



Preview – Information



Thank you for your interest in this Mega Bundle. This product contains multiple Workbooks and Google Lesson Slides. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit.
- ✓ A selection of worksheets included in each workbook.

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Google Slides Lessons Preview





Saskatchewan Social Studies Dynamic Relationships – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

FAMILY TRADITIONS AND CELEBRATIONS

LEARNING GOAL

We are learning to **understand** family traditions so we can learn why they are important.



Tradition or Celebration?

Place a  if it's a Tradition and a  if it's a Celebration.

Actions	Response
1) Eating a special meal every Sunday with your family.	
2) Saying a special prayer before meals every day.	
3) Having a party with cake and gifts on your birthday.	
4) Reading a bedtime story every night.	
5) Wearing red and white on Canada Day.	
6) Gathering with family for Thanksgiving dinner.	
7) Watching fireworks on Canada Day.	

Use the symbols here for your answers:  or 

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation – Turn and Talk

Turn to a partner and answer these questions:

- 1) Think of a tradition your family does often. What do you do and why is it special?
- 2) Think of a celebration you know. What happens during this celebration and how do people feel?

Share one idea from your discussion with the class.





Saskatchewan Social Studies

Dynamic Relationships – Grade 1

"Build the Life Timeline: Complete the Stages"

Instructions: Drag the correct stage AND action cards into each box. Make sure they match and are in the correct order from 1 (first) to 4 (last).

1		
2		
3		
4		

Childhood 🧒

Adulthood 👤

Infancy 🍼

Adolescence 🧑

Think about the future and grow

Go to school and make friends

Work and take care of a family

Learn to walk and talk

Where They Come From

Instructions: Place each item in the correct box.

Farm (Land)	Water (Lakes/Rivers)

Shrimp 🍤

Berries 🍇

Meat 🥩

Fish 🐟

Wheat 🌾

Clams 🍯



M P D O R F N Z T H O C

1) Guess the word that connects all four pictures!
2) Why is it important to know where our food comes from?



Saskatchewan Social Studies Dynamic Relationships – Grade 1

From Farms to Families – Fill in the Blanks

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

Farmers plant seeds in the _____. Seeds need _____ and _____ to grow. Farmers grow foods like _____, peas and canola. When the food is ready, it is called _____. The food is sent to _____ for families to buy.

Word Bank:

- water
- soil
- stores
- harvesting
- wheat
- sunlight

Matching

(Drag each nature gift to its description)

Nature's Gifts	Description
	Used for drinking and keeping us healthy
	Give wood to build and make things
	Grows in fields for us to eat
	Helps us breathe and stay alive
	Gives us many things we need every day

- Nature
- Water
- Trees
- Food

Community Helpers

Complete the sentence by choosing the correct word from the word bank.

1) A _____ helps people when they are sick.

2) A _____ helps students learn new things.

3) A _____ puts out fires.

4) A _____ keeps people safe.

5) Community helpers help keep us safe and _____.

Word Bank:

- healthy
- teacher
- doctor
- firefighter
- farmer
- police officer



Workbook Preview



Grade 1 – Social Studies Unit

Dynamic Relationships

	Outcomes	Pages
DR1.1	Relate family events and stories of the recent or distant past to the student's place	6-27, 83-85, 118-119
DR	Preview of 80 pages from this product that contains 148 pages total.	
DR1.3		
	reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	50-93, 118-119
DR1.4	Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.	77-78, 94-111, 116-119
DR1.5	Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.	96-119

NAME: _____

DYNAMIC RELATIONSHIPS



Family Traditions and Celebrations

What Are Traditions?

Traditions are special ways families do things together. They help us remember where we come from and enjoy the present.

Celebrations in Saskatchewan

Many cultures in Saskatchewan have their own special ways of celebrating.

- **Birthdays:** Families have a party, eat cake, and give presents to show love.



- **Thanksgiving:** Families gather to eat a big meal

with turkey and say what they are thankful for.



- **Canada Day:** Families watch fireworks and wear red and white to celebrate our country.

- **Family Day:** A day in February when families spend time together.



Why Traditions Matter

- Help us learn about our family's past.
- Make us feel connected to our loved ones.
- Teach us about our Saskatchewan and Canadian heritage.

Name: _____

7

Curriculum Connection
DR1.1

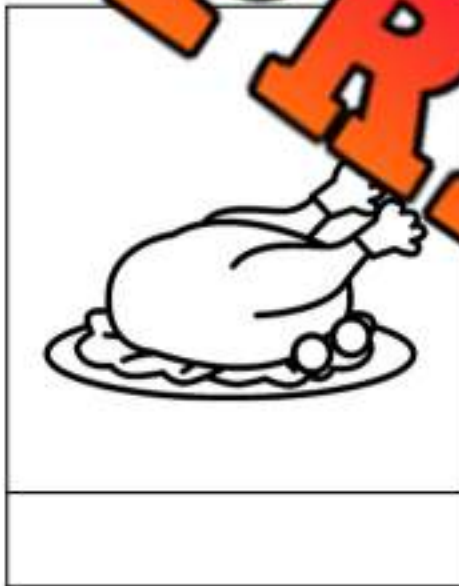
Multiple Choice

Circle the best answer.

1) Canada Day colours are...	Red and white	Green and blue
2) Traditions help us...	Remember the past	Forget the past
3) Thanksgiving meal often has...	Turkey	Pasta
4) Family Day is in the month of...	February	August

Colour

Label these traditions and celebrations in Saskatchewan.



Making Connections

Write about your favourite celebration and why you love it.

Activity – My Family Traditions Booklet

Objective

What are we learning about?

To help students explore and share their family traditions and celebrations by creating a personal booklet.

Materials

What you will need for the activity.

- Construction paper or pre-made blank booklets
- Crayons, markers, and coloured pencils
- Glue sticks and scissors
- Family photos (optional)



Instructions

How you will complete the activity.

1. Begin by discussing what a tradition is and why it is important. Share examples of common traditions or celebrations from different cultures.
2. Provide each student with a planning page. This will help them organize their thoughts and decide what they will include in their booklet.
3. Distribute the materials needed for the booklet. Students will use their planning page to guide their work on each page of the booklet.
4. Assist students as they work on their booklets, helping with ideas, writing, and assembly of the pages.
5. Once completed, encourage students to share their booklets with the class. This can include talking about the traditions they chose to include and why they are meaningful.

Planning

Plan and practice what you will put in the booklet.

Page 1: The Cover

1.1 What will you write on the cover of your booklet?

Hint: You can write "My Family Traditions."

1.2 How will you decorate the cover?

Page 2: A Holiday or Festival Tradition

2.1 Think of a holiday or festival your family celebrates. What do you do? Do you eat special food, decorate your home, or wear special clothes?

2.2 Can you draw a picture of your family celebrating this tradition?

Planning

Plan and practice what you will put in the booklet.

Page 3: A Family Food Tradition

3.1 What is your favourite food that your family makes together?

3.2 Draw a picture of this food and try to write why you like it so much.

Page 4: A Fun Activity or Game Tradition

4.1 What is a fun activity or game your family plays together?

4.2 Draw this activity and write about how it makes you feel when you play it.

Planning

Plan and practice what you will put in the booklet.

Page 5: My Family

5.1 Draw a picture of your family or use a family photo. Write about your family.

PREVIEW

PREVIEW

PREVIEW

Role Play: Family Fun Day

Objective

What are we learning about?

To understand the different roles and contributions of family members and learn about teamwork within the family through role-play.

Materials

What you will need for the activity.

- Scenario cards with descriptions of the daily routines of family members
- Props for home activities: toy cooking set, fake documents for work



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 4 students.
2. Provide each group with a scenario card that describes a situation related to the topic being studied.
3. Give out roles to each student in the group, assigning them a position 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 feedback forms or reflection sheets for students to express what they learned and felt during the activity.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Grandma's Surprise Birthday	A family prepares a surprise birthday party for Grandma. They secretly bake a cake, decorate the living room while Grandma is out, and hide when she comes home. Then they pop out to shout "Surprise!" and celebrate together.
2	Family Camping Adventure	The family goes on a camping trip. They pack their bags, set up a tent, and then go fishing. At night, they sit around the campfire, telling stories and roasting marshmallows.
3	First Day of School	It is the first day of school and the family is getting ready. The parents help their children pack their backpacks and make a yummy breakfast. They take a family photo and then walk to the bus stop together.
4	Planting a Family Garden	The family decides to plant a garden. They choose seeds at the store, prepare the soil, and plant the seeds carefully. They water the garden and watch the plants grow over time, excited to see the flowers and vegetables.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Celebrating a School Award	One of the children wins an award at school. The family celebrates by making a special dinner at home. Everyone helps — setting the table, cooking, and making a congratulatory banner.
6	Family Movie Night	The family has a movie night at home. They pick a movie to watch, make popcorn, and create a cozy space with pillows on the living room floor. Everyone enjoys the movie and spends time together.
7	Mother's Day Breakfast	It is Mother's Day, and the family wants to make it special. The children make handmade cards and are helped by Dad for Mom. They serve her breakfast and give her the cards they made.
8	Picnic in the Park	The family plans a picnic in the park. They prepare sandwiches and snacks, pack a picnic basket, and choose a perfect spot at the park. They play games like frisbee and hide and seek after eating.

Scenario Cards

Cut out the topics below.

	Scenario	Description
9	Garage Sale	The family hosts a garage sale. They gather items they no longer need, set up a stall in their driveway, and sell things to neighbours. They work together to manage the sale and spend the money they earn.
10	Welcoming a New Pet	A new pet is moved into the family. They go to pick up the pet, set up a special place at home for it, and spend the time getting to know their new furry friend.
11	Winter Holiday Preparations	The family prepares for a winter holiday celebration. They decorate the house with lights and a Christmas tree, wrap gifts for each other, and bake cookies. They sing holiday songs and enjoy the festive decorations.
12	Family Cleaning Day	The family has a weekend cleaning day. They assign tasks like dusting, vacuuming, and organizing toys. After the cleaning is done, they make a special snack and play a board game together to relax.

Newspaper Article: Our Diverse World of Families

Families Around the World

Publish Date: April 19, 2024



Did you know that families can look very different from each other? Around the world, families come in many shapes and sizes. Dr. Emily Green, a family expert, says, "Every family is special. Some kids live with their mom and dad, others with just their mom or just their dad."

In some places like India, big families with grandparents, uncles, aunts, and many children live together in one big house. They share meals and play games together.

Tom, a 7-year-old boy from Canada, lives with his mom and his sister. He says, "I love having my mom and sister with me. We read stories and draw pictures together."



It is wonderful how different and special each family can be.

Draw and Write

Draw your family and describe them.

PREVIEW

Word Search

Find the words in the wordsearch.

Family	Canada
Mom	Sister
Grandparents	House
Unique	Play
Children	Together

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

Fact or Fiction – World Family Cultures

Objective

What are we learning about?

To help students learn about different family traditions and cultural practices from around the world, while promoting cultural awareness.

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity.

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

Fact or Fiction

Read the statements to the class

#	Statement	Fact or Fiction
1	In Japan, people eat rice cakes called mochi on New Year's.	Fact
2	In Canada, everyone eats maple syrup with every meal.	Fiction
3	In India, kites are flown to celebrate Independence Day.	Fact
4	In Mexico, children receive gifts on Christmas Day.	Fiction
5	In Norway, children go to school on skis in winter.	Fiction
6	In Brazil, Christmas is celebrated in the summer.	Fact
7	In Brazil, everyone speaks Spanish.	Fiction
8	In France, people say "Bonjour" to greet each other.	Fact
9	In Italy, spaghetti grows in the ground.	Fiction
10	In Egypt, people often have picnics near the pyramids.	Fact
11	In Russia, bears walk in the streets of Moscow.	Fiction
12	In China, the Dragon Dance is performed during New Year's.	Fact
13	In the United States, everyone lives in big cities.	Fiction
14	In South Africa, children learn three languages in school.	Fact
15	In Ireland, people dance jigs every morning.	Fiction
16	In Spain, people take a nap called a siesta in the afternoon.	Fact
17	In Scotland, men wear skirts called kilts.	Fact
18	In Iceland, the sun shines at midnight in the summer.	Fact
19	In Germany, every breakfast includes chocolate cake.	Fiction
20	In Sweden, people celebrate the sun at midnight on Midsummer's Day.	Fact
21	In Thailand, there is a festival where people float lanterns in the sky.	Fact
22	In the Netherlands, children wear wooden shoes called clogs to school.	Fiction
23	In Canada, people say "sorry" if they bump into someone, even if it's not their fault.	Fact

Ordering Births in Lily's Family

Lily has learned about 3 generations in her family. She has figured out the following:

- Her nanny is older than her poppy
- Her nanny and poppy had Aunt Wendy first and my dad second
- My Aunt Wendy had my older cousin James first. James was my grandpa's first grandson
- After James was born, I was born!
- Then my dad had my cousin Claire. Claire is 1 year younger than me.
- Next, my poppy had my younger brother Steven.
- The last person born in our family was my cousin Ruby. Ruby is 2 years younger than me.



Ordering

Put the events below in order from first to last using the letters

First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	
Eighth	
Ninth	

- a) Poppy was born
- b) My poppy was born
- c) My cousin James was born
- d) My nanny was born
- e) My cousin Claire was born
- f) My brother Steven was born
- g) I was born
- h) My dad was born
- i) My aunt Wendy was born

Name: _____

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Curriculum Connection
DR1.2

Births In My Family

Think

Write the names of family members on one side of your family

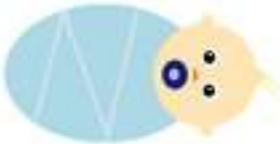
Order

Order the births above using 1 as the oldest, 2 as the next oldest and so on

Ben's Life - Ordering Events

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

Ordering _____ the events below in order from what happened 1st to 6th

Ben	Order - 1 to 6
	
	
	
	
	
	

Ben's Life - Ordering Events

Bella is a grade 1 student. She can remember some big events in her life. Her first memory is of her playing at daycare. She loved playing in the sandpit. Then she remembers nap time when she started kindergarten. While she was in kindergarten, her family moved to a new house. She also remembers graduating kindergarten and having a birthday party. One summer before grade 1, Bella fell and broke her arm. She remembers getting a new house. In grade 1, Bella took a trip to British Columbia with her family. Bella just finished a birthday party as she finishes grade 1.

Ordering Events

Put the events in order from what happened 1st to 7th

			
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---	---	---

Brian's Life Events

Brian is 8 years old. He has learned a lot about his family by asking his parents questions. He found out that his grandpa moved to Canada 60 years ago from Italy. After his grandpa lived in Canada for 5 years, he married his wife who is my grandma.

My grandparents had 3 children – my mom, my aunt, and my uncle. My mom met my dad when she was 22 years old. They got married when my mom was 26.

When my mom was 28, they had their first child, my oldest brother. Then, they had me! Next, they had my sister. My sister was 3 years old.



Ordering

Put the events in order from first to last

- | | |
|-----------|---------------------------------|
| First ● | ● My oldest brother was born |
| Second ● | ● My mom was born |
| Third ● | ● My grandpa moved to Canada |
| Fourth ● | ● My sister was born |
| Fifth ● | ● My mom and dad got married |
| Sixth ● | ● My grandpa married my grandma |
| Seventh ● | ● I was born |
| Eighth ● | ● My mom and dad first met |

My Life Events

Think

Answer the questions below to help remember important events

1) Did any of your grandparents immigrate to Canada? If yes, who and where did they immigrate from?

2) Have there been any weddings in your family? If yes, explain who got married.

3) Make a list of people born in your family (brothers, sisters, or cousins)

Name	How old are they now?

How old are they now?

My Life Events

Use the life events from your previous page in order from first to last.

The life events should include the following (if possible)

- 1) If any grandparents immigrated to Canada (moved to Canada)
- 2) Any weddings you remember
- 3) Brothers, sisters, or cousins being born



Order your life events in order what happened first to last

Order	Life Events
First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	

Big Events in My Life - Planning

Big Events

Draw pictures of big events in your life. Explain each event



PREVIEW



Big Events in My Life - Timeline

Timeline

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

PREVIEW

Timeline

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

Timeline

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

Big Events Bingo**Bingo**

Ask the students in your class if they have done something below. Write their name if they have.

