brings Nations Toget[illegible]** – [illegible]nation[illegible]g to a military alliance, they are forced to work together and share in[illegible]e a[illegible] happening around the world. This collaboration strengthens relationshi[illegible]n co[illegible]s and lessens the chance of war or conflict.
- **Stronger Together** – When countries belong t[illegible]itary [illegible]y are less likely to be attacked because the attacker would know they a[illegible] into w[illegible]h other countries as well. This prevents war or conflicts from ha[illegible] in [illegible]pl[illegible]

PREVIEW

Canada's Military Alliances – Intergovernmental Organizations (IGOs)

Canada belongs to two very strong military alliances called NATO and NO[illegible]. **NATO** is the North Atlantic Treaty Organization that was formed after World War II between 30 countries from Europe and North America. NATO's purpose is to help stop conflict between countries and guard the freedom and security of its members.



NORAD is the North American Aerospace Defense Command that Canada and the United States organized in 1958. The two countries work together to detect aircrafts, missiles, or space vehicles that might threaten North America. They use sensors to detect motion in the airspace.

© Super Simple Sheets

Name: _____ 96

Curriculum Connection
B1.1, B3.1, B3.2

True or False

Circle whether the statement is true or false.

1) NATO and NORAD are IGOs.	True	False
2) Military alliances make countries stronger together.	True	False
3) NATO is a military alliance between the USA and Canada.	True	False
4) NORAD protects the airspace surrounding North America.	True	False
5) NATO has 29 countries in it.	True	False

Questions

r the questions below using evidence from the text.

1) Wh ? What are the benefits of military alliances?

2) Which two military alliances does Ca long t do they protect Canada?

PREVIEW

Word Search

Find the words in the wordsearch.

NATO	NORAD
Airspace	Stronger
Military	Alliance
Intelligence	Command
Defense	Security
Together	Peace

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

© Super Simple Sheets

Name: _____ 97

Curriculum Connection
B1.1, B2.2, B3.1, B3.2

Research Research the military alliance NATO by visiting a trusted government or military website. Use your findings to answer the questions below.

Canada has agreements with other countries to offer military services. These agreements between countries are called alliances. There are 2 main military alliances that Canada is involved in.

NATO

1) Which co tries are involved? (list at least 5)

2) What is the pur O?

3) How does Canada's armed forces participate i O?

4) What missions have NATO been on recently? Choose 1 and summarize what happened.

PREVIEW

Name: _____ 98

Curriculum Connection
B1.1, B2.2, B3.1, B3.2

Research Research the military alliance NORAD by visiting a trusted government or military website. Use your findings to answer the questions below.

NORAD

1) Which countries are involved?

2) What is the purpose of NORAD?

3) How does Canada participate in NO

4) What missions have NORAD been on recently? Choose 1 and summarize what happened.

PREVIEW

© Super Simple Sheets

Name: _____ 99

Curriculum Connection
B1.1, B3.1, B3.2

Directions Label the following descriptions based on what alliance it falls under.

United Nations Military Alliance
The United Nations is another military alliance that was formed after WWII. It has 193 countries in it and its main purpose is to stop war from ever starting as opposed to other military alliances that could be used to attack.

Description	NATO/NORAD/UN
1) Was formed in 1949 in response to WWII	
2) Monitors and defends the airspace between the USA and Canada	
3) Formed in response to WWII	
4) Alliance has 29 member countries	
5) As part of this alliance protects the USA and Canadians	
6) If one of the member states is attacked others must come to their aid	
7) Alliance has 193 countries in it	
8) Founded in 1957	
9) Main role is to stop conflict/fighting between countries and groups of people	
10) Uses satellites and radar to detect movement in the air has fighter aircrafts ready if necessary	

PREVIEW

Questions Answer the questions below.

1) What is Canada's role in these alliances? What do they do?

2) Why is it important for Canada and other countries to belong to alliances?

© Super Simple Sheets

Name: _____ 100

Curriculum Connection
B1.1, B3.1, B3.2

Directions	Colour the picture to show how NATO, NORAD, and the UN help protect Canada.



*Canada is protected by alliances like **NATO**, **NORAD**, and the **UN** working together for peace.*

PREVIEW

© Super Simple Sheets

Name: _____ 101

Curriculum Connection
B3.1, B3.3, B3.4

Blog Post: How Canada Helps the World

Top 5 Ways Canada Helps Other Countries

Date: April 18, 2025 *Author: By Ayesha Patel* *5-minute read*

Canada is known for being a country that helps others around the world. Here are the top 5 ways Canada supports people in need, through government programs and Canadian charities.

1. **Peacek[illegible]ing:** Canada sends peacekeepers to countries with fighting or danger. Since [illegible]er 125,000 Canadians have served in UN peacekeeping missions. Peac[illegible]p[illegible]ect people and create safe communities.
2. **D[illegible]ef:** [illegible]disasters happen, like earthquakes or floods, Canada sen[illegible]d. Aft[illegible]0 Haiti earthquake, Canada gave over $220 million to help rebui[illegible]om[illegible]d hospitals. Canadian rescue workers also helped on th[illegible]d.
3. **Medical Aid:** Ca[illegible]n g[illegible]tors Without Borders send doctors and nurses to places wit[illegible]er he[illegible]e. These teams treat people during wars and health emerg[illegible]ke t[illegible]tbreak in West Africa.
4. **Education Programs:** Canad[illegible]help[illegible]e world go to school. Through UNICEF, Canada supports educati[illegible]girls i[illegible]tries where they can't always go to school. In 2023, Canada gave $[illegible]milli[illegible]help children in crisis areas learn.
5. **Clean Water Projects:** Canadian charities th[illegible]yan[illegible]ion have built over 1,700 wells in 16 countries, helping more t[illegible]4 million[illegible]e get clean water. Clean water prevents disease and helps kids[illegible]eal[illegible]

PREVIEW

Comments:



Tyler M. – April 19, 2025

I think Canada is doing a good job, but I believe we should focus more on helping Canadians first. There are still many people in Canada without clean drinking water, especially in Indigenous communities.