Has been on a bus	Plays hockey	Has a younger brother	Has been on an airplane	Has a younger sister
Has moved houses	Has been to a different school	Has a dog	Has broken a bone	Plays basketball
Can play an instrument	Has been on a train	Has played baseball	Has been to an NHL game	
		Free Space		
Has been to a concert	Lives with their grandparents	Has been to Toronto	Has been on a snowmobile	Parent works at home
Can ride a bike	Has been to the USA	Has been on a motorcycle	Was nervous on the first day of school	Has been to Ottawa

Circle of Life and Family

The Stages of Life

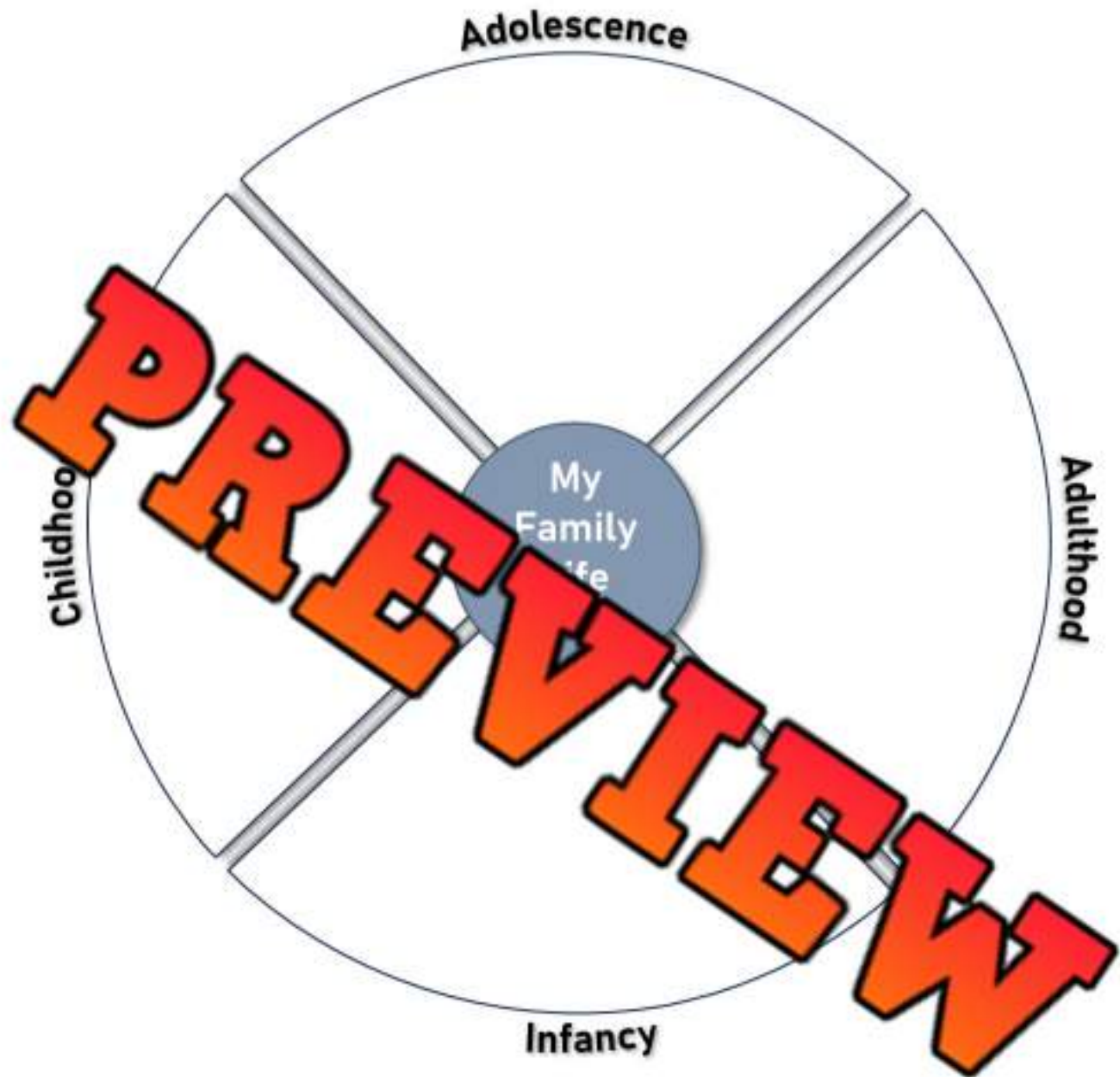
Life is like a circle, and we all go through different stages as we grow.



Each stage is important and teaches us something special about life and our family.

Draw

Draw your family members in the life stages circle where they belong.

**Making Connections**

What life stage would you love to be in, why?

The Foods We Eat

Where Food Comes From

Here are some foods we eat in Saskatchewan and where they come from:

- **Wheat:** Grows in fields. Farmers plant it and it turns into bread and cereal.



- **Milk:** Comes from cows. Cows live on farms and give us milk to drink.

- **Berries:** Grow on bushes. We pick them in the summer to eat fresh or make jam.



- **Fish:** Come from lakes. Fishers catch fish like salmon and walleye for us to eat.



From Farm to Table

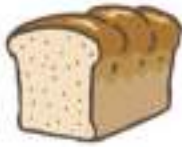
- **Farmers** grow vegetables and wheat.
- **Cows** give milk and farmers collect it.
- We get food from **stores** after it comes from farms and lakes.



We need the **sun**, **water**, and **soil** to help all our food grow and be ready for us to eat. We thank the farmers and nature for our food.

Matching

Match each food with where it comes from



Colour

Colour the things where food grow. Write their names



Draw and Write

Draw your lunch and tell where it came from.

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

Mapping Our Food's Journey

What Is Food Mapping?

Food mapping means finding out where our food comes from. We look at a map and see the places our fruits, vegetables, and other foods are grown.

Foods We Eat from Far Away

- **Bananas** - They grow in warmer places like **United States** and **Central America**.



Some come from **Ontario**

- **Rice** - Comes from very far away in **Asia**, like **China** and **India**.



Food Grown in Saskatchewan

Wheat - We grow lots of wheat here. It is used to make bread.

Canola - Used to make cooking oil.



Why It Matters

It is important to know where our food comes from. This helps us take care of our planet by understanding how food travels to us.

Matching

Connect each food to where we get it from.



•

•

•

•

Ontario

India

Saskatchewan

Connecting

Pick 3 foods from the list and write down where they are from.

Food: _____

From: _____

Food: _____

From: _____

Food: _____

From: _____

Word Search

Find the words in the wordsearch.

Mapping	Food
Journey	Bananas
Ecuador	Rice
Asia	China
Wheat	Canola

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

From Farms to Families

Farm Life

Farms are big places where our food grows. Farmers plant **seeds** in the soil.

The seeds need **sunlight**, **water**, and **care** to grow into plants. In Saskatchewan, farmers grow many foods like **wheat**, **peas**, and **canola**.

Grow Food

- **Wheat:** Farmers plant it in the spring. Wheat grows tall and is harvested in the **summer**.
- **Peas:** They grow in little green pods. We pick them in the **summer**.
- **Canola:** Has pretty yellow flowers. It turns into oil that we use in cooking.



Harvest Time

When the plants are ready, farmers use big machines to **combine** the crops. This is called **harvesting**. The food is then cleaned and sent to stores where families can buy it.



Thank You, Farmers!

Farmers work very hard to grow food for us. We thank them for all they do to help us eat healthy and delicious meals!

Matching

Draw a line from the term to its meaning.

Farms☐ Pretty yellow flowers turn into oil that we use for cooking.**Harvesting**☐ Big places where our food grows**Canola**☐ When farmers use big machines to collect the food that has grown.**Draw****Draw**

Pictures of food going from farms to families

Planting a Seed	Harvesting	A farm food

Yes or No

Is the answer yes or no?

1) Do all plants grow in winter?	Yes	No
2) Does canola turn into oil?	Yes	No
3) Do machines help farmers harvest?	Yes	No
4) Is harvesting done before plants grow?	Yes	No
5) Do all farms grow wheat?	Yes	No

Role Play: From Farm to Table Journey

Objective

What are we learning about?

To help students understand the process of how food travels from its origin to their dinner table, emphasizing the connection between nature and our daily meals.

Materials

What you will need for the activity.

- Scenario cards depicting different stages of food production.
- Props or costumes such as hats, vegetable baskets, truck models, and food items.



Instructions

How you will complete the activity.

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

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Planting Day on the Farm	It is a bright, sunny morning, and four young farmers are excited to plant their seeds. Each has a small bag of seeds for carrots, tomatoes, and sunflowers. They chat about how these tiny seeds will grow into big, yummy vegetables and beautiful flowers.
2	Watering the Plants	One week later, the young gardeners return to the farm with watering cans. They carefully water the tiny sprouts that have started poking out of the ground. Everyone talks about how these little plants are growing every day with enough water and sunlight.
3	Harvest Time	The garden is full of ripe vegetables. One young farmer picks tomatoes, peppers, and cucumbers, putting them into their baskets. They are proud and talk about the colors and shapes of the vegetables they have grown, excited to take them to the market.
4	Driving to the Market	Today, two farmers and a truck driver load a truck with baskets full of fresh vegetables. They arrange everything carefully, making sure the vegetables are safe for the trip. They are excited to meet people at the market and sell their fresh produce.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Selling at the Market	The market is bustling with people. The young farmers set up their stall and arrange their vegetables. They greet customers with big smiles and tell them how they grew each type of vegetable, feeling proud of their hard work.
6	Family Shopping at the Market	A family comes to the market looking for fresh ingredients for their meal. They wander around, picking the best tomatoes, cucumbers, and carrots. They discuss what tasty dishes they can make with these fresh ingredients.
7	Cooking Dinner	Back at home, the family gets busy in the kitchen. The children wash the vegetables, and the parents chop the ingredients. They work together to follow a recipe, making a big salad and a vegetable pasta dish.
8	Setting the Table	The children set the dinner table with care. They place plates, forks, and knives, and fold the napkins nicely. In the middle of the table, they put a vase with flowers to make everything look beautiful.

Scenario Cards

Cut out the topics below.

	Scenario	Description
9	Family Dinner	The family gathers around the table to eat the meal they prepared together. They talk about the fresh taste of the vegetables and how they enjoyed making dinner together. It is a new meal, full of laughter and yummy food.
10	Sorting the Compost	After dinner, it's time to sort the leftovers. The family explains how the food scraps will go back to the farm to help the soil. They put the scraps in a compost bin, knowing they are helping the environment.
11	Returning to the Farm	The next day, the farmers take the compost back to the farm. They spread it around the plants, talking about how it will help the new vegetables grow better. They feel good about using everything and not wasting food.
12	Preparing for the Next Planting	The cycle starts again as the farmers prepare the field for new seeds. They discuss what they learned from this year's crops and plan what they will plant next. They are excited to continue farming and growing more delicious food.

Seasons and Changes

What Happens in the Seasons?

In Saskatchewan, each **season** brings different changes to our environment and the foods we can grow and eat. Here's what happens:

Spring

- Flowers bloom.
- Animals wake up.
- Planting seeds.
- we eat fresh greens and rhubarb.

Summer

- It gets warm.
- Trees are leafy.
- Fruits and vegetables grow.
- There are lots of berries and vegetables.

Winter

- Very cold and snowy.
- Lakes freeze over.
- No outside food grows.
- We eat food stored from other seasons like potatoes.

Fall

- Leaves change color.
- Harvest crops like corn.
- Pumpkins and apples picked.
- we have grains and root vegetables like carrots.

Each season helps plants grow and gives us different foods to eat in Saskatchewan.

Choose

Put a check mark beside the correct answer(s) for each question.

1) Summer:

- ☐ It gets warm
- ☐ Trees are leafy
- ☐ Lakes freeze over

2) Winter:

- ☐ We harvest crops like wheat
- ☐ We eat stored food
- ☐ Very cold and snowy.

3) Spring:

- ☐ Planting starts
- ☐ Leaves are green
- ☐ Flowers bloom

4) Fall:

- ☐ Leaves change, fall
- ☐ We harvest crops like wheat
- ☐ Animals wake up

Draw

Draw food that grows in each season below.

1)

Spring

Summer

3)

Winter

4)

Fall

Story: Ellie's World Tour

Ellie the eagle loved soaring through the skies. One bright morning, she decided to discover how families live in different places around the world.

In Canada, spotted houses made of logs tucked away in the woods. The roofs were steep, so the snow would slide off, keeping the houses warm and cozy.



Next, she flew to Venice, Italy. She was amazed to see houses built right on the water. Families here used gondolas instead of cars to get around. Ellie thought it was like living in a floating city!

Then, Ellie headed to Morocco, where she saw homes called "riads." These houses had walls all around to keep the inside cool and private. Inside, there were beautiful gardens and fountains. Ellie loved the peaceful feeling in these homes.



Ellie learned how homes are specially made to fit their surroundings.

Circle

Reading the clue, circle the climate areas of the house types below.

House Type	Clue	Climate Areas	
 Log Cabins	This house is made of logs (trees from the forest).	 Cold Areas	 Hot Areas
 Adobe Houses	This house has thick mud walls.	 Cold Areas	 Hot Areas
 Mediterranean houses	This house has no windows.	 Cold Areas	 Hot Areas
 Igloos	This house can be built during a big snowfall.	 Cold Areas	 Hot Areas

Making Connections

Is your house made for snow or sun? Explain.

Nature's Gifts

Nature Helps Us

Nature gives us many gifts that help us live every day. In Saskatchewan, we see these gifts all around us.

What Nature Gives Us



- **Water:** Lakes and rivers give us water to drink.

- **Trees:** Forests give us homes for wild houses.



- **Food:** Fields grow wheat and corn for us to eat.



Taking Care of Nature

It is important to take care of nature because it gives us so many gifts. We can:

- Plant **trees**.
- Keep **water** clean by not throwing trash in it.
- Help keep the **air** clean by **walking** or **biking**.



Fun Fact



Did you know? Saskatchewan has over **100,000** lakes and rivers! We can play and fish in them, but we must keep them clean.

Fill In The Blank

Fill the blanks using the words from the box below.

Forests

Walking

Biking

Lakes

1) _____ and rivers give us water to drink.

2) _____ give us wood to build houses.

3) We can keep the air clean by _____ or _____

Draw

Draw two gifts from Saskatchewan and write their names.

Making Connections

How can you take care of nature?

Story: Living Together With the Environment

Draw

Draw pictures that illustrate the story.

Once upon a time, in a big, beautiful forest, there were many animals and plants living happily. The trees were very tall, and they helped clean the air by taking in bad air and giving out good air.

PREVIEW

PREVIEW

One sunny day, a family went camping in the forest. They brought food, played games, and slept under the stars. The family knew how important it was to look after the forest. They made sure to keep the place clean by picking up all their garbage and putting it in bins.

The animals in the forest watched the family. They saw the family taking care of their home and felt happy and safe. The birds chirped louder, and the squirrels played more because the forest was clean and beautiful.

PREVIEW

PREVIEW

Before leaving, the family planted a small tree. They knew the tree would grow big and help the forest stay healthy. They felt proud because they helped nature.

And so, the forest stayed green and happy because everyone helped take care of it. Together, we can all help keep our planet beautiful!

Water Around Us

What is Water?

Water is all around us. It fills up our **oceans**, **rivers**, and **lakes**. Water is super important because we need it to drink, grow our food, and clean things.

Where to Find Water

- **Oceans:** These are the biggest bodies of water on Earth.
- **Rivers:** Water that moves across the land.
- **Lakes:** Big pools of water that do not move.



Why Water is Important

- We **drink** water to keep us healthy and clean.
- **Plants** need water to grow. Without water, we would not have fruits and vegetables.
- **Animals**, like fish and frogs, live in water. Some animals drink water to survive.



Water is shown on **globes** and **maps** to help us see where it is. This helps us understand where people might live and grow food. That is why finding water on a map is fun and important!

Matching

Match the picture of the water body to its meaning.

☐ Water that moves across the land.☐ The biggest bodies of water on Earth.☐ Big pools of water that do not move

Colour

Colour and label some uses of water.



Colour and Label

Colour the globe and label the parts as water or land.



Fact or Fiction – Environmental Actions

Objective

What are we learning about?

To help students understand the impact of various actions on the environment and to promote critical thinking about ways to protect our planet.

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity.

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

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Trees help clean the air we breathe.	Fact
2	All plastic bottles are bad for the environment.	Fiction
3	Cars don't cause air pollution.	Fiction
4	Turning off lights when you leave a room saves energy.	Fact
5	Plants grow without sunlight.	Fiction
6	Recess is good for the Earth.	Fact
7	Recycling is only for paper and glass.	Fiction
8	If it's cold outside, it must be a lie.	Fiction
9	Bees are important for the environment.	Fact
10	Ocean water is bad for the environment.	Fiction
11	Walking or biking is better for the environment than driving.	Fact
12	Animals can talk to each other like humans.	Fiction
13	Throwing garbage on the ground is okay if you pick it up later.	Fiction
14	Using both sides of the paper helps save trees.	Fact
15	Water can be used up if we waste too much.	Fact
16	All bugs are bad for plants.	Fiction
17	A clean river has no fish.	Fiction
18	Birds help plants grow by spreading seeds.	Fact
19	You can save water by taking shorter showers.	Fact
20	Earth is the only planet with water.	Fiction
21	Clouds are made of cotton candy.	Fiction
22	Leaving the fridge open helps cool the house.	Fiction
23	Littering harms wildlife and the environment.	Fact
24	All snakes are dangerous.	Fiction
25	People need to drink water to stay healthy.	Fact

Newspaper Article: Community Helpers

Community Helpers Keep Us Safe and Happy

Published Date: April 19, 2024

In every town, there are people who help us every day. Dr. Anna Lee, a doctor, says, "Doctors help people stay healthy." She uses her tools to check if kids are growing well. Doctors are important because they help us if we are sick.



Firefighters, like Mr. Joe Carter, also help a lot. "I drive the fire truck and put out fires,"



he says. This keeps our homes safe from fire. Firefighters wear special clothes to protect themselves.

We also have teachers who



teach us to read and

help us go to school

every day to learn new things.

Police officers keep us

safe too. They wear

uniforms and drive

police cars. They make

sure everyone follows

the rules.



Fill in the Blanks

Use the "community helpers" word bank to fill in the blanks.

Community Helpers Word Bank

Garbage Collector	Doctor	Teacher	Firefighter	Police Officer
				

1) Someone who helps us stay healthy is a _____.

2) A person who puts out fires is a _____.

3) A person who teaches kids at school is a _____.

4) Someone who keeps us safe is a _____.

5) Someone who picks up the trash is a _____.

Draw and Write

Draw the community helper you want to be and write why.

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

Activity – Community Helpers Guess Who

Objective

What are we learning about?

To identify and understand the roles of different community helpers through engaging guessing games.

Materials

What you will need for the activity.

- Clue statements about various community helpers
- Bell or buzzer (optional)
- Paper and pencils for recording guesses



Instructions

How you will complete the activity

1. Divide the students into small groups of 3 to 4.
2. Read a clue statement about a community helper. For example, "This person helps sick people feel better and works in a hospital."
3. Give the groups a moment to discuss and guess which community helper matches the clue.
4. After each clue, allow one group to share their guess with the class.
5. If desired, use a bell or buzzer to signal when it's time to guess.
6. Repeat the process with different clue statements until each group has had a chance to guess.
7. Facilitate a discussion about the different roles of community helpers and how they contribute to our community.

Guess Who

Read the statements to the class.

#	Question	Answer
1	Guess who helps sick people feel better?	Doctor
2	Guess who makes sure students learn new things at school?	Teacher
3	Guess who brings letters and packages to your doorstep?	Mail Carrier
4	Guess who puts out fires and rescues people from danger?	Firefighter
5	Guess who helps you find books to read and learn new things?	Librarian
6	Guess who fixes things in your home when they are broken?	Handyman
7	Guess who grows fruits and vegetables on a farm?	Farmer
8	Guess who keeps your community safe and helps when there is trouble?	Police Officer
9	Guess who delivers mail or packages on a bicycle?	Delivery Person
10	Guess who helps animals when they are sick?	Veterinarian
11	Guess who builds new houses and adds things for people?	Construction Worker
12	Guess who drives a big truck and picks up trash every week?	Garbage Collector
13	Guess who helps you learn about the stars and planets in the sky?	Astronomer
14	Guess who patrols our neighbourhoods and keeps everyone safe?	Security Guard
15	Guess who takes care of our parks and makes sure they are clean and fun?	Park Ranger
16	Guess who helps you recycle your bottles and cans?	Recycling Worker
17	Guess who helps you cross the street safely?	Crossing Guard
18	Guess who works in a hospital and helps sick people get better?	Nurse
19	Guess who drives a big truck and brings food to our grocery stores?	Truck Driver
20	Guess who helps you learn about different animals and their habitats?	Zoologist

Newspaper Article: Models of the World

Our Big World on a Small Globe

Published: April 18, 2024

Have you ever seen a globe? It is a small model of the Earth. Maps are flat pictures of the Earth. They are made in a different way. They show us what the Earth looks like.

A globe is a small ball that looks like Earth. It has all the lands and waters painted on it.



Dr. Emily Chen, a geography teacher, says, "Globes are special because they are round like our Earth. They help us see where different countries

and oceans are."

Maps are flat pictures of the Earth. They can hang on your classroom wall or be in a book. They show us the same things as globes but in a different way.

A boy named Lucas says, "I like looking at maps to see where the oceans are."

Globes and maps help us learn about our world. They show us that Earth has lots of water and land where people live.

Circle

Read the clue and circle the word map or globe

Map



A small round ball that looks like the Earth



Globe

Map



It can hang on a classroom wall



Globe

Map



It is a flat picture of the Earth



Globe

It always shows the whole world



Globe

Colour

Draw and name two models of the Earth below

**Draw**

Draw a simple map of your house and neighbourhood.

Activity – My Community Map

Objective

What are we learning about?

Students will create a simple map of their community, focusing on places that are important to them, like their home, school, and landmarks.

Materials

What you will need for the activity.

- A planning page for each student
- Crayons or colored markers
- Planning page with guiding questions
- A sample map to show



Instructions

How you will complete the activity.

1. Start by showing the students a simple map and explain what a map is. Discuss the importance of landmarks and why we need them in our community.
2. Hand out the planning pages and let the students think about the places they want to include on their maps. Encourage them to use the questions on the page to help them decide.
3. Give each student a sheet of paper and crayons or markers.
4. Ask the students to draw their home first, then the road leading from their home to their school.
5. Encourage them to add other important places like parks, a friend's house, a store, or a library. If using stickers, they can place these on their map for each landmark.
6. Once they have finished drawing, help them label each place.
7. Gather the students in a circle and let them share their maps with the class.

Planning

Answer the questions below.

1) Where do you live? What colour is your house?

2) Where is your school? What is something special about your school?

3) What roads do you have to go on from your home to your school?

4) What are your favourite places in your community?

5) Are there any important buildings or landmarks in your community?

Reference Sheet

Examples of community map drawings.

1)



2)



3)



Name: _____

99

Curriculum Connection
DR1.4, DR1.5

Draw

Draw your community map here.

PREVIEW

Story: Tommy's Treasure Globe

One sunny day, Tommy brought a big, shiny globe to class. He spun the globe and stopped it with his finger. "Look, we are in Canada!" he said with a smile.

Tommy then picked up his pencil. "This pencil comes from China!" he shared, spinning the globe again to show where China is.

It is very far from here, across a big ocean!

Next, he grabbed a ruler. "This ruler was made in India!" Tommy showed the class.

India is also far, but it is famous for beautiful colours and spices.

Then, Tommy held up his wooden ruler. "This ruler was made in the United States," he explained, pointing to our neighbour just below Canada.

Lastly, he took out a map from his bag. "And this map was printed right here in Canada!" he announced proudly.

Tommy's class learned that our classroom is full of things from all around the world. They felt connected to many places.



Visualizing

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

Colour & Label

Label the picture of the items below. Using the story, colour and label the countries they come from on the map.



Activity – Mapping Our Classroom

Objective

What are we learning about?

To help students learn about maps by creating a simple map of their classroom. This will teach them basic map symbols and how to give directions.

Materials

What you will need for the activity.

- Large sheet of paper (one per group)
- Coloured markers or crayons
- Ruler and pencil
- Planning page with guide



Instructions

How you will complete the activity.

1. Begin by grouping the students into teams of 3 or 4. Give each group a planning page to each group to help them think about what they want to include in their map.
2. Allow the groups to explore the classroom with their planning pages, noting key areas such as desks, your desk, doors, windows, and themselves.
3. Once all groups have completed their exploration, provide them with a large sheet of paper and drawing materials.
4. Guide the groups to draw the outline of the classroom on their papers using rulers for straight lines.
5. Instruct them to add the areas onto their maps using simple symbols and to colour these in for clarity.
6. Help the students to label each symbol clearly on their map.
7. After completing the maps, have each group demonstrate it to the class.

Planning

Answer the questions below.

1) What do we see in our classroom?

2) What should we put on our map?

3) Where is everything?

4) What symbols should we use to represent things?

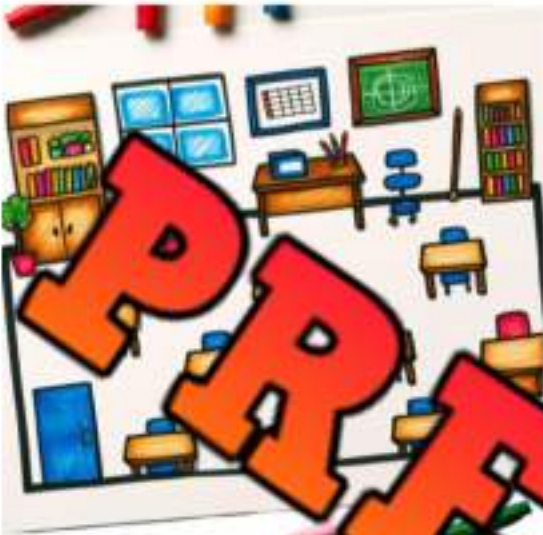
5) How do we make sure our map is easy to read?

PREVIEW

Reference Sheet

Examples of classroom map drawings.

1)



2)



3)



My Place in the World

Our Home on the Map

We live in a large country called **Canada**, and within Canada, there is a beautiful place called **Saskatchewan**.

Discover Canada

- Canada is a large country.
- It is full of land and natural resources.
- Canada is located in the north of the world on a globe.



Canada's location on a globe

Discovering Saskatchewan

- **Saskatchewan** is a part of Canada.
- It is big with lots of farms and open spaces.
- Saskatchewan is in the middle of Canada.



Saskatchewan's location on a map

Using a Map

When we look at a map, we can see where both **Canada** and **Saskatchewan** are located. It is important to remember that our home is in this wonderful place, right in the heart of Canada!

Colour

Colour Canada on the globe and describe where it is.



Colour

Colour Saskatchewan below and describe where it is.



True or False

Is the statement true or false

1) Canada is a small country.	True	False
2) There are many lakes in Canada.	True	False
3) Saskatchewan is near the ocean.	True	False
4) Canada is on top of the world on a globe.	True	False
5) Farms are common in Saskatchewan.	True	False

Local Landmarks and Their Histories

What is a Landmark?

A **landmark** is a special place that lots of people know. It helps us remember important things from the past. In Saskatchewan, we have many landmarks that tell us about our province.

Famous Landmarks in Saskatchewan

- **Legislative Building** - This building is in **Regina**. It is very old and beautiful.



Saskatchewan Legislative Building



Saskatoon's Train Bridge

- **Saskatoon Train Bridge** - This long bridge for trains in **Saskatoon**. It crosses the **North Saskatchewan River**.
- **RCMP Heritage Centre** - This place in **Regina** shows the history of police officers.



Royal Canadian Mounted Police (RCMP) Heritage Centre

Why Landmarks are Important

Landmarks help us remember our history. They show us where we came from and teach us about the people who lived before us.

Colour

Colour and label this big, beautiful landmark of Saskatchewan in Regina.

**Word Scramble**

Unscramble the words from the word bank.

Word Bank

Building

Community

River

Police

Landmark

Saskatoon

Legislative

Bridge

Regina

Heritage

History

MADKNARL

NITRA

SASNAKT00

DIGBER

DILBUNGI

HOYTSIR

Spelling Bee – Geography and Family Life

Objective

What are we learning about?

To help students learn and spell words related to geography, family life, and environmental stewardship, enhancing their vocabulary and understanding of family roles and cultural diversity within their communities and the world.

Materials What you will need for the activity.

- List of vocabulary words
- Bell or buzzer signaling correct spellings



Instructions

How you will complete the activity

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

Spelling Terms**List of words for the Spelling Bee**

Easy	Moderate	Hard	Very Hard
Map	Country	Recycle	Environment
Mom	River	Tradition	Continent
Dad	Ocean	Culture	Sustainability
Mountain		Celebration	Responsibility
Sun	Family	Community	Biodiversity
Tree		Heritage	Preservation
Home	Forest	Festival	Multicultural
Bed	Desert	Colony	Stewardship
Car	Island	Pollution	Conservation
Dog	Waterfall	Habitat	Endangered
Cat	Care	Diversity	Participation
Fish	Landscape	Renewable	Cooperation
Bird	Planet	Resource	Neighbourhood
Leaf	Climate	Wildlife	Agriculture
Park	Garden	Energy	Saskatchewan

Jeopardy – Everything We've Learned

Objective

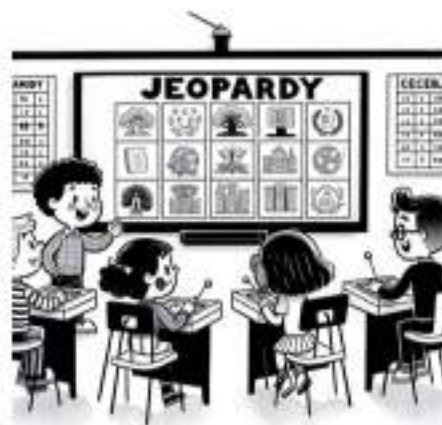
What are we learning about?

This activity will help Grade 1 students review what they've learned in a fun, interactive way. The game will cover topics such as Family Traditions, The Environment, Geographic Facts, and Community Roles.

Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell
- Scoreboard



Instructions

How you will complete the activity.

1. Print the Jeopardy board on the next page.
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

Jeopardy Question

Ask students the questions below

1 Points	2 Points	3 Points	4 Points	5 Points
What season is it when it snows? (Winter)	What is a round model of the Earth? (Globe)	Name a water body. (Lake, River, Ocean...)	What is a symbol of Saskatchewan? (Western Red Lily)	What's a home made of snow called? (Igloo)
What is our province called? (Saskatchewan)	What place is your favourite? (Library)	What's a Canadian symbol on the flag? (Maple Leaf)	Name a local food crop. (Wheat)	What do we call the changing weather patterns in nature? (Seasons)
Who makes us feel better when we are sick? (Doctor)	What's a celebration with costumes and candy in October? (Halloween)	What day do we celebrate our country? (Canada Day)	What is the name of the person who treats our teeth? (Dentist)	What's the first stage of life? (Infancy)
What's the special day for honouring mothers? (Mother's Day)	What is the sweet food bees make from flowers? (Honey)	What is the capital city of Saskatchewan? (Regina)	What is the name of the place where we remember historical figures and events? (Museum)	When is everyone Irish and wears green? (St. Patrick's Day)
What's the celebration with bunnies and eggs? (Easter)	What holiday do we give thanks and eat turkey? (Thanksgiving)	What's a drawing that shows where things are? (Map)	What day do we celebrate Earth and talk about taking care of it? (Earth Day)	A big building is in Regina, where laws are made. (Legislative Building)

Unit Test – Dynamic Relationships

Multiple Choice

Circle the best answer.

1) A day we celebrate our country...	Canada Day	Family Day
2) When kids grow bigger and become teenagers...	Adolescence	Adulthood
3) When farmers collect the food that has grown...	Harvesting	Watering
4) Water flows across the land...	Lake	River
5) What is on the flag of Canada?	Maple Leaf	Red Lily

Ordering

Put your journey from farm to families in order, using the letters.

1st		
2nd		
	a) Buy fresh veggies	b) Water little plants
3rd		
4th		
	c) Drive to market	d) Save scraps for compost
5th		
6th		
	e) Cook veggies for dinner	f) Eat dinner together
7th		
8th		
	g) Plant seeds in soil	h) Harvest big veggies

Circle

Decide if the person described is a community helper or not.



This person teaches kids to read and write.



This person throws trash all over the park.



This person breaks windows and fences in town.



This person helps fight fires and helps people.



This person takes care of sick pets.



This person sprays paint on buildings without asking.



This person brings your family letters and packages.



This person cuts down many trees and leaves the area bare.



This person dumps harmful stuff into our rivers.



This person collects and takes away our trash every week.



Yes or No

Is the answer yes or no?

1) Is Family Day a day to spend time with our families in February?	Yes	No
2) Are teenagers in the Circle of Life called adults?	Yes	No
3) Is the food we eat from stores always grown in Saskatchewan?	Yes	No
4) Is a globe the same shape as our round Earth?	Yes	No
5) In the spring do we plant seeds for pumpkins in Saskatchewan?	Yes	No
6) Do cows talk like animals and people do?	Yes	No
7) In fall, do leaves lose their colour and fall down?	Yes	No
8) Is Saskatchewan located in the middle of the world on a globe?	Yes	No
9) Is the Legislative Building in Regina where we vote for mayors?	Yes	No
10) On a map, is Saskatchewan shown in the middle of Canada?	Yes	No

Match

Match the picture to its description and write the number in the box.











1)	The symbol of Saskatchewan which is also found on the flag...
2)	The big, round model of our planet...
3)	The grain that grows in fields and turns into bread...
4)	The model where we can see places on a flat surface is...
5)	The body of water that doesn't move...



Google Slides Lessons Preview





Saskatchewan Social Studies Power and Authority – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

INTRODUCTION TO PEACE AND HARMONY

LEARNING GOAL

We are learning to **show peace and harmony** so we can **be kind, share, and work well with others.**

Peace and Harmony: True or False Activity

Check **True** or **False** For Each Statement Based on What You Learned.

	True/False
1) We show peace when we use kind words.	
2) Harmony means people fight and yell at each other.	
3) We only need to be peaceful at school, not at home.	
4) Sharing and taking turns can help make peace.	
5) Helping each other is one way to show harmony.	
6) Peace means being mean when you are upset.	

True

False

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation – What Stuck With You?

After learning about peace and harmony, do this activity:

- Think about one thing you learned about peace or harmony that stayed in your mind.
- Write why it was important or interesting to you.

Share your idea with a partner or the class.



Saskatchewan Social Studies

Power and Authority – Grade 1

Matching Activity: How Do We Share and Take Turns?

(Drag each action to the correct description)

Action	Description
	Letting others use toys, books, or crayons
	One person goes, then another person goes
	Using nice words and caring for others
	Making sure everyone gets a chance
	Grows when children share and take turns

Fair Play

Kindness

Friendship

Taking Turns

Sharing

Kindness Word Search

Find the words hidden in the puzzle. They are all about kind words and how they help people.

Please	Sorry
Kind	Apologize
Help	Love
Care	Thanks
Smile	Respect

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

Multiple Choice Questions

1) What does it mean to make a choice?

A) Planting a tree
B) Building a house
C) Picking what to do

2) What is a majority vote?

A) The choice with the most votes wins
B) Nobody gets to choose
C) One person picks for all

3) What do people do in a majority vote?

A) They say what they want
B) They shout
C) They stay silent

4) Taking turns

A) Talking and agreeing together
B) Keeping your idea secret

5) Why is consensus important?

A) It stops all talking
B) It makes the day shorter
C) It helps people feel heard

6) What is one way groups make choices?

A) By voting or agreeing together
B) By closing their eyes
C) By guessing only



Saskatchewan Social Studies Power and Authority – Grade 1

4 PICS 1 WORD - UNDERSTANDING EMOTIONS



1) Guess the word that connects all four pictures!
2) Why is it important to know how people feel?

M P S T R E N O I H O C

Respecting Differences

Drag and Drop the Correct Words from the List in the Blank Space Next to Each Question.

1) Every person is _____ in their own way.	
2) We should _____ to other people's ideas and stories.	
3) People may speak different _____.	
4) We can learn new _____ from our friends.	
5) Respect means being _____ to everyone.	
6) Our class is more _____ when we respect differences.	
7) _____ people can teach us new things.	
8) We should treat everyone _____.	

- Different
- fairly
- peaceful
- languages
- special
- songs
- listen

Match the picture to the description on the next table.



	Description
	Puts out fires and helps keep us safe
	Helps us when we are sick
	Helps us learn new things at school
	Keeps people safe and helps in emergencies



Workbook Preview



Grade 1 – Social Studies Unit
Power and Authority

	Outcomes	Pages
PA	Analyze actions and practices in the family, classroom, and on the playground that	8-87
PA		

Preview of 65 pages from
this product that contains
113 pages total.

NAME: _____

POWER AND
AUTHORITY

PREVIEW

PEACE

Introduction to Peace and Harmony

What Is Peace?

Peace means feeling safe and happy without any fighting. It is when everyone gets along and there are no arguments. In our classroom, we have peace when we all get along with each other and play nicely.



What Is Harmony?

Harmony happens when everyone works together and helps each other. Just like in music, when different notes come together to make a lovely sound. In our family, when we all do our parts, things



How We Make Peace and Harmony

- **Kindness:** Saying nice things and smiling at each other.
- **Sharing:** Letting others play with our toys or taking turns.
- **Cooperation:** Working together to clean up or do a project.

When everyone does these things, our classroom and home are happy places!

Matching

Draw a line from the term to its meaning.

Harmony

☐ Feeling safe and happy without any fighting

Peace

☐ When everyone works together and helps each other**Circle**

Is this about peace or harmony?

1) Every child is reading their favourite books in class.	Peace	Harmony
2) Two students help each other finish a puzzle.	Peace	Harmony
3) The whole class sits in a circle.	Peace	Harmony
4) Listening to a classmate without interrupting them.	Peace	Harmony
5) Playing a team sport and cheering for each other.	Peace	Harmony
6) No arguments while choosing between two ideas.	Peace	Harmony
7) A pair of students solving a math problem together.	Peace	Harmony
8) The class created a big poster with everyone's ideas.	Peace	Harmony
9) Students working together to clean up the classroom.	Peace	Harmony
10) Students smiling because everyone is getting along.	Peace	Harmony

Colour

Colour & label the ways we make peace and harmony.