Like Reply 5h ago



Sofia R. – April 19, 2025

I agree we need to help at home, but helping other countries matters too. Diseases and disasters can affect everyone. Also, Canada promised to spend 0.7% of its national income on global aid, but we still spend less than that. We can do both!

Like Reply 10m ago

© Super Simple Sheets

Name: _____ 102

Curriculum Connection
B3.1, B3.3, B3.4

Questions Answer the questions below using evidence from the text.

1) How do groups like Doctors Without Borders make a difference?

2) Why does Canada send help after disasters in other countries?

3) Do you think [illegible] should s[illegible]nore on global aid? Why?

PREVIEW

Two Truths and a Lie Check only the two true f[illegible]n eac[illegible]

	Canada gave over $220 million to Haiti after a disaster.
	Canada began peacekeeping in 1945 after World War II.
	UNICEF works with Canada to support education for girls.

	[illegible]tion pe[illegible]ot clean wat[illegible]anad[illegible]arities.
	Canada su[illegible]port[illegible]n[illegible]ls in places they ca[illegible]/[illegible]school.
	Canada currently spe[illegible]the full 0.7% of its income on global aid.

My Opinion Do you think Canada should help more at home or help more in other countries? Explain using two reasons from the text.

© Super Simple Sheets

Name: _____ 103

Curriculum Connection
B1.2, B3.1, B3.2, B3.3

NGOs And IGOs

People all over the world are facing inequality that needs to be fixed. There are two types of organizations that are designed to help solve the issues of inequality: Non-Governmental Organizations and Intergovernmental Organizations.

Non-Governmental Organizations (NGO)

An **NGO** is of people who are not affiliated or paid by the government but want inequality issue. It is a non-profit organization that's purpose people in need. They deal with issues on the local, natio level. Most of the issues deal with poverty, the envi and uality.



NGO		Level
Ryan's Well	Clean wat rica	Local (Ontario)
Canadian Cancer Society	Researching cures cer	National
BRAC	The largest NGO that tackle s rela poverty	International

Intergovernmental Organization (IGO)

An **IGO** is similar to an NGO because they are both designed to elp need, but an IGO is connected with the government. This means cou es can send government representatives to participate in the IGO if they feel they want to help with the issue. Not all countries participate in all IGO's.



Here are some of the more popular IGO's:

IGO	Issue	Member Countries
United Nations	Maintain peace for all countries and foster relationships between countries	193
NATO	Military alliance between countries – keep peace	28
IPCC	Solve issues related to climate change	195

PREVIEW

Name: _____ 104

Curriculum Connection
B1.2, B3.1, B3.2, B3.3

True or False

Circle whether the statement is true (T) or false (F).

1) An NGO is run by the government.	True	False
2) An IGO is run by the government.	True	False
3) Ryan's Well is an NGO that brings clean water to Africa.	True	False
4) NGO's and IGO's help solve inequality issues.	True	False
5) BRAC is the world largest NGO.	True	False

Questions

formation from the text to support your answer.

1) Why ese or s exist? What kinds of inequalities or issues do they help?

2) Define the terms below.

Intergovernmental Organization (IGO)	
Non-Governmental Organization (NGO)	

PREVIEW

Sort

Write whether the description is an NGO or IGO.

1) Run by the government to keep the peace.	
2) A group of people try to raise money for a well in Africa.	
3) Canada, the USA, and Mexico join forces to protect their citizens.	
4) A charity raises money for Cancer research.	
5) Countries meet to create rules for global trade.	
6) A non-profit group plants trees to fight climate change.	

© Super Simple Sheets

Curriculum Connection
B1.2, B3.1, B3.2, B3.3

Exit Cards

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

Name: _____ Mark

Sort the organizations below into NGO or IGO.

1) Ryan's Well	
2) Canadian Cancer Society	
3) NATO	
4) IPCC	
5) BRAC	
6) United Nations	

Name: _____ Mark

Sort the organizations below into NGO or IGO.

1) Ryan's Well	
2) Canadian Cancer Society	
3) NATO	
4) IPCC	
5) BRAC	
6) United Nations	

Name: _____ Mark

Sort the organizations below into NGO or IGO.

1) Ryan's Well	
2) Canadian Cancer Society	
3) NATO	
4) IPCC	
5) BRAC	
6) United Nations	

Name: _____ Mark

Sort the organizations below into NGO or IGO.

1) Ryan's Well	
2) Canadian Cancer Society	
3) NATO	
4) IPCC	
5) BRAC	
6) United Nations	

PREVIEW

© Super Simple Sheets

Name: _____ 115

Curriculum Connection
B1.2, B3.3

Non-Governmental Organization (NGOs)

What is an NGO?

An **NGO** is a non-governmental organization, which means they are not a part of the government. NGOs are a group of people who work together to raise money to solve a problem. Often, the problem relates to inequalities we see in our lives. Here are some common problems that NGOs try to solve:

- Pover
- Hor
- [illegible]
- [illegible] the e
- Violence
- Gender in

PREVIEW

Goals of NGOs

To solve many of these pro[illegible]ney. Therefore, the main goal of NGOs is to raise money. NGOs will often rais[illegible]ware[illegible]blem they are trying to help solve. They may run commercials on TV [illegible]show h[illegible]problem is. At the end of the commercial, an NGO often explains how we [illegible]p by d[illegible]

NGOs are usually non-profits. This means the[illegible]the people working for the NGOs to get rich, but instead they raise [illegible]ay t[illegible]elves a reasonable salary and to use the rest of the money to solve th[illegible]prob[illegible]

Examples of NGOs and the Problem each NGO is Solving

NGO	Problem
Doctors Without Borders	The natural disasters around the world are harming people. The goal is to provide them with medical attention.
Free the Children	Children are living in poverty and are being exploited. The goal is to free these children by giving them the power to make a change
World Wide Fund for Nature	Our environment is being changed and harmed. The goal is to keep the environment healthy and stop species from going extinct
Cure Violence Global	To reduce the amount of violence in the world by teaching behaviour change methods

© Super Simple Sheets

Name: _____ 116

Curriculum Connection
B1.2, B3.3

True or False

Circle whether the statement is true or false.