Activity – Peace Garden Creation

Objective

What are we learning about?

Students will learn about cooperation and the importance of peace by creating a 'Peace Garden' in the classroom. The garden will help students visualize how individual actions contribute to harmony in the classroom.

Materials

What you will need for the activity.

- Coloured construction paper
- Scissors (safety scissors for children)
- Large poster board
- Markers or crayons
- Planning page for each student



Instructions

How you will complete the activity.

1. Start by giving each student a planning page to draw what peace means to them and how they will represent it with a flower or plant.
2. Hand out coloured construction paper and safety scissors to each student.
3. Help each student cut out the shape of a flower or plant from the construction paper. They can choose their shapes based on their planning page.
4. Once the flowers or plants are cut out, students can use markers or crayons to decorate them and add details.
5. Next, each student will glue their flower or plant onto the large poster board or the section of the classroom wall designated for the Peace Garden.
6. After all the flowers are glued, gather the students around the Peace Garden and discuss each flower or plant. Allow each student to share what their creation represents about peace.
7. Display the Peace Garden in the classroom where it can remind everyone about the importance of peace and cooperation.

Planning

Answer the questions below.

1) What does your peace flower or plant look like? (Draw your flower or plant here. Think about the shapes)

2) What colour will your flower or plant be? (Choose a colour that makes you feel peaceful.)

3) What special details will you add to your flower or plant? (Will it have leaves? Will it sparkle? Draw them!)

4) Why did you choose this flower or plant for our Peace Garden? (Write about why this flower or plant shows peace for you.)

Example**Example Peace Garden flower and it's explanation**

Example Peace Garden

Explanation

The Peace Garden flower I made is a big flower with a yellow middle and blue petals. I picked blue because it makes me think of the sky when I am playing outside and feeling happy. The yellow middle is like the sun, which makes everything bright and warm. My flower can help make our classroom a peaceful place because it looks cheerful, just like how I feel when I am with my friends and we are all getting along.

Spelling Bee – Peace and Harmony

Objective

What are we learning about?

To help students learn and reinforce vocabulary related to peace, harmony, and community living.

Materials

What you will need for the activity.

- Prepared list of spelling words (provided)
- Bell or buzzer to signal correct spellings



Instructions

How you will implement the activity.

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

Spelling Terms

List of words for the Spelling Bee

Easy	Moderate	Hard	Very Hard
Share	Calm	Fairness	Harmony
Listen	Soft	Helpful	Teamwork
Kind	Play	Peaceful	Agreement
Smile	Help	Respect	Together
Friend	Welcome		Leadership
Fair	Warm	Share	Sharing
Nice	Safe	Cooperate	Supportive
Happy	Joy	Caring	Gratitude
Give	Care	Honest	Friendship
Hug	Sweet	Gentle	Kindness
Talk	Greet	Patient	Celebrate
Love	Trust	Polite	Cooperation
Help	Peace	Visit	Communication

Taking Turns and Sharing

Why We Share

Sharing means letting others use our things like toys, crayons, or books. When we share, everyone has fun and feel happy.



Taking Turns

Taking turns is when one person uses something for a little while, and then another person gets to use it. This helps us all have a chance to play and learn.



Happy Classroom

Here are some things that happen when we share and take turns.

- Everyone gets to **play**.
- There are fewer **fights**.
- We all make more **friends**.



Sharing and taking turns makes our classroom and playground peaceful and fun for everyone.

Circle

Would you "Share" or "Take Turns" in the situations below?

Share



You and a friend want to play with the same toy truck at the same time.



Take Turns

Share



You and your classmates all want to colour, but there's only one red marker.



Take Turns

Share



There's one small cake, and you and your friend are hungry.



Take Turns

Share



There's only one swing left, and you and the other kids want to use it now.



Take Turns

Share



I have a box of crayons, and a friend wants to colour too.



Take Turns

Draw

Draw a picture of sharing and taking turns on a swing.

Sharing

Take Turns

Question

List the good things that happen when we share and take turns.

Words Matter

Why Words Are Important

Words are like magic. They can make someone smile or feel sad. It is important to choose words that are **kind** and **respectful**.

Kind Words

Please	Sorry	Excuse me
Thank you	Can I help?	You're welcome
Great job!	I understand	I care

Using these words helps everyone feel **happy** and **loved**. When we use kind words, our friends and family feel loved.

Happy Stories With Words

Once, two friends were playing. One friend broke the other's toy by accident. He said, "**Sorry**," and they found a way to fix the toy together. This made both friends feel good because they solved the problem with kind words.

Remember, every **word** you choose can make a big difference. Always try to use words that make others feel good.



Fill in the Blanks

Use the "Kind" word bank to fill in the blanks

Kind Word Bank

Thank you

Please

Can I help?

Excuse me

Sorry

Great job!

- 1) Someone has their toys, you say "_____."
- 2) You bump into _____, you say "_____."
- 3) A friend gives you a sticky note, you say "_____."
- 4) You need to get by someone, you say "_____."
- 5) You see someone doing a good job, you say "_____."
- 6) Someone needs a seat, you say "_____ please mine."

Word Search

Find the words in the wordsearch.

Please

Thank

Sorry

Help

Care

Share

Smile

Love

Kind

Happy

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

Story: Thank You Day at School**Draw**

Draw pictures that show the story.

One bright Monday morning, Emma and her classmates decided to have a "Thank You Day" at school. Emma was excited to show gratitude to everyone. First, she thanked her friend, Alex, for sharing crayons. "Thank you, Alex, for being so kind!" Alex smiled brightly and shared even more crayons.

PREVIEW

PREVIEW

Next, during lunch, Emma saw her teacher, Mrs. Lee, helping everyone with their food. Emma said, "Thank you, Mrs. Lee, for taking care of us!" Mrs. Lee felt happy and appreciated.

After lunch, a police officer visited their class to talk about safety. Emma and her classmates listened carefully. When he finished, they all said together, "Thank you for keeping us safe!" The officer waved with a big smile.

PREVIEW

PREVIEW

At the end of the day, Emma thanked her dad for picking her up from school.

"Thank you, Dad, for your time!" said Emma. Her dad gave her a big hug.

Emma learned that saying "thank you" makes both her and the people around her feel special and happy.

Activity – The Compliment Circle

Objective

What are we learning about?

To help students understand how kind words can make others feel happy and appreciated, and to encourage a friendly and positive classroom atmosphere.

Materials

What you will need for the activity.

- A soft toy or object to pass around

**Instructions**

Here you will find the activity

1. Have all the students sit in a circle.
2. Explain to the children that they are going to give compliments to each other.
3. Show them the soft toy or object that they will pass to the person on their right after giving a compliment.
4. Start by holding the toy and demonstrating: give a simple compliment to the student on your right, like "I like your smile" or "You are a good friend."
5. Pass the toy to that student.
6. The student receiving the toy then gives a compliment to the next person on their right and passes the toy along.
7. Continue until every student has received and given a compliment.

Blog Post: Decision-Making in Our Lives

Making Choices Together

Date: April 30, 2024

Author: By Lisa Bell

3-minute read

Today, we are going to talk about how we make decisions. Sometimes, when we need to choose something, we can do it in different ways.

One way is **majority vote**. This means that everyone votes and the choice with the most votes wins. For example, if more kids want to play tag than hide and seek, then we will play tag.

Another way is **consensus**. This means that everyone must agree before making a decision. Like deciding on where to go, we can talk about it together each saying what is good at going to a place until everyone agrees on where to go.

Till I see you again, Lisa Bell

Comments:



Helen - April 30, 2024

I like using a majority vote because it is quick! But sometimes, my friend feels sad if his choice does not win.

Like Reply 1h ago



Aaron - April 30, 2024

I prefer consensus because it makes sure no one is upset. It might take a bit longer, but it helps us all agree and be happy!

Like Reply 3h ago

Matching

Draw a line from the term to its meaning

Majority Vote

☐ Everyone agrees together before deciding what to do.

Consensus

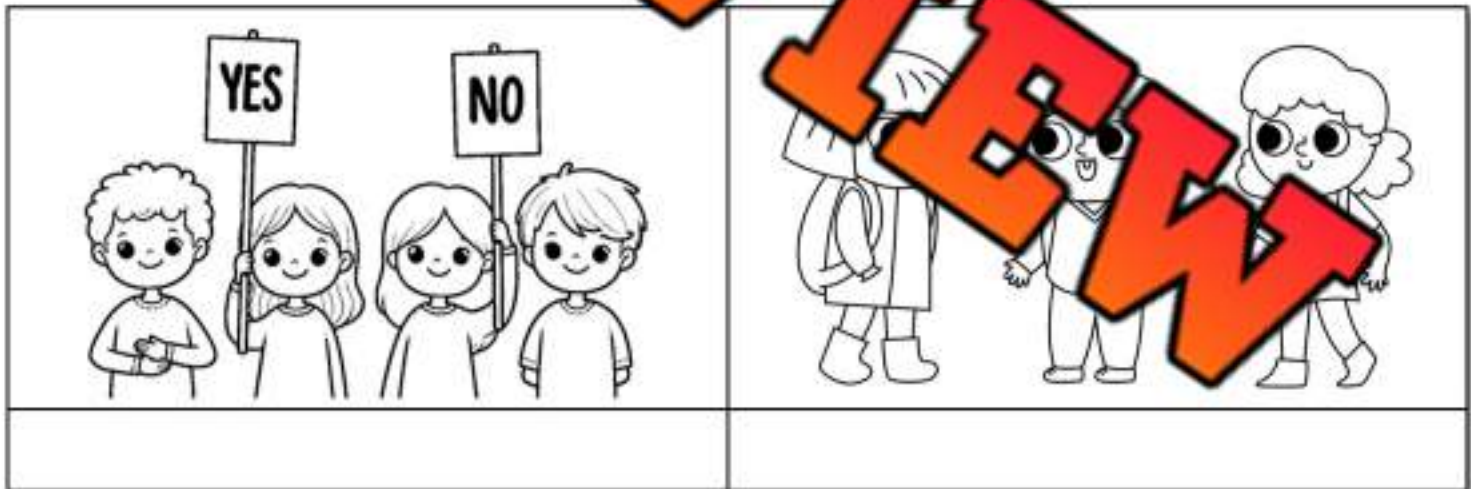
☐ When most people choose the same thing, it wins.**True or False**

Is the answer true or false?

1) Everyone agrees in a majority vote.	True	False
2) One person has to agree in a consensus.	True	False
3) Majority vote makes everyone happy.	True	False
4) Consensus is longer than voting.	True	False
5) Consensus helps everyone be happy	True	False

Colour

Colour & label the decisions as "Consensus" or "Voting"

**Questioning**

Write one question you have about the text?

Fact or Fiction – Rules and Decision-Making

Objective

What are we learning about?

To help students understand the importance of rules in the classroom and at home while developing their decision-making skills.

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity

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

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Classroom rules help us stay safe.	Fact
2	You can always do whatever you want in class.	Fiction
3	It is important to raise your hand before speaking.	Fact
4	Rules are just for fun and do not matter.	Fiction
5	Decisions can be made by voting in a group.	Fact
6	Sharing your ideas is a rule at school.	Fact
7	There should be no more classroom rules.	Fiction
8	Cleaning up your desk helps the class.	Fact
9	Rules stop you from having fun.	Fiction
10	Raising your hand lets teachers know you.	Fact
11	You should never listen to your friends.	Fiction
12	Making choices as a group can be fun.	Fact
13	You should always talk while others are speaking.	Fiction
14	Family rules help everyone get along.	Fact
15	Breaking rules always makes you popular.	Fiction
16	Helping to make decisions can make you feel happy.	Fact
17	Good decisions make everyone feel sad.	Fiction
18	Listening to others' ideas is a good rule to follow.	Fact
19	Rules are just there to make you sad.	Fiction
20	Making rules together can be fun.	Fact
21	Decisions are only for adults to make.	Fiction
22	You should never take turns with friends.	Fiction
23	Rules are important for games and sports.	Fact
24	Making decisions is boring.	Fiction
25	We make rules to help everyone stay happy and safe.	Fact

Rights and Responsibilities

What Are Rights?

Rights are special promises that everyone in our classroom gets to enjoy. For example, every student has the right to be **heard**. This means when you want to share something, everyone else will listen.



Our Responsibilities

Responsibilities are the things we have to do to make sure everyone can enjoy their rights. If we want to be heard, then we have the responsibility to listen.



Here is a list of some rights and responsibilities we have in our classroom:

Rights	Responsibilities
Be safe in class	Help keep our classroom safe
Be respected	Treat others kindly
Learn new things	Listen and learn during lessons

Why Rights and Responsibilities Matter

When we respect each other's rights, our class feels happy and safe. It is important to do your part by following our responsibilities.

Matching

Draw a line from the term to its meaning.

Rights

☐ Things everyone should have.

Responsibilities

☐ Jobs we must do to help everyone.**Circle**

Is this a right or a responsibility?

1) Feeling safe in school.	Right	Responsibility
2) Helping to clean the classroom.	Right	Responsibility
3) Taking turns in a game.	Right	Responsibility
4) Being listened to when speaking.	Right	Responsibility
5) Having access to clean water.	Right	Responsibility
6) Being treated kindly by others.	Right	Responsibility
7) Doing your homework.		Responsibility
8) Walking quietly in the halls.		Responsibility

Draw

Draw and label one right and one responsibility you have in school.

Memory Game: Rights and Responsibilities

Objective

What are we learning about?

To teach students about their rights and responsibilities in the classroom and playground, and how these concepts help create a peaceful environment.

Material

What you will need for the activity.

- Set of memory cards with rights and corresponding responsibilities written on them
- A small table or clear space on the floor



Instructions

How you will complete the activity

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

Cards

Memory Game Cards

Right

To be safe



Responsibility

Not to harm others

To pay attention
in class

To be heard



To listen when others speak



To ask questions



To raise my hand when I ask



To make friends



To be kind and friendly



Cards

Memory Game Cards

Right

To use my things



Responsibility

To share my things with others



To share toys and games



To be respected

RESPECT

To respect others' feelings

To be clean



To tidy up my space



To be healthy



To eat healthy food



Cards

Memory Game Cards

Right

To have a turn



Responsibility

To wait patiently for my turn



To be honest



To always tell the truth



To make choices

To take good
care of my things

To be helped

To help others
when needed

To have my space

To respect others'
space

Understanding Disharmony

Why We Disagree

Sometimes at school or when we are playing, we might **not agree**. This happens when we want different things, or we do not **understand** what our friends want. There are some reasons why this might happen:

- **Playing Favorites:** We might choose one friend to play with, which makes the others feel sad and left out.
- **Different Interests:** Everyone has their own interests to play games, which can cause disagreements.
- **Wanting the Same Spot:** If two friends want to play in the same spot, it is hard to decide who goes first.



Feelings Matter

When we do not agree, we can feel many things: **Sad, Angry** and **Left out**. It is okay to feel these things. It is good to talk about our feelings with our friends or teachers. This helps us understand each other and helps us not feel too upset when we **disagree**.

Yes or No

Is the answer yes or no?

1) Should we talk about our feelings with others?	Yes	No
2) Is solving disagreements by ourselves always good?	Yes	No
3) Does everyone feel happy during a disagreement?	Yes	No
4) Do different rules sometimes lead to arguments?	Yes	No
5) Can talking about our feelings help us understand each other better?	Yes	No

Circle Circle the cause of the disagreement.

1) Tommy and Mia want to play with the same toy truck.
A) Different Interests B) Feeling left out C) Wanting the same thing
2) Sara wants to play hide and seek with Mia.
A) Different Interests B) Feeling left out C) Wanting the same thing
3) Jack feels sad because he was not picked to play with Mia.
A) Different Interests B) Feeling left out C) Wanting the same thing
4) Anna and Mia both reach for the last chocolate cookie.
A) Different Interests B) Feeling left out C) Wanting the same thing

Making Connections

Write about a time you disagreed with a friend.

Fact or Fiction – Classroom Harmony

Objective

What are we learning about?

The objective of this activity is to help students identify actions that promote or disrupt peace in the classroom and playground.

Materials

What you will need for the activity.

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room to place the 'Fact' and 'Fiction' signs, and a designated area for students to move to either side



Instructions

How you will complete the activity.

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

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Sharing toys helps everyone have fun.	Fact
2	It is okay to push someone if they have what you want.	Fiction
3	Laughing at others' mistakes is funny for everyone.	Fiction
4	Cheering for friends makes them feel good.	Fact
5	Nametagging is a nice way to make friends.	Fiction
6	Listening to a teacher helps everyone learn better.	Fact
7	Keeping secrets about bad things is a good idea.	Fiction
8	Helping someone who fell down is kind.	Fact
9	Breaking toys is fun if you are mad.	Fiction
10	Picking up trash helps keep the room clean.	Fact
11	Taking someone else's things is okay to do.	Fiction
12	Saying "please" and "thank you" is polite.	Fact
13	Raising your hand before speaking helps the teacher.	Fact
14	Not sharing makes everyone happier.	Fiction
15	Helping to clean up the classroom is a good idea.	Fact
16	It is okay to ignore someone who wants to join a game.	Fiction
17	Playing together helps you make new friends.	Fact
18	Smiling at people is a friendly thing to do.	Fact
19	Keeping secrets about bad things is a good idea.	Fiction
20	Waiting your turn makes the game more fun.	Fact
21	Yelling at friends makes them happy.	Fiction
22	Being a good listener is important in the classroom.	Fact
23	Taking things without asking is a good idea.	Fiction
24	Saying sorry when you make a mistake is important.	Fact
25	It is okay to interrupt others when they are speaking.	Fiction

Solving Conflicts Peacefully

What is a Conflict?

A **conflict** is when two or more people have different ideas or feelings and are not getting along. It happens to everyone, even in grade 1!

Ways to Solve Conflicts

- **Use "I feel"** When you feel upset, you can tell the other person how you feel by starting your sentence with "I feel". For example, "I feel sad when you take my crayons without asking."