1) Most NGOs have rich leaders that run the NGO.	True	False
2) Most NGOs are non-profits.	True	False
3) NGOs need donations that allow them to help people in need.	True	False
4) Poverty is a common problem that NGOs try to help with.	True	False
5) Doctors without Borders provide medical attention to whoever needs it.	True	False

Questions

Answer the questions below using evidence from the text.

1) What is an NGO? How many NGOs exist?

2) What is the main goal of most NGOs? How do they achieve this goal?

PREVIEW

Word Scramble

Unscramble the words from the word bank.

Word Bank				
Nonprofit	Poverty	Awareness	Homelessness	Gender
Violence	Donation	Inequality	Environment	Climate

NQTIIAYELU		ONODITNA	
NIEEMOTVNRN		OVTPYER	
LITCEMA		OEEHNSSMSLES	

© Super Simple Sheets

Name: _____ 117

Curriculum Connection
B1.2, B3.3, B3.4

Earthquake In Haiti – Canadian Response

Earthquake in Haiti

On August 14, 2021, a magnitude 7.2 earthquake struck Haiti. The earthquake was 0.2 larger than the devastating earthquake that hit Haiti in 2010.



The death toll due to the latest quake is estimated at 2,200 pe... At least 12,200 people were badly hurt, and ... are still missing.

Deva... in Haiti

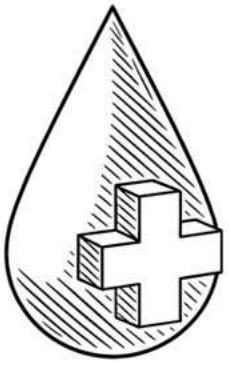
More than 50,0... ve d...ved and another 77,000 were damaged. There were 20 schools destro... hospi... churches. Haiti is already a country hit by extreme poverty, which ... g the ... buildings almost impossible.

Helping Haiti - Canadian Respon...

Government of Canada

The government of Canada provided more than $... on in ...e to Haiti to help save the lives of those affected by the Earthquake. The Ca... g... t also launched a matching program with their IGO – Humanita... ition ... meant that the Canadian government matched the donations made by Canadi...s to ... Coalition. Canadians stepped up and donated $2 million, which mea... the ... n government added another $2 million to help the people in Haiti.

Canadian Red Cross



Canadians gave generously to the Canadian Red Cross, who then helped Haiti in the following ways:

- Provided safe shelters and housing options to over 20,000 families
- 2,125 homeless families were given money to pay for rent for one year
- 7,500 homes were built
- Over 3,000 Haitian workers were hired and trained to build houses

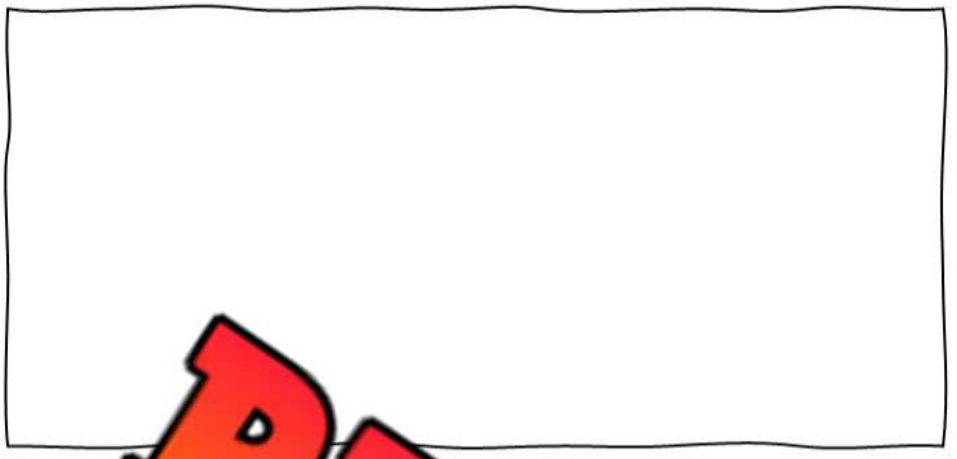
PREVIEW

© Super Simple Sheets

Name: _____ 118

Curriculum Connection
B1.2, B3.3, B3.4

Visualization What were you picturing while you were reading? Describe your picture.



Questio[illegible] Answer [illegible]ons below using evidence from the text.

1) How did the C[illegible] govern[illegible] the people in Haiti?

2) How did Canadians and the Canadian Red Cro[illegible] the [illegible]ti?

True or False Circle whether the statement is true or false.

1) The earthquake in 2010 was bigger than the earthquake in 2021.	True	False
2) Over 50,000 homes were destroyed by the earthquake.	True	False
3) The Canadian government gave $5 million to Haiti.	True	False
4) The Canadian Red Cross built 5,000 homes in Haiti.	True	False
5) The Canadian Red Cross trained Haitians how to build houses.	True	False

PREVIEW

Name: _____ 122

Curriculum Connection
B1.2, B2.2, B3.3, B3.4, B3.6

NGOs For Change In Canada

Canadians like to help each other. In Canada, there are over 86,000 NGOs! Research the NGOs below by learning about the problem each NGO is trying to solve. Learn about their "mission statement" as well. A **mission statement** is a short statement that explains why an organization exists.