- **Ask for Help.** If you have a problem by yourself, you can ask the teacher for help. Another adult to help you and you can find a way to play together nicely again.

Why Solving Conflicts is Good

When we **solve conflicts** peacefully, everyone is happier and can play together nicely. It makes our classroom a happy place where everyone feels safe and cared for.

Write

Use the "I feel" words to solve the conflicts below

1) Your friend takes your favourite pencil without asking.**Example:** I feel sad when you take my pencil without asking.**2)** Someone cuts in line during recess.**Answer:** _____**3)** Your friend calls you a mean name.**Answer:** _____**4)** Your friend won't share _____ at playtime.**Answer:** _____**5)** Your friend forgets to invite you to a birthday party.**Answer:** _____**Draw Your Solution**

Friends are in disagreement. Draw a solution for them.

1)

During snack time, two friends argue over the last piece of apple. Draw a fair way to split it.

2)

Two friends both want to play with the same red ball. Draw how they can share it.

Role Play: Conflict Resolution

Objective

What are we learning about?

To help students understand how to resolve conflicts with their peers by role-playing various classroom or playground scenarios.

Materials

What you will need for the activity.

- Scenario cards
- Props or costumes (optional)
- Timer



Instructions

How you will complete the activity.

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

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Toy Trouble	Two friends both want to play with the same toy. They start to argue about who should get it first. One friend gets sad because they think they will not get a turn. Then, they talk to each other and decide to share the toy, so both of them can play happily.
2	Snack Time Mix-Up	A student accidentally eats their friend's snack. The friend is upset because they were looking forward to eating it. They argue, but then they find a way to solve the problem by sharing or getting another snack to eat.
3	Loud Noise Problem	During quiet reading time, one student makes a lot of noise. This bothers the other students who are trying to read. The noisy student learns why being quiet is important and they agree to lower their voice so everyone can enjoy reading time.
4	Line Leader Dispute	Two students both want to be the line leader for the day. They argue because each thinks they should go first. They talk to their teacher, who helps them decide to take turns or share the responsibility on different days.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Art Project Conflict	During an art project, two students want to use the same coloured crayon. They start arguing about who gets to use it first. They feel frustrated, but then they talk and decide to take turns using the crayon, so both can complete their projects.
6	Playground Game Issue	A group of students cannot agree on which game to play during recess. They feel sad because everyone wants to play different games. They then discuss and find a game they all enjoy or take turns playing different games.
7	Classroom Clean-Up Problem	Some students want to clean up the classroom while others do not want to help. They argue about it and feel upset. They then talk to their teacher and agree to clean up together as a team.
8	Group Work Challenge	During a group activity, one student is not helping, which makes the others feel frustrated. They talk about what everyone can do to help out, and they agree on a plan where each person has a role to finish the project together.

Scenario Cards

Cut out the topics below.

	Scenario	Description
9	Class Pet	Two students both want to feed the class pet at the same time. They start arguing about whose turn it is to feed the pet. They feel upset, but then they talk and agree to take turns feeding the pet so that they both can care for it.
10	Story Time Seating	During story time, two students want to sit in the same spot. They argue because they both want to sit in their favorite place. They feel upset, but then they talk and decide to sit together or find other seats they both like.
11	Puzzle Piece Mix-Up	While building a puzzle, one student accidentally takes another student's piece. They argue about who should have the piece. They feel frustrated, but then they realize they can share pieces and work together to complete the puzzle.
12	Music Time Conflict	Two students want to play the same musical instrument during music time. They argue about who should get to play it first. They feel upset, but then they agree to take turns or play together, creating music as a team.

Understanding Emotions

What Are Emotions?

Emotions are feelings inside us. They help us understand what we like or do not like. Some basic emotions are **happiness**, **sadness**, **anger**, and **fear**.

Type _____

- **Happiness** - You feel happy, you might **smile**, **laugh**, or **jump around**.
- **Sadness** - You might **cry** or **look sad**. It happens when you miss someone or something.
- **Anger** - Anger makes you feel **hot** and **red**. You might **stomp** your feet. It is okay to feel angry, but we must **not** hurt others.
- **Fear** - When you are **scared**, you might want to hide. It is okay to be scared of loud noises or the dark.



Showing Our Feelings

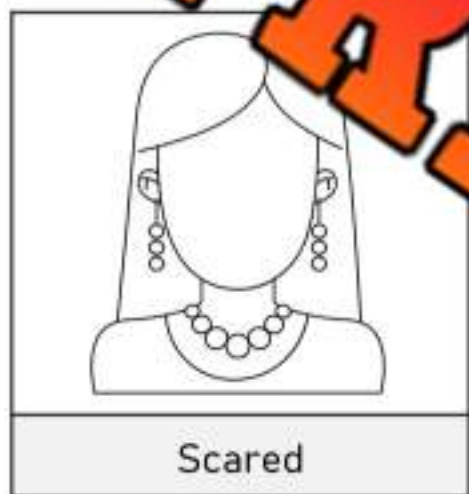
It is good to tell people how we feel openly. Understanding our emotions helps us not fight and be kind. Like calmly saying, '**I am angry**,' instead of **yelling loudly**.

Multiple Choice

Circle the best answer.

1) What are emotions?	Feelings inside	Loud noises
2) When you are happy, you...	Smile	Sit still
3) A good way to deal with anger is...	Yell at others	Say "I am angry"
4) How do you act when you are sad?	Laugh	Frown
5) What makes you hide?	Joy	Fear

Draw a picture to show the emotion and colour the picture.



Word Search

Find the words in the wordsearch.

Emotions	Happiness
Sadness	Anger
Fear	Feelings
Understand	Express
Peace	Smile

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

Newspaper Article: Listening and Empathy

How Listening and Being Kind Helps Friends Get Along

Published: April 30, 2024

Listening to friends and being kind can stop fights and make everyone happy. When we listen, we learn what others are feeling. This can make friends feel good because they know someone cares.

Sarah Johnson, a teacher, says, "When kids listen to each other, they understand better and smile more."

For example, Tom and his sister had a fight because Tom took his sister's

toy without asking. But when he listened to his sister talk about how she felt, Tom said sorry. Then, they played together nicely.

Tom shared, "I did not know my sister was so sad until I listened. Now, we share and do not fight."

Listening helps everyone get along. When we listen and show we care, our friends and family are happier.



True or False

Is the statement true or false?

1) Listening helps us understand feelings.	True	False
2) Being kind makes fights worse.	True	False
3) Listening can make friends sad.	True	False
4) Friends who listen often smile less.	True	False
5) Caring about feelings makes everyone happy.	True	False

Making Connections

Write about a time you listened to a friend.

PREVIEW

Circle

Do the kids below feel listened to?

1) Lily told her mom she was sad, and her mom hugged her.	Yes	No
2) Mia tried to speak, but the other kids talked louder.	Yes	No
3) Jake showed his painting, and everyone clapped for him.	Yes	No
4) Emma asked to play, but the group did not wait for her.	Yes	No
5) Sara called for help, but no one came to see.	Yes	No
6) Noah told a joke, and everyone laughed with him.	Yes	No
7) Zoe raised her hand, but the teacher did not see it.	Yes	No
8) Sam shared his toy, but his friend did not say thank you.	Yes	No

Newspaper Article: Respecting Differences

Everyone is Different and Special

Publish Date: April 30, 2024

Every person in your class is special in their own way. Mrs. Thompson, a teacher at Sunny School, said, "Every student brings something unique to our class. It is like each person is a different colour in a big beautiful painting."

In your classroom, you might see friends who have different hair colours or skin colours. Some might come from different places around the world. This makes our class more interesting and fun because we get to learn new things from each other.

For example, Maria taught us a song in Spanish, and Kevin shared a story from Korea.



Sam, a grade 4 student, loves learning from his friends. He said, "I like hearing stories from my friends. It makes me learn about new places and food."

When we respect and learn from each other's differences, we help make our classroom a peaceful and happy place.

True or False

Is the statement true or false?

1) Every student in class is unique.	True	False
2) Friends can have different skin colours.	True	False
3) Learning about new places is boring.	True	False
4) Respecting others makes our class happy.	True	False
5) Everyone in Canada comes from the same place.	True	False

Draw & write about two friends and write something special about them.

1)

2)

Story: The Power of Sorry

Once upon a time, Benny the Bunny and Sammy the Squirrel were searching for food in the forest because they were very hungry. After a long morning, Benny found a big, juicy apple under a tree. He was so hungry that he ate the whole apple by himself.

When Sammy saw Benny finishing the last bite of the apple, "How could you eat all of it when you were hungry too?" Sammy said, feeling hurt.



Benny looked at Sammy's sad eyes and realized he had made a mistake. Feeling sorry, he said, "I'm really sorry, Sammy. I was so hungry that I forgot about sharing. I promise to think of you next time." Sammy nodded. "Thank you for apologizing, Benny. That means a lot."

The next day, Benny found another apple and immediately thought of Sammy. He shared it with him, showing he truly meant his apology. This time, they enjoyed the apple together, and Benny learned how saying sorry can fix mistakes and make friendships stronger.

True or False

Is the statement true or false?

1) Apologies can fix mistakes.	True	False
2) Saying sorry can make friends feel better.	True	False
3) Sometimes ignoring friends' feelings is a good idea.	True	False
4) You should wait a long time to apologize.	True	False
5) Learning from mistakes is valuable.	True	False

Visualize

Draw what you were picturing while you were reading the story.

--	--

Write a Sorry Note

Write a note apologizing for a mistake you made.

Story: Tommy and the Night Bear

One night, little Tommy was tucked in bed. The room was dark, and shadows flickered on the walls. Tommy thought he saw a shadow moving. It looked like a monster! He felt very scared and shouted, "Mom! Mom, come quickly!"

His mom rushed in and asked,

"What's wrong?"

"There is a monster in the shadows!"

Tommy cried.



Mom smiled and handed him a night light

shaped like a brave bear. "This bear will keep the monsters away," she said.

She also taught Tommy a special trick. "When you are scared, take slow, deep breaths. Breathe in... and out," she showed him. Tommy tried it and felt better.

That night, with his bear light glowing, Tommy felt brave. He knew the bear was watching over him. Soon, Tommy was sleeping peacefully, with no monsters in sight.

Ordering

Put the events in order from first to last, using the letters.

1st		a) Tommy slept peacefully with the bear light.
2nd		b) Tommy thought he saw a monster in the shadows.
3rd		c) Tommy's mom gave him a bear-shaped night light.
4th		d) Tommy's mom taught him a breathing trick.
5th		Tommy shouted for his mom.

Draw

Remember the breathing technique to overcome fear? Draw two faces—one breathing in and one breathing out.

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Making Connections

What makes you feel safe at night?

Newspaper Article: The Importance of Play

Fun Play Helps Make Friends

Publish Date: May 1, 2024

Playing is important because it helps us make friends and learn how to get along with others. When we play together, we can share toys or build towers with blocks. Learning to work together and share. Sharing toys and taking turns can help everyone feel happy and part of the group.

Dr. Emily Chen, an expert on children's play, says, "Playing is a super way for kids to learn to be kind and make friends. It helps everyone feel included."

Timmy, a 6-year-old student, loves to play hide-and-seek with his classmates. He says, "I feel happy when I find my friends. We laugh a lot!"



Playing different games like tag or puzzle solving teaches us to listen and help each other. When we help each other in a game, we are learning to be good friends. Playing together makes school a fun place where everyone feels welcome.

True or False

Is the statement true or false?

1) Playing games helps us make friends.	True	False
2) When we play, we do not learn to be kind.	True	False
3) We feel included when we play games.	True	False
4) Playing teaches us to listen and help each other.	True	False
5) Playing makes everyone feel sad.	True	False

Draw your favourite game to play with your friends.

Word Scramble

Unscramble the words from the word bank

Word Bank

Playing

Towers

Listen

Friends

Fun

Games

Laugh

Puzzle

Tag

Share

Together

Solve

SFDNREI

GNIYAPL

ESGMA

LEZUZP

ISTNEL

GHLAU

Story: Respectful Friends

One sunny day in class, Lily noticed Zoe sitting alone, looking a little sad.

Curious, Lily walked over and asked, "Can I sit with you, Zoe?"

Zoe smiled and nodded. "Yes, please!"

As they sat together, Lily noticed Zoe's drawing and said, "Wow, Zoe, your drawing is beautiful. I like how you used so many colours."

Zoe beamed with pride and asked, "Do you want to draw together?"

"Do you want to draw together?" she asked.

Lily nodded, and they spent the morning drawing and laughing together.

Ms. Lee, their teacher, saw this and shared what happened to the class. "Lily showed respect by being kind and appreciating Zoe's work. That is how respect helps build strong friendships and keeps our classroom happy!"

Everyone clapped, and Zoe and Lily felt proud. They learned that treating each other with respect was the best way to make and keep friends.



Visualizing

Draw what you were picturing while you were reading the story.

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Circle ☐ Yes ☐ No Respectful?

1) Jake laughs at Mia when she drops her books.	Yes	No
2) Emma says "please" when asking to turn on the swing.	Yes	No
3) Lucas yells at Zoe for taking his book.	Yes	No
4) Olivia waits her turn in line without pushing.	Yes	No
5) Ben ignores Sam when he says "hello" to him.	Yes	No
6) Ethan cuts in front of Lily in the lunch line.	Yes	No
7) Max makes fun of Jane's drawing.	Yes	No
8) Nora listens quietly while her friend tells a story.	Yes	No

Making Connections

Tell about a time you were kind to a friend.

Setting and Respecting Boundaries

What Are Boundaries?

Boundaries are like invisible lines we all have that show what we are **okay** with and what makes us feel **uncomfortable**. It is important to know your own boundaries and to understand other people's boundaries too.

Why Boundaries are Important

- **Feeling Safe:** Boundaries help us feel safe and happy. When we know our **limits**, we can play and interact with others within those limits.
- **Being Respectful:** Knowing other people's boundaries helps us treat them **kindly** and with **respect**.
- **Making Friends:** When we respect each other's boundaries, it is easier to make and keep friends.

Examples of Boundaries

- Telling a friend that you **do not like it** when they take your crayons without asking.
- Saying **"no"** when someone wants to hug you and you do not want to.
- **Asking** if you can join a game instead of just starting to play.



Fill In The Blank

Fill the blanks using the words from the box below.

Boundaries

No

Respect

Ask

Uncomfortable

1) We say _____ when we do not want something.

2) When someone respects our _____, we feel happy.

3) It is polite _____ before using someone's stuff.

4) It is okay to tell someone if they make you feel _____.

5) Asking permission shows _____ others.

Circle

Answer yes if a boundary is respected and no when it is not respected.

1) Sarah joins a game without asking the other.

Yes

No

2) Mark says "no" when asked to share his book.

Yes

No

3) Lisa hugs Daniel even though he steps back.

No

4) Noah knocks before entering his sister's room.

No

5) Mia holds her hand up signaling she needs space.

No

Making Connections

What are your boundaries? Write them below.

Blog Post: Community Helpers

Our Community Helpers

Date: April 30, 2024

Author: By Marie Lee

3-minute read

Today, we are going to talk about firefighters, doctors, and teachers. These helpers make sure we are safe and healthy.

Firefighters are brave. They wear big helmets and use hoses to put out fires. This keeps our homes and schools safe from fire.

Doctors help us when we are sick. They wear white coats and listen to our heartbeats. Doctors make sure we stay healthy so we can play and learn.

Teachers are wonderful too. They help us learn new things like reading and counting. Teachers make sure we know how to behave properly.

Till I see you again, Marie Lee

Comments:



Ms. Rebecca - May 1, 2024

Hello readers! I'm a teacher, and I help students learn new things every day. Teachers also help kids feel safe and happy at school.

Like Reply 4h ago



Mathew - April 30, 2024

Hi everyone! As a firefighter, I want to share how important it is to stay safe around fire. We train hard to help and keep everyone safe.

Like Reply 1d ago

Questions

Circle the correct answer for each question.

1) They help students learn new things like reading and counting.

A) Teachers

B) Firefighters

C) Doctors

2) They put out fires using hoses and protect homes from fire damage.

A) Teachers

B) Firefighters

C) Doctors

3) They take care of people when they are sick and help keep everyone healthy.

A) Teachers

B) Firefighters

C) Doctors

Colour

Colour the pictures as Firefighter, Doctor and Teacher below

**Questioning**

Write one question you have about the text.

Environmental Responsibility

What is Environmental Responsibility?

Environmental responsibility means taking care of our Earth. This helps everyone live in **peace** and **harmony**. When we look after the Earth, it is happier, and we are too!

How We Can

- **Cleaning Up:** Pick up litter in the playground or park.
- **Recycling:** Put paper and plastic in the **recycling bin** instead of the **trash**.
- **Using Less Water:** Turn off the **tap** while brushing teeth.
- **Be Kind to Animals:** Do not **chase** or **scare** birds and squirrels in the park.
- **Planting Trees:** Help **plant** a new tree at home or in our community.



Why It Matters

Taking care of the environment helps all the **plants**, **animals**, and **people** stay healthy and happy. When we do good things for our planet, we make it a better place for everyone. Let's all try to be kind to our Earth every day!

Choose

Put a check mark beside the correct answer(s) for each question.

1) Which items can you recycle?

- ☐ Old newspapers
- ☐ Banana peels
- ☐ Plastic bottles

2) What helps the Earth feel happy?

- ☐ Planting trees
- ☐ Littering
- ☐ Cleaning up parks

3) What actions are kind to animals?

- ☐ Feeding them
- ☐ Chasing them
- ☐ Watching animals play

4) Who can help the environment?

- ☐ Teachers
- ☐ Kids
- ☐ Parents

5) What actions save too much water?

- ☐ Long showers
- ☐ Filling pools
- ☐ Rainy days

6) To save water we...

- ☐ Fix leaks
- ☐ Keep the tap on
- ☐ Use a watering can

7) What are the ways to reduce waste?

- ☐ Use reusable bags
- ☐ Buy more toys
- ☐ Recycle paper

8) Which activities help plants grow?

- ☐ Watering
- ☐ Buying them with seeds
- ☐ Giving them sunlight

Matching

Draw lines to match the environmental action to the picture

☐☐**Gently Pet**☐☐**Turn Off**☐☐**Compost**☐☐**Recycle Bin**☐☐**Plant It**

The Role of Leaders in Promoting Peace

What is a Leader?