Research Research the NGOs below and draw their logo below their name.

PREVIEW

Name	Problem What is the problem the NGO is trying to help with?	Mission Statement (In your own words)
Canadian Women's Foundation		
World Vision Canada		
Friends of the Earth Canada		

© Super Simple Sheets

Name: _____ 123

Curriculum Connection
B1.2, B2.2, B3.3, B3.4, B3.6

Name of NGO	**Problem** (What is the problem the NGO is trying to help with?)	**Mission Statement** (In your own words)
David Suzuki Foundation		
The Fox Foundation		
Indspire		
Breakfast Club of Canada		

PREVIEW

© Super Simple Sheets

Name: _____ 133

Curriculum Connection
B3.3, B3.4, B3.6

Ryan's Well: A True Story Of One Boy's Big Goal

Draw Draw pictures to illustrate the story.

Ryan Hreljac was just six years old when he learned that not everyone in the world had clean water to drink. In 1998, his Grade 1 teacher in Kemptv tario taught the class about how people in some parts of Afri r hours just to find water. Sometimes, that water wasn ven s k. Ryan couldn't believe it. He thought it was unfair that c his a o drink dirty water and get sick.

PREVIEW

Name: _____ 134

Curriculum Connection
B3.3, B3.4, B3.6

Ryan decided to take action. He asked his parents how much it would cost to build a well. They found out it would cost $70 to build one hand pump well. Ryan did chores around the house and earned money one dollar at a time. He vacuumed, helped with dishes, and picked up sticks in the yard. After a few months, he raised the full $70. But when he gave the money to a water charity called WaterCan, he found out something.

PREVIEW

© Super Simple Sheets

Curriculum Connection
B3.3, B3.4, B3.6

It actually cost much more to build a real well—over $2,000. But Ryan didn't give up. He kept working, speaking at schools, and asking others to help. News of what he was doing spread. Soon, people from all over Canada donated money. By the time Ryan was in Grade 2, he had raised enough to build his first well at a school in Uganda, Africa.



In 2000, Ryan travelled to Uganda to see the well. He met a boy named Jimmy who used to walk for water every day. Now, because of Ryan's well, Jimmy and his classmates could get clean water right at their school. The well helped stop the spread of disease and saved time for learning.

© Super Simple Sheets

Name: _____ 136

Curriculum Connection
B3.3, B3.4, B3.6

Ryan didn't stop there. In 2001, at the age of 10, he launched the Ryan's Well Foundation with the help of his family. The charity focuses on building wells and sanitation systems in rural communities. As of today, the foundation has completed over 1,700 water projects in 16 countries, including Uganda, Kenya, Ghana, and Haiti, providing clean water t[illegible]e than 1.4 million people worldwide.

PREVIEW

Ryan's story proves that one young person can create global change. With determination and support, he turned a school project into a major international charity. He has spoken at the United Nations and received many awards. Ryan's actions continue to inspire kids and adults to help solve real problems like the world water crisis.

Name: _____ 137

Curriculum Connection
B1.2, B3.3, B3.4

Role-Play: Disaster Response

Objective

What are we learning about?

Students will act out real disaster situations to understand how Canada helps during global crises. They will learn how the Canadian government, the Red Cross, and NGOs work together to help people after disasters like earthquakes or outbreaks. This activity will help students understand Canada's role in the global community.

PREVIEW

Materials

What will we need for our activity?

- Scenario cards (different situations) (provided)
- Props or costume options
- 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.

© Super Simple Sheets

Name: _____ 138

Curriculum Connection
B1.2, B3.3, B3.4

Criteria Use the criteria below to complete the activity.

Criteria	Description
Creativity	Show what your character thinks and feels. Use ideas that make the role-play more real and interesting.
Voice	Speak clearly and loudly so others can hear. Change your voice to match your character's feelings.
Actions	Use body movements, facial expressions, and actions that match your character's story.
Stay in R	your character. Don't break role until you're finished.
Tea	lpful. Take turns and make sure everyone joins.

Scenario Card out t cs below.

Scenario		Description
1	**Haiti Earthquake – 2010**	The gr kes collapse in Port-au-Prince, Haiti. People are crying and runnin fills A family is trapped under fallen bricks, calling for help. ys later, adia d Cross team arrives. A doctor checks injured children while nteer water and blankets. In a nearby tent, Canadian soldiers set up h ion an a woman give birth. A Red Cross worker talks to a Haitian boy car lost. They help him find his uncle in the crowded camp. Back in Canada, st y, and the government matches every dollar to help more pe le.
2	**Ebola Outbreak – West Africa, 2014**	In a small village in Sierra Leone, a boy watches his mother get sick. She has a high fever, and the family is scared. A neighbour rushes to tell the health worker. Later, Red Cross helpers wearing full protective suits arrive. They gently carry the mother to a treatment tent. At the airport, Canadian health officers scan returning travellers. In a clinic, a Canadian nurse gives instructions on handwashing and talks with a girl who lost her parents. A town leader and a WHO doctor argue about keeping the market closed but then agree on new safety rules. Across the ocean, a Canadian lab tests samples and helps develop a vaccine.

PREVIEW

Name: _____ 139

Curriculum Connection
B1.2, B3.3, B3.4

Scenario Cards | Cut out the topics below.

Scenario		Description
3	**Fort McMurray Wildfires – Alberta, 2016**	Smoke fills the sky as families rush to escape the wildfire in Fort McMurray. A mother drives away with her children, leaving everything behind. In Edmonton, a large gym is turned into a shelter. The Canadian Red Cross ves out gift cards, food, and hygiene kits. Volunteers help a boy who lost his r and comfort him with a new stuffed animal. A nurse checks seniors blems. At school, students from Fort McMurray meet new classm are their stories. Later, helpers return to check houses. One fa ne, but their dog is safe, rescued by fire crews.
4	**Syrian Refugee Arrival – Canada, 2015**	In a e airpo onto, a Syrian family steps off the plane holding only two b ey nervous. A Red Cross volunteer greets them with warm jack ood. lator helps them fill out forms with a government worker. A local com ty gr ets them and drives them to a small apartment with don urnitu e dren explore their new home, laughing when they see snow f time. ter, the kids visit a Canadian school. A teacher introduces th d c them a welcome card. One boy gives his extra pencil case to t
5	**Typhoon Haiyan – Philippines, 2013**	Waves crash and strong winds rip rooftops off homes in Tacloban. A girl holds her baby brother as water rises in their home. After the storm, people search for missing family members. Days later, Canadian Red Cross workers arrive with a mobile clinic. A doctor gives stitches to a boy injured by glass. A Canadian soldier helps carry bags of rice into a shelter where families sit on mats. A teacher reads to children under a tarp while UNICEF brings school kits. A man finds his wife safe at the emergency centre and cries with relief. In Canada, students sell baked goods to raise money for more shelters.

PREVIEW

© Super Simple Sheets

Name: _____ 140

Curriculum Connection
B1.2, B3.3, B3.4

Scenario Cards Cut out the topics below.

Scenario		Description
7	**Pakistan Floods – 2010**	Rain pours down for days in a small village in Pakistan. A father lifts his daughter as water rushes into their home. Villagers climb onto rooftops and wave for help. A rescue boat from the Red Cross arrives, and volunteers help families to safety. In a nearby school building now used as a shelter, a [illegible]dian aid worker hands out food and listens to a woman share how she [illegible]me. A boy with a fever is brought to a mobile health tent. Later, [illegible] a circle as a Red Cross worker teaches how to keep water [illegible], a t[illegible]k with Canadian flags delivers cooking supplies and blan[illegible]
8	**Ukraine War Refugee Arrival – Canada, 2022**	A m[illegible] two c[illegible] stand at a train station in Poland after fleeing Ukraine. A [illegible]orke[illegible]nited Nations gives them food and directs them to a refugee ca[illegible]er, the[illegible]d a plane to Canada. At Pearson Airport, a Canadian volunteer [illegible] the [illegible]n small Canadian flags and a teddy bear. A local family wel[illegible] them [illegible] dinner in their new home. At school, the Ukrainian boy sh[illegible]s story th[illegible] translator, and a student gives him a Canada pin. His siste[illegible]su[illegible]class, remembering home. On the weekend, they video call the[illegible] behind, and everyone in the room goes quiet as they wave.
9	**COVID-19 Global Response – 2020 to 2022**	Hospitals are full, and people wear masks everywhere. A nurse in Montreal puts on her face shield and gives vaccines at a pop-up clinic. A Red Cross volunteer delivers food to a senior who can't leave home. In a refugee camp far away, a Canadian shipment of vaccines arrives. A doctor from WHO explains how the virus spreads. Kids around the world join online school. In Kenya, a Canadian-funded program gives students tablets and teaches them how to use them. In Vancouver, students create thank-you cards for frontline workers. A tired doctor smiles when she reads one: "You are our hero."

PREVIEW

© Super Simple Sheets

Name: _____ 141

Curriculum Connection
B1.2, B3.3, B3.4

My Role Draw a picture of what your character did during the role-play.



© Super Simple Sheets

Name: _____ 142

Curriculum Connection
B1.2, B3.3, B3.4

Rubric | How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Creativity	Did not try to pretend.	Tried a little but didn't add ideas.	Used imagination and helped make the scene better.	Used great ideas and made the role-play exciting and real.
Voice	Hard to hear or too quiet.	Sometimes clear, but not loud or strong.	Clear and matched the feelings of the character.	Loud, clear, and showed strong feelings with voice.
Action	Did [illegible]	A few actions, not always connected to role.	Used actions that matched the character's role.	Used many strong actions that were clear and realistic.
Stay in Role	Ac[illegible]ke themselves [illegible] the charact[illegible]	[illegible] acted tik[illegible] cha[illegible]	Mostly stayed in character during the scene.	Stayed in character the whole time.
Teamwork	Did not help or listen.	Help[illegible]ttle [illegible].	[illegible]ed others [illegible]d with the [illegible]	Shared, listened, and helped make the group's work better.

PREVIEW

Teacher Comments

_____

_____

_____

_____

[illegible]rk

Student Comments – What Could You Do Better?

_____

_____

_____

_____

© Super Simple Sheets

Name: _____ 143

Curriculum Connection
B2.6, B3.1, B3.2, B3.10

Memory Game – Global Agreements & Organizations

Objective

What are we learning about?

Students will learn about international organizations and agreements by playing a memory match game. Each card will show a name or goal, and students will match it with a definition or Canada's role. This will help them understand how Canada is part of the global com

PREVIEW

Mater

u need for the activity?



- Set of Mem ta cards group (provided)
- A small table or clear are flo

Instructions

How will you complete ctivity?

1. Divide the class into groups of 3 or 4. Give ea our y Game cards. (provided)
2. Have each group lay all the cards face down in a grid on ble
3. The students take turns flipping over two cards at a time, trying ching 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.

© Super Simple Sheets

Name: _____ 144

Curriculum Connection
B2.6, B3.1, B3.2, B3.10

Cards | Memory Game Cards



NAFTA

North American Free Trade Agreement made trading easier between Canada, Mexico, and the United States.

USMCA

Replaced NAFTA with updated rules on trade, labour rights, environment, and digital trade protections.



Paris Agreement

promise to fight climate ch by ducing greenhouse emi fore the year 2100



Kyoto Accord

A past global ea ver emissions; Canada joined in 1998 but later withdrew in 2011.