A **leader** is someone who guides others. In our classroom and on the playground, leaders help everyone get along and play **peacefully**.

How Leaders Help

Leaders work to make sure everyone feels **safe** and **happy**. Here are ways they do this:

- They make **fair rules**.
- They **listen** to what others say.
- They **solve problems** without fighting.



Good Leader Traits

Good leaders are **kind** and **fair**. They care about everyone's **feelings** and make sure all children have a chance to speak. They also help stop **arguments** by finding ways everyone can agree.



This helps us have fun and stay safe at school.

Circle

Is this a good leader?

1) Noah interrupts when others are speaking.	Yes	No
2) Lucy yells when she does not get her way.	Yes	No
3) Max solves a sharing problem by talking.	Yes	No
4) Sara takes charge without listening to others.	Yes	No
5) Zoe helps a new student find friends.	Yes	No
6) Eva talks to a friend who disagrees.	Yes	No
7) Leah asks for ideas during a project.	Yes	No
8) Sam blames a friend for a mistake.	Yes	No

Self-
Assessment

Are you a good leader? Self a mark below beside each of the good leader traits using the rating scheme below.

A	B	C	D	E	F
					

Good Leader Traits		Mark
1	Listening to friends	
2	Solving problems	
3	Being honest	
4	Helping friends	
5	Asking opinions	

Good Leader Traits		Mark
6	Keeping promises	
7	Caring for others	
8	Staying calm	
9	Using kind words.	
10	Understanding feelings	

Jeopardy – Peace and Harmony Knowledge

Objective

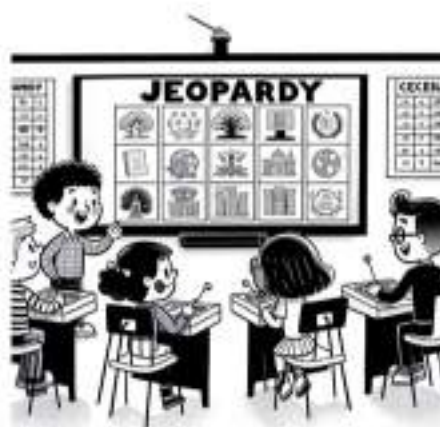
What are we learning about?

To help students recall and apply their knowledge about peace, harmony, classroom rules, family peace, and community helpers through a fun and engaging Jeopardy game.

Materials

What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell
- Scoreboard



Instructions

How you will complete the activity.

1. Print the Jeopardy board on the next page.
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

Jeopardy Question

Ask students the questions below.

1 Points	2 Points	3 Points	4 Points	5 Points
What do you say if you bump into someone? (Sorry)	What should you do when someone is talking? (Listen)	What is someone called when they guide others? (Leader)	What is the invisible line that shows what we are okay with? (Boundary)	What kind of decision is made when everyone agrees? (Consensus)
What do you say when someone helps you? (Thank you)	What word means saying you are sorry? (Apology)	What word means feeling sad? (Painful)	What word means talking about feelings? (Communication)	What word means solving problems without fighting? (Conflict resolution)
Who helps children stay healthy? (Doctor)	What word means being nice to others? (Kindness)	What word means getting along well? (Harmony)	What word means listening to our feelings? (Responsibility)	What is it called when we understand each other's feelings? (Empathy)
What is a feeling that is not happy? (Sadness)	What kind of words help solve conflicts? ("I feel", "Sorry...")	What do we call promises that everyone has? (Rights)	What do people do when they work together? (Cooperate)	What term means helping others in need? (Charity)
What job helps others by putting out fires? (Firefighter)	What word means letting others use our items? (Sharing)	"What should you do if someone feels sad?" (Comfort them)	What word means being thankful? (Gratitude)	What words describe looking after the Earth? (Environmental responsibility)

Unit Test – Power and Authority

Circle

Circle the correct answer for each question.

1) Tim tells a friend he does not like hugging. What is he setting?

A) Boundary

B) Invitation

C) Joke

2) Tom and Amy are building a tower together. What are they doing?

A) Cooperating

B) Complaining

C) Voting

3) A class needs a new book. Who can they see?

A) Firefighter

B) Librarian

C) Librarian

4) A class votes on who to play. What is this called?

A) Consensus

B) Majority

C) Dictatorship

5) Mark accidentally hurts his friend. What should he do?

A) Laugh

B) Apologize

Read and Circle

Circle whether it is a right or responsibility.

1) Having fun playing outside.

Right Responsibility

2) Feeling happy and secure at school.

Right Responsibility

3) Following the rules we have in class.

Right Responsibility

4) Learning something new daily.

Right Responsibility

5) Keeping our classroom neat and tidy.

Right Responsibility

6) Being kind to our friends and teachers.

Right Responsibility

7) Making friends.

Right Responsibility

8) Assisting friends who need help.

Right Responsibility

Matching

Draw a line from the term to its meaning

Peace

Harmony

Kindness

- ☐ Saying nice things and smiling at others.
- ☐ When everyone works together and helps each other.
- ☐ Letting others use our things, like toys or crayons.
- ☐ A feeling of being safe and happy without fighting.

Label

What emotions are the following pictures? Number them.

1)

Happiness

2)

Sadness

3)

Anger

Fear



Circle

Circle the harmonious and cross the disharmonious acts below.



Fill in the Blanks

Use the word bank to fill in the blanks.

Word Bank		
Consensus	Listening	Responsibility
Leader	Rights	Conflict
		Boundaries
		Apology

- 1) When someone says, "I am sorry," they are giving _____.
- 2) A _____ is someone who guides a group of people.
- 3) When people want different things, they may have a _____.
- 4) In our class, we have special promises called _____.
- 5) _____ show what makes us uncomfortable.
- 6) _____ means doing your job to help others.
- 7) Paying attention to what others say means _____.



Google Slides Lessons Preview





Saskatchewan Social Studies Resources and Wealth – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

THE BASICS OF NEEDS AND WANTS

LEARNING GOAL

We are learning to understand needs and wants so we can make smart choices.



SORT THE NEEDS AND WANTS

Look at each item. Decide if it is a need or a want. Place each picture in the correct box.

Needs	Wants



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – TURN AND TALK

Turn to a partner and answer these questions:

- 1) Think of something you use every day. Is it a need or a want? How do you know?
- 2) Think of something fun you like at home. Why is it a want and not a need?

Share one idea from your discussion with the class.





Saskatchewan Social Studies Resources and Wealth – Grade 1

EMOTIONAL NEEDS: TRUE OR FALSE ACTIVITY

Check **True** Or **False** For Each Statement Based On What You Learned

- | | True/False |
|--|------------|
| 1) Everyone has feelings | |
| 2) Feeling loved means no one cares about you. | |
| 3) Feeling included means being left out. | |
| 4) We should ignore others when they feel sad. | |
| 5) Feeling safe means you are not scared. | |
| 6) Family and friends can help us feel better. | |

True

False

FILL IN THE BLANKS

Use the word bank to complete each sentence)

- | Sentence | Missing Word |
|---|--------------|
| 1) A _____ is a place where teachers help us learn. | |
| 2) A _____ has books we can borrow and read. | |
| 3) A community _____ is a place for fun learning. | |
| 4) We can ask _____ when we want to learn. | |
| 5) Learning helps our _____ grow stronger. | |

books

library

school

centre

brains

questions



E P L H R T N Z H A C

- What do all four pictures have in common?
- How do these things help our bodies stay strong and healthy?



Saskatchewan Social Studies Resources and Wealth – Grade 1

BUILD THE MEDICINE WHEEL: COMPLETE THE PARTS

Instructions: Drag the correct part and action cards into each box. Match them correctly.

Physical Well-being	Intellectual Well-being
Emotional Well-being	Spiritual Well-being

- Feel connected and calm inside
- Eat healthy, play, and sleep well
- Learn at school and ask questions
- Share feelings and understand emotions

TAKING CARE OF THE EARTH

Put a ✓ next to the image that helps the earth and a ✗ next to the image that does not.

✗
✓

Put technology into the boxes.

Technology is only for playing games.	Computers can help us find information.	Books are not important anymore.	Technology helps us learn new things.
Phones can help us talk to people far away.	We should never play outside.	It is good to balance screen time with other activities.	We should only use screens all day.



Workbook Preview



Grade 1 – Social Studies Unit

Resources and Wealth

	Outcomes	Pages
RW		14
RW.1.2	managed and distributed in families, schools, and groups.	55-114

Preview of 75 pages from
this product that contains
148 pages total.

NAME: _____

RESOURCES AND WEALTH



The Basics of Needs and Wants

What We Need to Live

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

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



Things We Like to Have

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

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



Name: _____

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Curriculum Connection
RW1.1

Circle

Circle the needs and cross the wants.



Draw

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

Activity – Needs vs. Wants Pictionary

Objective

What are we learning about?

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

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity

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

Name: _____

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Curriculum Connection
RW1.1

Pictionary Topics

Cut out the topics below.

Pictionary Cards

Water

Video Game

Teddy Bear

Food

Kite

House

Chair

Doll

Skateboard

Puzzle

Bed

Medicine

Soccer Ball

Dog

Brush

Crayons

Glass

Bicycle

Ball

Candy

Blanket

Pencil

Cookies

Ice Cream

Breakfast Cereal

Vegetables

Jacket

Toy Car

Board Game

PREVIEW

Fact or Fiction – Needs and Wants

Objective

What are we learning about?

This activity helps students understand the difference between needs and wants and students will develop their critical thinking about everyday items and decisions.

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity.

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

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Everyone needs water to drink.	Fact
2	A warm coat is needed in cold weather.	Fact
3	Shoes are necessary to protect your feet.	Fact
4	Everyone needs a smartphone.	Fiction
5	A new toy is a need for every child.	Fiction
6	Everyone needs fresh drinking water.	Fact
7	Clean air to breathe is essential for everyone.	Fact
8	Having a TV is a need for family entertainment.	Fiction
9	A pet dinosaur is something everyone needs.	Fiction
10	A holiday to Disney is a need for every child.	Fiction
11	Everyone needs a good night's sleep.	Fact
12	Fresh fruits and vegetables are needed for health.	Fact
13	Owning a swimming pool is a need.	Fiction
14	Everyone needs their own laptop for school.	Fiction
15	Medicine is a need when we are sick.	Fact
16	Having a huge collection of toys is a need.	Fiction
17	Books are needed to learn and grow.	Fact
18	Ice cream is essential for a balanced diet.	Fiction
19	Healthy food is important for growing strong.	Fact
20	Video games are essential for fun.	Fiction
21	Safe places to play are needed by all children.	Fact
22	A pet unicorn is something everyone needs.	Fiction
23	Clean water is a basic need for health.	Fact
24	A giant teddy bear is essential for happiness.	Fiction
25	Having a place to live is a need.	Fact

Understanding Emotional Needs

What We Need to Feel Good

Everyone has feelings, and there are some things we all need to feel happy and safe. These are called **emotional needs** including:

- **Feeling Loved:** When our family and friends hug us, make time to spend time playing with us, it makes us feel loved.



- **Feeling Safe:** Being **safe means**, no one is hurting us or making us feel scared. At home, we feel safe when our family takes care of us.
- **Feeling Included:** This means being part of a group. We feel **included** when we are invited to play games or do activities with others.



How We Help Each Other

Families and friends can do special things to make sure we all feel good:

- They can **listen** to us when we talk about our day or how we feel.
- They can **cheer** us up with a smile or a joke when we are sad.
- They can give us hugs to show they **love** us.

True or False

Is the statement true or false?

1) Listening helps us understand feelings.	True	False
2) Spending time together shows love.	True	False
3) Playing alone means we feel included.	True	False
4) Saying nice things makes others happy.	True	False
5) Feeling scared means feeling safe.	True	False

Color the pictures below. Find and label the girl who feels included.



Circle

Do you feel safe or scared in the situation below?

1) Your mom reads a book at bedtime.	Safe	Scared
2) Your dad holds your hand crossing the street.	Safe	Scared
3) A classmate says mean things to you.	Safe	Scared
4) The lights go out during dinner.	Safe	Scared
5) You see a police officer at the park.	Safe	Scared

Intellectual Needs and Learning

What Helps Our Brain Grow?

Our brains need to learn and be curious to stay happy and healthy. This is called an **intellectual need**. It means we need to think, ask questions, and find out new things.

Where We Learn

- **School:** This is where you learn to read, count, and learn about the world.



- **Libraries:** They have lots of books that you can borrow. Each book has new things that you can learn about.

- **Community Centres:** Here, you can play and make art. This helps you learn in fun ways.



Fun Fact

Did you know that your brain grows when you learn 10 new words every day from reading? This helps you get smarter and better at talking about what you know!

Matching

Match the places to their learning activities.

Community Centre☐ Learn math, read stories, and make art.**Library**☐ Borrow books to read and learn new things.**Museum**☐ Play games and do fun art projects.**School**☐ Run, play with friends, and explore nature.☐ See old things and learn about history.**Circle**

Circle the learning tools.

**Word Search**

Find the words in the wordsearch.

Brain	Learn
School	Library
Books	Art
Read	Smart
Talk	Grow

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

Spiritual Needs and Community

What We Need to Feel Good Inside

Spiritual needs are things that make our hearts happy and help us feel like we belong. Just like our bodies need food and water, our spirits need special care.

Ways We Can Take Care of Our Spirit

1. Follow a Religion

- Visiting places of church, mosques, or temples.
- Reading stories and prayers together.



2. Being with Others

- Meeting friends and talking about things that matter.
- Helping and sharing with each other.



3. Loving Nature

- Enjoying time in parks or gardens.
- Observing birds and plants.



4. Enjoying Art

- Creating art, dancing, or making music.
- Watching plays and doing crafts.



Name: _____

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Curriculum Connection
RW1.1**Yes or No**

Is the answer yes or no?

1) Are nature walks good for our spirits?	Yes	No
2) Do friends help our hearts feel full?	Yes	No
3) Can visiting churches help fulfill our spiritual needs?	Yes	No
4) Does bullying others make our hearts happy?	Yes	No
5) Can da be a way to feel connected?	Yes	No

Draw. Draw a place you love to visit because it makes you happy.

Word Scramble

Unscramble the words from the word bank.

Word Bank

Happy

Mosque

Sharing

Art

Care

Singing

Nature

Music

Church

Friends

Garden

Crafts

CUMIS

GAHRNIS

RUTENA

HCURHC

RAT

DNSEFIR

Physical Needs and Healthy Living

What We Need to Stay Healthy

Everyone has a body, and there are special things our bodies need to stay strong and healthy. These are called **physical needs**.

- **Eating Well:** Eating **fruits** like apples and bananas, and **vegetables** like carrots and broccoli helps us grow. Drinking **water** is also important to stay healthy.



- **Moving Around:** It is good for us to move our bodies. We can run and play at the park, join a soccer team or play games with friends.

- **Resting Well:** Sleep is super important! We need to sleep well at night to have **energy** for the next day. About 10 hours of sleep is good for us.



Help from Around Us

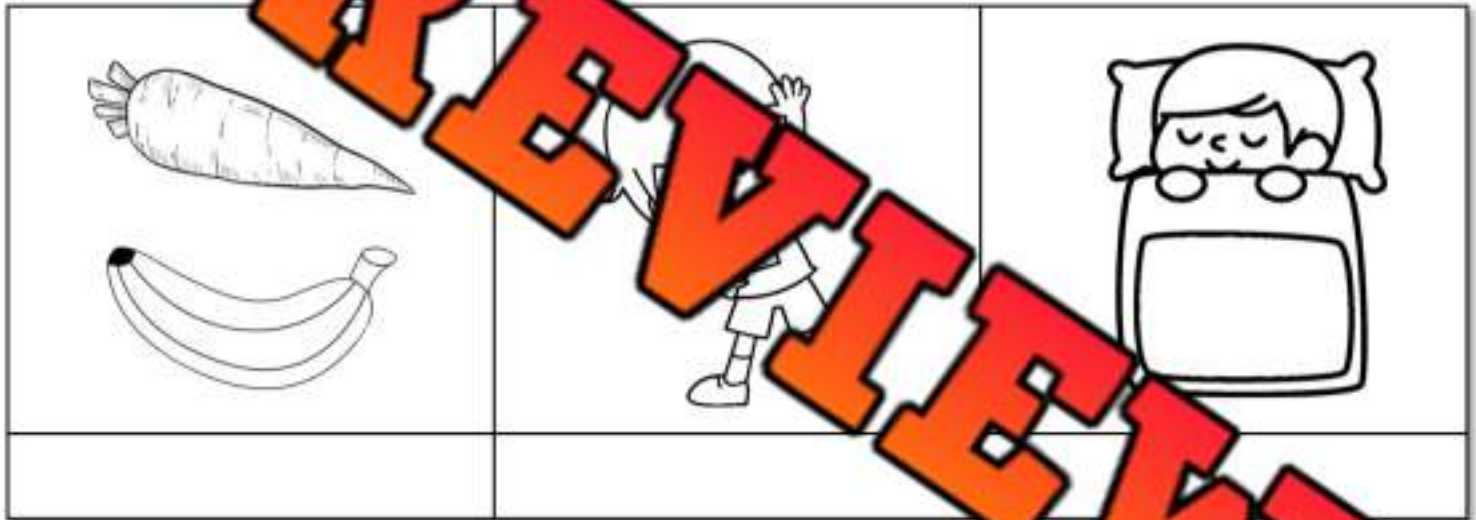
Our families and schools help us stay healthy by making sure we have healthy **meals**, teaching us games and **exercises**, and taking us to parks and **sports** activities.

Multiple Choice

Circle the best answer.

1) Exercise makes our bodies...	Weak	Strong
2) Healthy meals include...	Chocolates	Fruits and veggies
3) Drinking water helps us...	Stay dry	Stay hydrated
4) Sleep is needed for...	Being tired	Having energy
5) The amount of sleep you need...	10 hours	5 hours

Color and label our physical needs below.



Making Connections

How can you take care of your body?

Storytime: A Visit to Japan

Mia, a little girl from Canada, went on an exciting trip to Japan. There, she met a new friend, Yuki.

First, Yuki took Mia to eat sushi, a yummy Japanese food made of rice and fish. Eating food keeps our bodies healthy, which is taking care of our physical needs.