United Nations (UN)

Promotes world peace, human rights, and cooperation between countries; almost every country is a member.

PREVIEW

© Super Simple Sheets

Name: _____

Curriculum Connection
B2.6, B3.1, B3.2, B3.10

Cards | Memory Game Cards

World Trade Organization (WTO)	Helps countries trade fairly and safely by setting rules and lowering taxes on traded goods.
World He[illegible]rgan[illegible] (W[illegible])	Supports world health by fighting diseases, sending doctors, and helping countries with healthcare systems.
G20	[illegible]n of 20 richest countries [illegible]e[illegible] yearly to discuss [illegible]ade [illegible]overty, and [illegible]ate c[illegible].
International Criminal Court (ICC)	A special cou[illegible]a[illegible]nes people for serious c[illegible]mes like war crimes and genocide.
North Atlantic Treaty Organization (NATO)	Military alliance of countries that protect each other in case of war or serious threats.

PREVIEW

© Super Simple Sheets

Name: _____ 146

Curriculum Connection
B2.6, B3.1, B3.2, B3.10

Cards | Memory Game Cards

North American Aerospace Defen Command (NORAD)	Canada and the USA work together to detect air or space threats and protect North America.
UN E	Helps children around the world by giving food, education, healthcare, and protection from harm.
Canadian Red Cross	upports people during ies by providing ter, f lical help, and dis recover stance.
Doctors Without Borders	Sends doctor s to help people in poor o war-torn countries with medical care.
Ryan's Well Foundation	A Canadian charity that builds clean water systems in communities that don't have safe drinking water.

PREVIEW

© Super Simple Sheets

Name: _____ 147

Curriculum Connection
B2.6, B3.1, B3.2, B3.10

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

Name: _____ Mark

Pick two terms from the memory game. Write one sentence about each one.

PREVIEW

Name: _____ Mark

Pick two terms from the me[illegible]ne. [illegible]ntence about each one.

Name: _____ Mark

Pick two terms from the memory game. Write one sentence about each one.

© Super Simple Sheets

Name: _____ 148

Curriculum Connection
B3.5

Genocide – The Holocaust

Introduction



The Holocaust is an example of **genocide**, a terrible event where one group tries to kill many people from another group because they're different. The other group could be a different race, ethnicity, nationality or religion.

What is the Holocaust?

The Holocaust happened during World War II when Adolf Hitler and the Nazis tried to kill the Jewish people in Europe. They targeted Jewish people because they believed they were "inferior." The Holocaust is an example of genocide because the Nazis tried to destroy a group of people.

PREVIEW

Details about the Holocaust

- **Number of Victims:** The Nazis killed millions of Jewish people and millions of others, like Romani people, disabled people, and others they called "undesirable."
- **Concentration Camps:** Nazis made camps where people were forced to live in awful conditions and work like slaves. Many died from illness, cold, or hunger.
- **Extermination Camps:** Some camps, like Auschwitz, were for killing. The Nazis used gas chambers and other ways to kill many people fast.
- **The Final Solution:** In 1942, the Nazis planned to kill all Jewish people in Europe. They tried to keep this plan secret, but the news got out.

Stopping Genocide

- ☑ **Teach kindness:** Learning to accept and respect people's differences can help prevent hate and discrimination.
- ☑ **Stay informed:** Knowing about events around the world can help us recognize warning signs of genocide and take action.
- ☑ **Support organizations:** There are organizations, like the United Nations that work to prevent and respond to genocides.



© Super Simple Sheets

Name: _____ 149

Curriculum Connection
B3.5

Questions

Answer the questions below using evidence from the text.

1) What does genocide mean?

2) What was the Holocaust?

3) How can we [illegible] fr[illegible]pening?

PREVIEW

Multiple Choice

Circle the best answer.

1) Genocide is the same as war...	True	False
2) Genocide is when _____ group(s) of people is targeted...	One	[illegible]e
3) What is an example of genocide?	World War I	[illegible]olocaust
4) How many Jewish people lost their lives in the Holocaust...	1 million	6 million
5) What was the name of camps where Jewish people worked as slaves...	Concentration	Extermination
6) Which country caused the Holocaust?	Germany	Russia
7) A genocide is the killing of one nation or_____ of people?	Nation	Group
8) Which group was responsible for the Holocaust...	British	Nazis

© Super Simple Sheets

Curriculum Connection
B3.5

Exit Cards

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

Name: _____ Mark

Draw a line from each word to its correct meaning.

Nazis ☐	☐ Killing a specific cultural or religious group
Concentration Camp ☐	☐ Genocide of Jewish people in World War II
Genocide ☐	☐ Hitler's political group during World War II
Holocaust ☐	☐ Forced labour camp with awful conditions

Name: _____ Mark

Draw a line from each word to its correct meaning.

Nazis ☐	☐ Killing a specific cultural or religious group
Concentration Camp ☐	☐ Genocide of Jewish people in World War II
Genocide ☐	☐ Hitler's political group during World War II
Holocaust ☐	☐ Forced labour camp with awful conditions

Name: _____ Mark

Draw a line from each word to its correct meaning.

Nazis ☐	☐ Killing a specific cultural or religious group
Concentration Camp ☐	☐ Genocide of Jewish people in World War II
Genocide ☐	☐ Hitler's political group during World War II
Holocaust ☐	☐ Forced labour camp with awful conditions

Name: _____ Mark

Draw a line from each word to its correct meaning.

Nazis ☐	☐ Killing a specific cultural or religious group
Concentration Camp ☐	☐ Genocide of Jewish people in World War II
Genocide ☐	☐ Hitler's political group during World War II
Holocaust ☐	☐ Forced labour camp with awful conditions

PREVIEW

© Super Simple Sheets

Name: _____ 151

Curriculum Connection
B3.5

Escaping The Holocaust – Canada's Reaction

Escaping the Holocaust

The Holocaust was a time when millions of Jewish people were killed or forced to flee their homes. Many tried to escape to safer countries, including Canada. Sadly, Canada did not do enough to help. This report shares Canada's immigration policies, the MS St. Louis story, and Canada's actions at the Evian Conference.



Canada's Immigration Policies

During the Holocaust, Canada had very strict rules that made it hard for Jewish refugees to come here. The phrase **"none is too many"** showed that the government did not want to accept many Jewish refugees.

Between 1933 and 1945, Canada accepted fewer than 5,000 Jewish refugees—one of the lowest numbers compared to other countries.

The Sad Story of the MS St. Louis

In 1939, the **MS St. Louis** left Germany with over 900 Jewish passengers who were fleeing Nazi violence. They hoped to find safety in other countries. Canada was one of the countries that said no.



The ship had to return to Europe, and many of the passengers later died in the Holocaust.

The Evian Conference: A Missed Chance

In 1938, 32 countries met in France at the **Evian Conference** to talk about how to help Jewish refugees. Many Jewish people were desperate to find a safe country.

Canada had a chance to help but refused to accept many refugees. The government was afraid too many immigrants would take jobs or upset Canadian citizens. Canada accepted fewer Jewish refugees than almost any other country at the conference.

PREVIEW

Name: _____ 152

Curriculum Connection
B3.5

True or False

Circle whether the statement is true or false.

1) Canada welcomed many Jewish refugees during the Holocaust.	True	False
2) The phrase "none is too many" influenced Canada's immigration policies.	True	False
3) The MS St. Louis was a ship carrying over 900 Jewish passengers.	True	False
4) The Evian Conference took place in 1938.	True	False
5) Canada accepted the highest number of Jewish refugees.	True	False

Questions

Answer the questions below using evidence from the text.

1) What happened to the St. Louis and its passengers?

2) What was the purpose of the Evian Conference and what was Canada's role in it?

PREVIEW

Letter

Write a letter to the Canadian government expressing your feelings about their immigration policies.

© Super Simple Sheets

Newspaper Article: Canada Says No to Apartheid

Canada Boycotts South Africa Over Apartheid

June 22, 1986

Canada has just announced that it will no longer do [illegible]ess with South Africa. This big deci[illegible]s made because of apart[illegible]en[illegible]uth Africa that treats p[illegible]e unfa[illegible]n their race.

Apartheid [illegible] pe[illegible] with different skin colour [illegible]ive [illegible] Africa, people with da[illegible]n are n[illegible] allowed to go to the same sch[illegible], pa[illegible] or even sit on the same benches as t[illegible] with light skin. Many Black South Africans are not allowed to vote or have proper jobs.

Canada's Prime Minister, Brian Mulroney, said, "We cannot accept racism in any form. Canada must speak out." Starting now, Canadian companies will stop buying South African goods, and sports teams will not play against South African teams.

Professor Sarah McLeod, who studies international politics, explained, "A boycott is a powerful message. It shows that Canada wants change and won't support a country that treats people unfairly."

South Africa's government has been under pressure from other countries too. In the last year, the United States and some European nations also began taking steps against apartheid.

Jim Peterson, CEO of Maple Leaf Industries, said his company will also stop trading with South Africa.

> *"We stand for fairness and equality,"*

[illegible] "We believe this boycott is the right [illegible]."

[illegible]t not [illegible]e is cheering. Thomas G[illegible] a [illegible] has visited South Africa, [illegible]t's great [illegible] taking action now, but this [illegible]uld [illegible] years ago. People have [illegible] for too long."



Canada's boycott is part of a growing global effort to push South Africa to end apartheid and treat all people equally, no matter their race.

PREVIEW

Name: _____ 156

Curriculum Connection
B3.5

True or False Circle whether the statement is true or false.

1) Canada is boycotting South Africa because of its policy of apartheid.	True	False
2) Prime Minister Pierre Trudeau supports apartheid.	True	False
3) Canada's boycott includes buying more South African goods.	True	False
4) Some believe Canada should have acted sooner against apartheid.	True	False
5) Canada's boycott of South Africa is a symbol of justice and equality.	True	False

Questions Answer the questions below using evidence from the text.

1) Wh[illegible]

2) How did Canada respond to the apart[illegible]

3) Why was it an important decision?

PREVIEW

Questioning Write 2 questions you have about the reading.

1)	
2)	

© Super Simple Sheets

Name: _____ 162

Curriculum Connection
B1.1 to B3.10

Who Has The Word? – Global Community

Objective

What are we learning about?

Students will learn and review key terms from the Global Community unit. These vocabulary words include important people, events, organizations, trade terms, and issues. Students wi match questions while practising listening, thinking, and speaking skills.

Materials

ill you need for the activity?

- 30 vo bulary (pr vided)
- Matching que for th to read (provided)
- Reflection Page (provid



Instructions

How will you complet tivity?

1) Print and cut out the 30 vocabulary cards, th then o them random.
2) Give one card to each student. If your class is small stude cards.
3) Read one question out loud from your teacher question sh and to listen carefully.
4) The student who thinks the question matches their card calls out, "I ha or everyone to hear.
5) That student reads their word card out loud to the class and hands it back to the teacher.
6) If the answer is incorrect or no one responds, skip the question for now and move to the next one. Come back to it later after the others have been answered.
7) If the word is correct, place it aside so it's not used again for this round.
8) Keep playing the game by reading each question until all cards are returned to the front.
9) If you still have time, shuffle and hand out the cards again to play a second round.

PREVIEW

Name: _____ 163

Curriculum Connection
B1.1 to B3.10

Cards Cut out the word cards below and give one to each student at random.