Then, they visited a garden. The beautiful flowers and greenery there made Mia feel peaceful and happy. Spending time in nature helped with her spiritual needs.



After that, Mia and Yuki played games with some toys. Laughing and playing with friends is great for our social and emotional needs because it helps us feel happy and loved.

Lastly, Yuki showed Mia some cool books about Japan. Reading helps our brains learn new things, which is good for our intellectual needs.

Mia loved her trip to Japan and learned how we all need different things to feel good.

Matching

Match how Mia took care of her 4 needs in Japan.

To feel calm and happy

☐ Mia played games with new friends.

To learn about Japan

☐ Mia sat in a quiet garden.

To feel strong and healthy

☐ Mia ate sushi.

To have _____ feel loved

☐ Mia read cool books.**Visualizing**

Describe the picture you were picturing while you were reading? Describe it.

Making Connections

What do you do to take care of your 4 needs?

Physical Needs → _____

Spiritual Needs → _____

Social And Emotional Needs → _____

Intellectual Needs → _____

The Medicine Wheel and Keeping Balanced

What is the Medicine Wheel?

The Medicine Wheel is a special symbol used by First Nations people. It teaches us about balance in our lives. It shows us how to look after our **body**, **mind**, **heart**, and **spirit**.

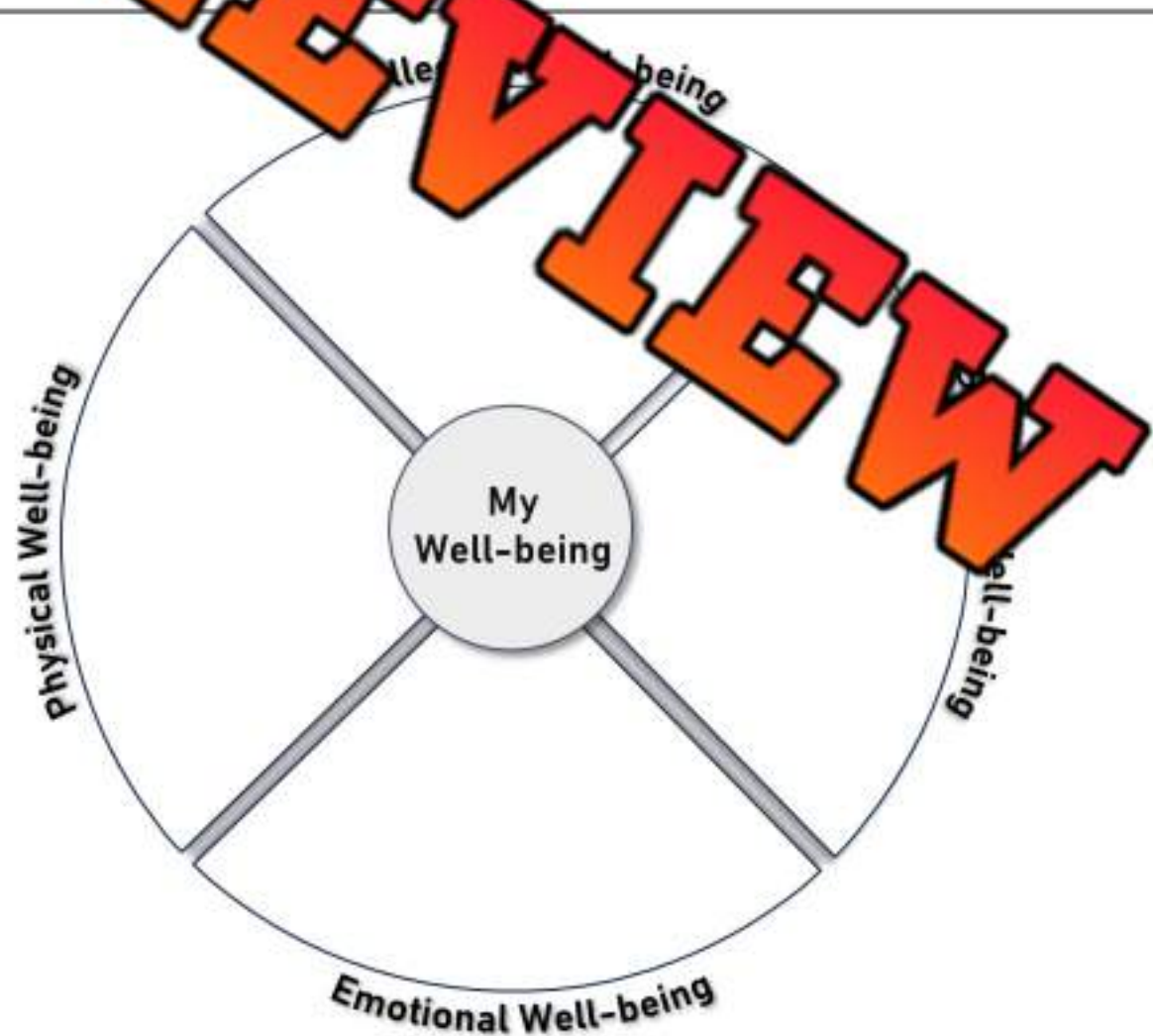


Matching

Draw a line from the term to its meaning.

**Intellectual
Well-being**☐ Taking care of our bodies**Physical
Well-being**☐ Understanding our feelings and knowing how to share them**Spiritual
Well-being**☐ Learning new lessons**Emotional
Well-being**☐ Feeling connected to nature and understanding the world around us**Draw**

Draw how you take care of your well-being in the medicine wheel below



Activity – Creating My Medicine Wheel

Objective

What are we learning about?

Students will create their own Medicine Wheel collage to learn about the spiritual, emotional, physical, and intellectual aspects of well-being according to traditional First Nations teachings.

Materials

What you will need for the activity.

- Three colours of markers (red, yellow, black)
- Scissors (child safe)
- Glue sticks
- Planning and drawing paper
- A large round paper plate as the base
- Simple pictures or cutouts to represent each aspect of well-being



Instructions

How you will complete the activity

1. Each student takes a paper plate and divides it into four equal parts by drawing two lines that cross in the middle.
2. Assign each section of the plate to represent one aspect of well-being: red for emotional, yellow for spiritual, black for physical, and white for intellectual.
3. Have students colour 3 sections black, red and yellow. Leave the 4th section white. Have students cut out pictures or shapes from the provided template, that represent each aspect of well being. For example, a heart for emotional, a sun for spiritual, a running figure for physical, and a book for intellectual.
4. Instruct students to glue their cutouts onto the correct section of the plate.
5. Once the plates are filled, students can use markers or crayons to add any additional decorations or words.
6. Share each Medicine Wheel with the class, explaining their choices.



PREVIEW



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Planning

Answer the questions below.

1) **Emotional (Red Section):** What are some things that make you feel happy or loved? (Think about feelings)

2) **Spiritual (Purple Section):** What are some things that make you feel peaceful or thoughtful? (Think about quiet times)

3) **Physical (Black Section):** What are some activities that make you run fast or jump high? (Think about playtime)

4) **Intellectual (White Section):** What are some things you learn at school or at home? (Think about learning)

Example

Example well-being medicine wheel plate



Understanding Our Planet

Our Earth: Our Home

Earth is where we all live. It is like a big house for everyone! Here are some important things Earth gives us:

- Air to breathe
- Water to drink
- Food to eat



Why We Care for Earth

We need to keep Earth clean and safe so we can have clean air, water, and plenty of food. Here are ways to take care of our planet:

- Throw garbage in the bin
- Use less water
- Plant more trees



Fun Facts

- Earth is mostly covered in water.
- Plants help make the air we breathe.

Taking care of Earth is important so it can keep giving us what we need to live.

Choose

Put a check mark beside the correct answer(s) for each question.

1) Air:

- ☐ We don't need it to breathe
- ☐ It's all around us
- ☐ Plants can make it cleaner

2) Water:

- ☐ Only for drinking
- ☐ Covers a lot of Earth
- ☐ Helps plants to grow

3) Taking Care of Earth:

- ☐ Littering messes up Earth
- ☐ Saving water is good
- ☐ Planting trees helps Earth

4) Garbage:

- ☐ Can be thrown anywhere
- ☐ Should go in the bin
- ☐ Helps the Earth if left outside

5) Earth's Surface:

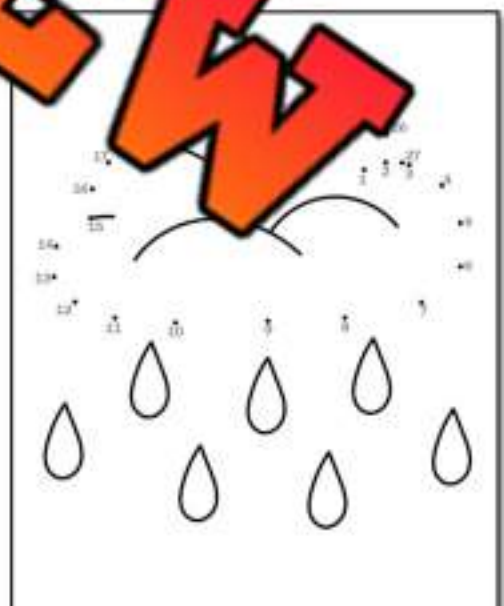
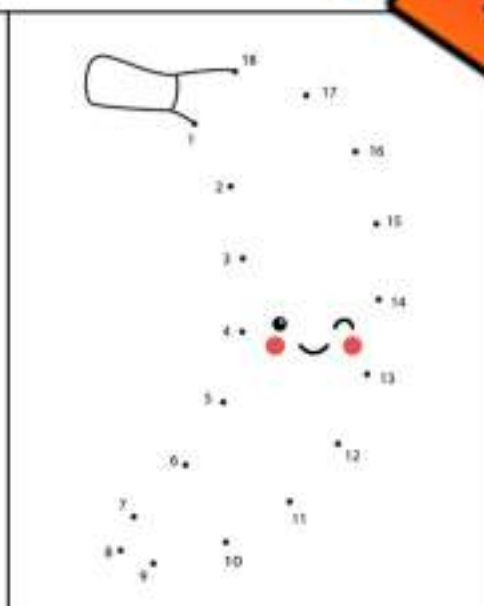
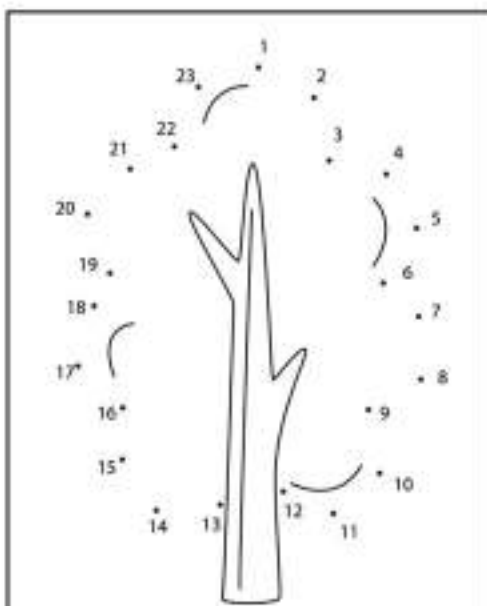
- ☐ All covered by water
- ☐ Has lots of water and land
- ☐ Is made only of rocks

6) Our Actions:

- ☐ Do not affect Earth
- ☐ Can make Earth cleaner or dirtier
- ☐ Air is not important

Connect The Dots
and Colour

Connect the dots to reveal the important things Earth gives us. Colour and label it.



Story: Inventions That Help Us**Draw**

Draw pictures that illustrate the story.

Long ago, people had to go to rivers or wells to get water. Imagine walking far every day just for a drink! Then, smart inventors made the water pipes. Now, water comes right to our homes through these pipes. That is amazing!

PREVIEW

PREVIEW

But wait, there is more! Have you ever wondered how we learn so many things by watching videos or playing games on a computer? That is because of the internet! A clever person thought about connecting computers together, so we can learn and talk to friends even if they are far away.

Also, do you know how we travel so fast in cars and buses? Long ago, people could only walk or ride horses. Then, smart minds invented engines that make cars go fast! Now, we can visit places quickly and safely.

PREVIEW

PREVIEW

And think about the light bulb! Before light bulbs, people used candles that did not give much light and could be dangerous. Now, with a flip of a switch, our homes are bright even at night!

Thanks to these inventions, life is much easier and fun. Every day, creative people think of new ways to make our lives even better!

Story: Bella and Max: Friends to Animals

In a cozy neighbourhood, Bella the bunny and Max the puppy loved helping their animal friends. They knew all animals need food, water, and a safe place to sleep, just like people!

One sunny day, they started by filling a big bowl with water in Max's yard. This was for the birds and for Max too. "Everyone needs water," Max woofed.



Next, they scattered seeds and nuts at the edge of the garden for the squirrels and chipmunks. "They find their own food like this," Bella hopped happily, looking excitedly.

They also stopped by Mrs. Greene's house. She taught them about taking pets to the vet for check-ups. "Pets need doctors to stay happy and healthy," she said, as Max listened carefully.



Bella and Max felt proud by the end of the day. They learned that caring for animals means giving them what they need, and they hoped to inspire more kids to help too!

Visualizing

Draw what you were picturing while you were reading the story.

Circle

Draw pictures of things animals need to be happy and healthy.

**Making Connections**

Do you have a pet? How do you take care of it?

Newspaper Article: Needs and Wants**Children Around the World:
Needs and Wants***Publish Date: April 26, 2024*

Children need food, water, and a healthy warm and safe. But, kids also have wants like toys or ice cream, which they do not need but would like to have but not needed to be healthy.

In Canada, many children drink clean water from taps at home and go to schools with big playgrounds. They often want bikes or video games.



Far away in Somalia, children might fetch water from a river and go to school in a room with one book for everyone. Their want might be a soccer ball to play with friends.

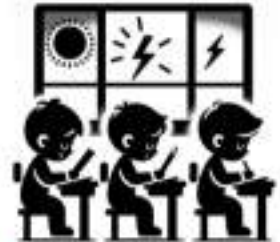


Andrew Lee, a boy from Toronto, says, "It is important to know how kids live in other places. We can all care for each other this way."

Tom, a boy in Somalia, shared, "I love playing soccer. It would be nice to have a new ball to play with my friends."

Matching

Draw a line to match what Canadian students have with what students in other countries might not have.

Making
Connections

Write about how it feels knowing that kids in other countries have the same things as you. Does this make you appreciate your life more?

Newspaper Article: The History of Helping

Helping Hands Through History

Published Date: April 26, 2024

Long ago, many people worked hard to help make life better. These people included doctors who made sick people feel better, inventors who created things we use every day, and leaders who fought for everyone's rights.

One famous doctor was Jonas Salk. He made a special medicine called a vaccine that stops people from getting a very bad sickness called polio. Now, because of his vaccine, kids can play and run without worry.

Thomas Edison

was a great

inventor. He

made the first

light bulb that lights up our homes at

night. Thanks to him, we can see in

the dark and not be scared.

There were also people who helped everyone have the

same rights.

She bravely

sat on a bus and showed that all

people should be treated the same.

Now, everyone can sit wherever they

want on a bus.



Thomas Edison



Rosa Parks

Questions

Circle the correct answer for each question.

1) What did Jonas Salk make?

A) Light Bulb

B) Vaccine

C) Bus

2) Who created something we use after sunset?

A) Jonas Salk

B) Rosa Parks

C) Thomas Edison

3) Who helped get equal rights for all?

A) Jonas Salk

B) Rosa Parks

C) Thomas Edison

Draw

Draw two inventions that have helped you with your needs.

Questioning

Write two questions you have about the text.

1)	
2)	

Story: The Little Red Hen

Once upon a time, there was a Little Red Hen who lived in a cozy barnyard.

She found some grains of wheat one day and decided

to plant them. She asked her friends—the lazy dog,

the sleepy cat, and the noisy duck—if they wanted to

help her plant the wheat, but they all said "No!"



The Little Red Hen did it all by herself because

she knew she needed to grow the wheat to make

bread. Eating bread was a need because bread

was important to help her stay healthy and strong.

After the wheat grew, the Little Red Hen wanted to

decorate her barnyard with beautiful flowers made

from the wheat, but she decided to make bread

instead, because decorating was a want, not a need.



In the end, the Little Red Hen enjoyed her bread, and her friends learned the

difference between needs and wants. They saw that needs, like food, are

important to take care of first before we think about our wants.

Ordering

Put the events in order from first to last, using the letters

1st		a) The Hen found grains of wheat.
2nd		b) The Hen chose to make bread.
3rd		c) The friends learned about needs and wants.
4th		d) The Hen planted wheat alone.
5th		e) The Hen asked friends to help.

Visualizing

What did you picture while you were reading the story.

Question

What did you learn from the story?

Diverse Needs in Our Community

What People Need

Different people in our community need different things. This is because they are different ages, have different jobs, or like different activities.

People's Needs

- **Kids** like you need to play and learn at school.
- **Adults** might need to go to work.
- **Older people**, like grandparents, need help with daily tasks and enjoy spending time with family.



Jobs and Hobbies

Each job has special needs.

- **Doctors** need medical tools to help keep us healthy.
- **Teachers** need books and classrooms to teach students.
- **Gardeners** need tools to plant flowers and trees.



Being Kind and Understanding

It is important to know what others need so we can help and respect them.

This makes our classroom and community a happier place for everyone.

Matching

Match each worker to the item they need.

☐☐☐☐☐

Bus

er

an

Doctor

Farmer

Carpenter

Draw

Color and label the items at different stages of our lives.

**Question**

Why is it important to know what others need?

Memory Game: Match the Need with the Worker

Objective

What are we learning about?

The goal of this activity is to help students understand the different roles of community helpers and how they meet specific needs in our community.

Materials

What you will need for the activity.

- Memory Game cards with images of community helpers and the needs they serve.
- A small table or clear floor space for the game.



Instructions

How you will complete the activity.

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

Cards

Memory Game Cards

Community Helper



Firefighter

Need They Meet



They put out fires and keep us safe.



Police Officer



They help keep our community safe.



Doctor



They help us when we are sick.



Nurse



They take care of us in the hospital.



Teacher



They teach us to read and learn.

Cards

Memory Game Cards

Community Helper



Dentist

Need They Meet



They keep our teeth healthy.