Apartheid	Export	Import
Trade Balance	Tariff	Free Trade
N… C… …nizati…	"None is Too Many"	NAFTA
CUSM…	…efugee	Paris Agreement
Blue		United Nations
Fair Trade	NORAD	…LC-19
Peacekeeping	Genocide	…
International Criminal Court (ICC)	World Trade Organization (WTO)	World Health Organization (WHO)
UNICEF	Invasive Species	MS St. Louis
Ryan's Well	United States	Ebola

PREVIEW

© Super Simple Sheets

Name: _____ 164

Curriculum Connection
B1.1 to B3.10

Question - 1 Read each Question. The student with the matching card will give the answer.

#	Question	Answer
1	What do we call the unfair system in South Africa that Canada boycotted in the 1980s?	Apartheid
2	What is the term for sending goods to another country to sell?	Export
3	What is the term for bringing goods into Canada from another coun	Import
4	Wh he difference between the value of imports	Trade Balance
5	What is th pr cts from other countries?	Tariff
6	What is the te trad countries with no extra taxes or fees?	Free Trade
7	What do we call a non-pr oup e government that helps people in need?	NGO (Non-Governmental Organization)
8	What is the phrase that showed Canada's re o acc Jewish refugees in WWII?	"None is Too Many"
9	What was the trade agreement between Canada, t d Mexico from 1994 to 2020?	N TA
10	What is the trade agreement that replaced NAFTA in 2020?	MA
11	What is the name for a person who leaves their country because of war or danger?	Refugee
12	What was the 2015 agreement to limit global temperature rise called?	Paris Agreement
13	What colour helmet do peacekeepers wear to show they are working for peace?	Blue
14	What is the type of shelter given by countries to refugees in danger?	Asylum
15	What organization was created after WWII to help keep peace around the world?	United Nations

PREVIEW

© Super Simple Sheets

Name: _____ 165

Curriculum Connection
B1.1 to B3.10

Question - 2 Read each Question. The student with the matching card will give the answer.

#	Question	Answer
16	What kind of trade is based on fairness, fair pay, and safe working conditions?	Fair Trade
17	What is Canada's military partnership with the U.S. to defend airspace?	NORAD
18	What did Canada pass to make it illegal to deny the Hol[illegible]?	Bill C-19
19	Wh[illegible] missions where soldiers are sent to maintain [illegible]as?	Peacekeeping
20	W[illegible]s the [illegible] attempt to destroy a group of people based o[illegible]?	Genocide
21	What was th[illegible] killi[illegible] people by the Nazis during WWII cal[illegible]?	The Holocaust
22	What court tries people [illegible] cr[illegible]es against humanity?	International Criminal Court (ICC)
23	What do we call the group that sets global tr[illegible]ules works to lower tariffs?	World Trade Organization (WTO)
24	What organization helps improve health care an[illegible] disease globally?	[illegible]rld Health [illegible]n (WHO)
25	What UN agency works to protect and support children around the world?	[illegible]EF
26	What is the name for a harmful species brought by accident through international trade?	Invasive Species
27	What was the Canadian ship that turned away Jewish refugees during the Holocaust?	MS St. Louis
28	What NGO provides clean water to children in Africa and was started by a Canadian boy?	Ryan's Well
29	What country trades the most with Canada?	United States
30	What disease outbreak happened in West Africa from 2014–2016?	Ebola

PREVIEW

© Super Simple Sheets

Name: _____ Date: _____

Unit Test – 2: CANADA'S INTERACTIONS WITH THE GLOBAL COMMUNITY

Total	Mark
/	/

1) An organization that gives medical aid during disasters. What is it?

a) NATO

b) Red Cross

c) G20

d) WTO

2) A system in South Africa that separated people by race.

a) Democracy

b) Slavery

c) Genocide

d) Apartheid

3) The doc[illegible] after WWII to protect all pe[illegible]

a) Univer[illegible]Declar[illegible]an Rights

b) Canadian Cha[illegible]

c) Geneva Agreement[illegible]

d) Citizenship Act

4) NATO and the United Nations were created because of _____.

a) WWI

b) Cold War

c) Vietnam War

d) WWII

5) An organization that responds [illegible]th emergencies worldwide.

a) Amnesty International

b) UNICEF

c) World Health Organization (WHO)

d) United Nations Development Programme

[illegible] an example of which of the [illegible]owi[illegible]

a) Mi[illegible] Alli[illegible]

b) [illegible]

c) Tra[illegible]ts

d) All of the[illegible]

7) An NGO stands for _____

a) Non-Governmental Organization

b) New-Governmental Organization

c) New-Grassroots Organization

d) None of the above

8) An IGO stands for _____

a) Intercontinental Gras[illegible]oot[illegible]zation

b) Intercontinental Governmen[illegible] Organization

c) International Grassroots Organization

d) International Governmental Organization

9) Ryan's Well is an example of an _____

a) IGO

b) NGO

c) Political Party

d) Grassroots Organization

10) An alliance of two countries that responds to airspace threats. What is it?

a) NORAD

b) G2

c) Red Crescent

d) UNICEF

PREVIEW

Define What do the terms below mean?

Mark /

Term	Definition – What does it mean?
Refugee	
Boycott	
The Holocaust	

PREVIEW

Short Answer Answer the questions b

Mark /

1) What is the purpose of military alliances?

2) What is the goal for most NGO's?

3) How did Canada respond to Jewish immigrants escaping the Holocaust?

Long Answer | Answer the questions below

Mark /

1) Describe an NGO that you are interested in. What are their goals? How much have they accomplished? Where does the NGO operate from? (Ryan's Well, Free the Children, Red Cross, Doctors Without Borders, World Wildlife Fund, Cure Violence Global)

2) Describe an IGO that you are interested in. What is their mission? What kind of global problems do they work on? How is Canada involved? (United Nations (UN), NATO, NORAD, World Health Organization (WHO), UNICEF)

PREVIEW

© Super Simple Sheets