Farmer



They grow food for us to eat.



Mail Carrier



They deliver letters and

packages.



Chef



They cook meals for us.



Librarian



They help us find books to read.

Cards

Memory Game Cards

Community Helper



Construction Worker

Need They Meet



They build houses and roads.



Bus Driver



They drive us places we need to go.



Veterinarian



They take care of our pets.



Garbage Collector



They keep our towns clean.



Plumber



They fix our pipes and leaks.

Community Needs

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

Fill in the Blanks

Use the jobs word bank to fill in the blanks

Jobs Word Bank

Police Officer

Doctor

Waste
Collector

Fire Fighter

Snow plow
Driver

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

Draw and Write

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

--	--

Our Responsibilities In The Community

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

Matching

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

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

Jobs In Our Community

There are many different jobs in communities. We need people to have these jobs to meet our needs. Check out some popular jobs below.

Fill in the Blanks

Use the jobs word bank to fill in the blanks

Jobs Word Bank

Server	Mechanic	Store Clerk	Custodian	Mail Carrier	Farmer
					

- 1) Someone who fixes vehicles is a _____.
- 2) Someone who sells things from a store is a _____.
- 3) Someone who grows crops and raises animals is a _____.
- 4) Someone who gives us food at a restaurant is a _____.
- 5) Someone who keeps buildings clean and safe is a _____.
- 6) Someone who delivers mail is a _____.

Brainstorm

What are some other jobs in your community? Write or draw them

Paid vs Unpaid Work

What is Work?

Work is when someone does a task or a job to help others or to make things better. There are two types of work: **paid** and **unpaid** work.

1. **Paid Work** is when someone gets money for doing their job.

- A **teacher** teaches at a school.
- A **doctor** helps sick people feel better.
- A **bus driver** taking people where they need to go.



2. **Unpaid Work** is when someone helps out without getting money.

- A parent helping at a school event like a fun fair.
- Someone making a meal for a neighbour who is not feeling well.
- **Volunteers** picking up litter in a park to make it clean and safe.



Why Work Matters

All work is important because it helps us all live better. Whether people get paid or not, their work makes our community a happier and safer place to live.

Circle**Is the Following a Paid Job or Not?**

1) A man drives kids to school on a bus.	Paid	Unpaid
2) A woman reads books at a library event.	Paid	Unpaid
3) Someone cleans up leaves in their own yard.	Paid	Unpaid
4) A lady cooks food in a big restaurant.	Paid	Unpaid
5) A person takes care of their sick friend.	Paid	Unpaid
6) A man sells things to sell in a store.	Paid	Unpaid
7) A grandma sews a dress for her granddaughter.	Paid	Unpaid
8) A person writes stories for a community newsletter.	Paid	Unpaid
9) Someone helps people who have lost their keys.	Paid	Unpaid
10) A neighbour waters plants for someone on vacation.	Paid	Unpaid

Draw**Draw a paid and an unpaid worker. Write why all work is important.**

Activity – Appreciation Circle for School Staff

Objective

What are we learning about?

To help students understand and appreciate the various roles and tasks that contribute to running our school and express gratitude to school staff through thank-you cards.

Materials

What you will need for the activity.

- Thank-you cards (one per student)
- Markers, colored pencils, and crayons
- School roles reference sheet and writing page
- Scissors (for teacher use)



Instructions

How you will complete the activity

1. Start with a group discussion about our school. Ask students what they think helps our school run smoothly every day.
2. Explain the different roles at our school, like the principal, teachers, cafeteria staff, and librarians.
3. Provide each student with paper and art supplies.
4. Guide the students to choose one staff member they want to thank.
5. Help them write a simple message on their card, like "Thank you for helping us!" or "You make our school great!"
6. Allow the students to decorate their thank-you cards with markers, stickers, and other materials.
7. Collect the cards and plan a time to deliver them to the staff members, possibly during a school assembly or by visiting their offices.

Reference

Different roles within a school, along with a brief description

	Role	Description
1	Principal	In charge of the school.
2	Vice Principal	Helps the principal.
3	Teacher	Teaches us different subjects.
4	Librarian	Takes care of the library and books.
5	Counselor	Helps us when we feel sad or need to talk.
6	School Nurse	Takes care of us when we feel sick.
7	Secretary	Works in the office and helps everyone.
8	Janitor	Keeps the school clean.
9	Cafeteria Worker	Serves our lunch.
10	Bus Driver	Drives the school bus.
11	Playground Supervisor	Watches during recess to keep us safe.
12	Art Teacher	Teaches us how to draw and paint.
13	Music Teacher	Teaches us to sing and play instruments.
14	Physical Education Teacher	Teaches us games and sports.
15	Volunteer	Helps out in school without getting paid.
16	IT Technician	Fixes and takes care of the computers.
17	Attendance Clerk	Keeps track of who is at school each day.
18	Resource Coordinator	Finds things the school needs.
19	Homework Helper	Helps students with their homework.
20	Safety Monitor	Helps keep everyone safe at school.

Name: _____

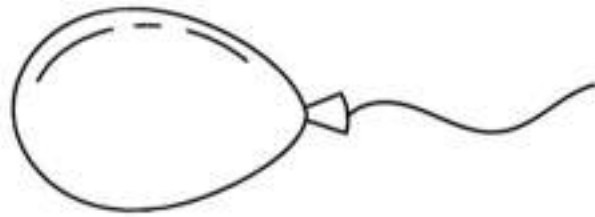
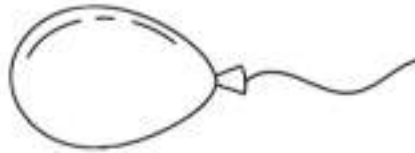
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Thank-you Card Template

Cut out the Thank-you Card Template

THANK YOU



PREVIEW

Drawing Contest: Community Helpers

Objective

What are we learning about?

To help students learn about different jobs in our community and understand how these helpers contribute to our well-being by drawing their favourite community helper.

Materials

What you will need for the activity.

- Drawing paper
- Crayons, markers, and pencils
- Pencils and eraser
- A reference page
- A planning page for research and drawing



Instructions

How you will complete the activity.

1. Begin by talking about different community helpers and what they do for us. Use the reference page to give ideas.
2. Give each student a sheet of white paper and access to crayons, pencils, and markers.
3. Ask the students to think about which community helper they like the most and why they think this helper is important.
4. Let them draw their favourite community helper using the crayons and coloured pencils.
5. If they want, they can use glue to add decorations to their drawing, like cotton for a doctor's coat or tiny pieces of red paper for a firefighter's truck.
6. Once everyone is done, each student can show their drawing to the class and explain how their chosen community helper helps people in the community.

Reference

Community workers along with simple descriptions

	Community Worker	Description
1	Firefighter	Wears a red helmet and carries a big hose.
2	Police Officer	Has a badge and drives a police car.
3	Doctor	Wears a white coat and uses a stethoscope.
4	Nurse	Wears scrubs and helps doctors care for people.
5	Teacher	Stands by a blackboard with books and markers.
6	Mail Carrier	Carries a bag and delivers letters and packages.
7	Chef	Wears a white hat and cooks food in a kitchen.
8	Farmer	Wears a straw hat, drives a tractor, and grows food.
9	Bus Driver	Drives a bus that takes people travel.
10	Librarian	Surrounded by books and helps find them.
11	Dentist	Wears a mask and checks your teeth.
12	Veterinarian	Cares for animals and wears a white coat.
13	Construction Worker	Wears a hard hat and builds things.
14	Sanitation Worker	Drives a garbage truck and keeps streets clean.
15	Plumber	Fixes pipes and carries a toolbox.
16	Baker	Makes bread and wears a white apron.
17	Grocery Clerk	Works in a store and arranges food shelves.
18	Mechanic	Fixes cars and often wears a blue jumpsuit.
19	Hairdresser	Cuts hair and uses scissors and combs.
20	Paramedic	Drives an ambulance and helps in emergencies.

Planning

Answer the questions below.

1) What community helper did you choose to draw?

2) What does this community helper do?

3) What tools or things does this community helper use?

4) How can you show what your community helper is doing in your drawing?

5) Sketch your idea here.

PREVIEW

Name: _____

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Draw

Draw your chosen community helper here

PREVIEW

Fact or Fiction – Understanding Work

Objective

What are we learning about?

This activity helps students understand different jobs and what people do in those jobs. It will help clear up any confusion about how work is done.

Materials

What you will need for the activity.

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



Instructions

How you will complete the activity.

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

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	Firefighters only fight fires.	Fiction
2	Teachers read books as part of their job.	Fact
3	Doctors only work in hospitals.	Fiction
4	Pilots drive buses.	Fiction
5	Dentists help take care of your teeth.	Fact
6	Chefs work in restaurants.	Fact
7	Police officers catch bad guys.	Fiction
8	Librarians help people find books they will love.	Fact
9	All musicians play the guitar.	Fiction
10	Gardeners plant flowers and cut lawns.	Fact
11	Veterinarians take care of animals.	Fact
12	Truck drivers can fly airplanes.	Fiction
13	Nursing aides write prescriptions.	Fiction
14	Painters create art and paint walls.	Fact
15	Teachers get paid to go on holiday.	Fiction
16	Bus drivers take people around the city.	Fact
17	All scientists are astronauts.	Fiction
18	Farmers grow vegetables and fruits.	Fact
19	Bankers keep money safe.	Fact
20	Some chefs write books.	Fact
21	Plumbers help fix pipes and leaks.	Fact
22	Shopkeepers sell toys only.	Fiction
23	Carpenters build things like tables and chairs.	Fact
24	Mail carriers deliver emails.	Fiction
25	Zookeepers take care of animals in the zoo.	Fact

Newspaper Article: Volunteering in Our Community

Helping Hands in Our Community

Publication Date: April 25, 2024

In our community, people help out without getting paid. They do this because they want to make our place better. One way people help is by giving food at the food bank. Mr. Lee, who works at our food bank, says, "We help families who need food. It makes them happy."

Another way people help is by cleaning parks. Last Saturday, a group of people picked up trash at Sunny Park. Emma, age 8, helped

too. She said, "I love making the park pretty for everyone."



When people volunteer, they are doing a good job for everyone. It makes our community a nicer place to live.



Every time someone helps, it shows they care. Lots of people doing small things can make a big difference.

Fill In The Blank

Fill the blanks using the words from the box below.

Community

Food Bank

Time

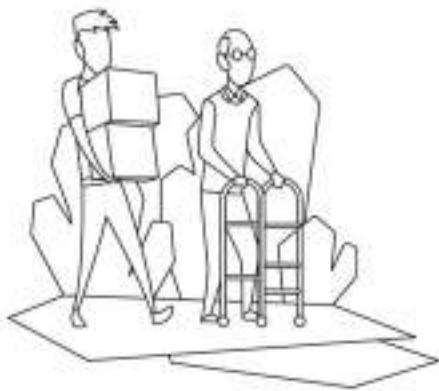
Pay

Volunteer

- 1) _____ helpers pick up trash in parks.
- 2) Volunteers give _____ instead of getting money.
- 3) When _____ it shows kindness.
- 4) We _____ family need food by giving food at the _____.
- 5) People at the _____ bank _____ give _____.

Colour

Colour and label the acts below.



Activity – My Family at Work**Objective**

What are we learning about?

To help students understand different types of work and responsibilities within their families by conducting interviews with family members.

Materials

What you will need for the activity.

- Interview questions page
- Notebook or paper
- Pencil or crayon

**Instructions**

How you will complete the activity

1. Choose a family member to interview. It can be a parent, grandparent, sibling, or any other relative.
2. Take your Interview questions page and a pen or pencil. You can also decorate your page with crayons.
3. Ask your family members if they have time to talk with you about their job and what work they do at home.
4. Use the questions from your Interview questions page to learn about what work they do, how they do it, and why it is important.
5. Listen carefully and write down or draw the answers in your notebook.
6. Say thank you to your family member for sharing with you.
7. Bring your notes and drawings to class and be ready to share what you learned with your classmates.

Interview

Answer the questions below from your interview.

1) The family member I am talking to (like Dad or Grandma):

_____2) What is your job?

_____3) What do you do at your job?

_____4) What tools do you use in your job?

_____5) Do you wear something special for work?

_____6) Why is your work important?

_____**PREVIEW**

Blog Post: Helping Others in Need

Helping Friends and Neighbours

Date: April 25, 2024

Author: By Miss Emma

3-minute read

Today, we are going to learn about helping people who need extra care. Some friends might not have enough food or warm clothes. We can help them!

One way is by bringing food to a food drive. If you bring cans of soup or fruit, you are helping someone have a yummy meal! Another cool way is by walking in a charity walk. We give money for every step you take, and that money helps buy what is needed.

Remember, even the smallest help can make a big difference!

Till next time, Miss Emma

Comments:



Lucy - April 26, 2024

Food drives are good, but we should try to help every day, not just during events.

[Like](#) [Reply](#) 3h ago



Tommy - April 25, 2024

I helped in a food drive and learned that one food drive can collect over 500 cans of food! It is great to see how many people we can help together.

[Like](#) [Reply](#) 1d ago

True or False

Is the answer true or false?

1) Only adults can participate in food drives.	True	False
2) A charity walk helps raise money.	True	False
3) Helping others can make them smile.	True	False
4) It is good to only help during events.	True	False
5) We can help many people if we work together.	True	False

Draw

How can you help someone in need?

Word Search

Find the words in the wordsearch.

Help	Share
Food	Clothes
Charity	Smile
Donate	Care
Give	Serve

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

Role Play: Day at School vs. Day at Home

Objective

What are we learning about?

To help students understand the differences between their responsibilities and activities at home and at school.

Materials

What you will need for the activity.

- Scenario cards (descriptions of school and home tasks)
- Costumes or props (like backpacks, small brooms, pretend food)



Instructions

How you will complete the activity.

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

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Morning Routine at School	A group of kids get to school and say hi to their friends. They hang up their backpacks and say good morning to their teacher. Then they pick their favourite books and sit down to read quietly before class starts.
2	Lunchtime at Home	Some kids help set the table with plates and cups. They take a walk with their mom or dad and talk about what they did in school. After eating, everyone helps to clean up the table.
3	Helping Friends at School	In school, some kids peer teach their friends who find some subjects tricky. They do this during a study period. The helpers share their tips on how to write or solve math problems. They use blocks and drawings to make learning easier and more fun.
4	Homework Time at Home	After school, a child sits at their desk in their room. They open their school book to do their homework. They write and think hard about the questions. When they finish, they feel happy and put their books away.

Scenario Cards

Cut out the topics below.

	Scenario	Description
5	Art Class at School	Kids wear smocks and sit around a big table with lots of colours and paper. They listen to the teacher talk about drawing trees and birds. Then, they use their colours to make their own art, showing different kinds of trees and animals.
6	Playing Outside at Home	The kids play tag or hide and seek with their brothers and sisters. They run around, laugh, and hide behind trees in a park. After playing, they sit down for a snack outside.
7	Reading Time at School	In the library, kids sit in a circle. The teacher reads a story about animals or space. They listen and look at the pictures. Sometimes, they ask questions or talk about their favourite part of the book.
8	Gardening at Home	Kids help in the garden by planting seeds or watering flowers with a small watering can. They dig in the dirt and see worms and bugs. They talk about how plants grow and what plants need to be healthy.

Scenario Cards

Cut out the topics below.

	Scenario	Description
9	Gym Class at School	In the gym, kids line up and follow the teacher's instructions to jump, run, and stretch. They play a game like duck-duck-goose or follow the leader. Everyone laughs and tries their best to follow along.
10	Cooking at Home	The kids help make cookies by mixing dough and spreading it onto a baking sheet. They watch the cookies bake in the oven and enjoy the yummy smell. Later, they eat the cookies with milk and share them with the family.
11	Clean-up Time at School	After a fun activity, kids help clean up the classroom. They put away toys, books, and art supplies, and then they sweep and make sure everything is neat and tidy for the next day.
12	Bedtime Routine at Home	At night, kids get ready for bed by putting on pajamas and brushing their teeth. They choose a bedtime story book and listen as their mom or dad reads it aloud. Then, they say goodnight and go to sleep.

Reflection

Answer the questions below.

1) What did you do in your role play?

2) How is school day different from a day at home?

3) What did you learn about school and home activities?

4) Why is it important to balance your school and home life?

PREVIEW

Jeopardy – Exploring Needs, Wants, and Work

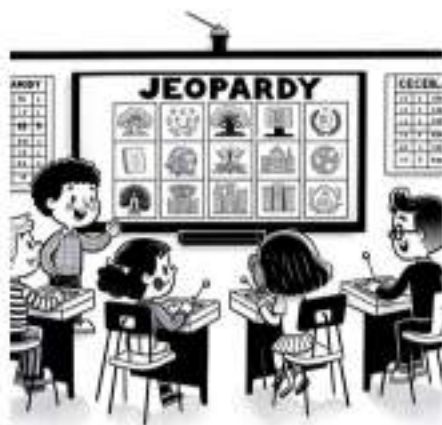
Objective

What are we learning about?

The objective of this activity is to help students understand the concepts of needs, wants, paid work, unpaid work, and the roles of community helpers through a fun and interactive Jeopardy game.

Materials: What you will need for the activity.

- Jeopardy board and questions
- Buzzer or bell
- Scoreboard



Instructions

How you will complete the activity

1. Print the Jeopardy board on the next page.
2. Divide the class into two teams.
3. Ask one team to go first by selecting a point value.
4. Read the question aloud from the point value.
5. The first team to ring the bell or buzzer gets to answer.
6. If they answer correctly, award them the points. If not, another team can answer.
7. Continue the game until all questions have been answered.
8. Tally the points to determine the winning team.
9. Conclude by discussing what they learned about the topic in the questions.

Jeopardy Question

Ask students the questions below.

1 Points	2 Points	3 Points	4 Points	5 Points
Who helps when there is a fire? (Firefighter)	Who takes care of your pets? (Veterinarian)	How many hours should you sleep? (10 hours)	What is helping others without getting money? (Volunteering)	Who is a doctor for kids? (Pediatrician)
Where do you go to borrow books to read? (Library)	What is a machine that helps farmers plow the field? (Tractor)	What is a machine that helps doctors listen to your heartbeat? (Stethoscope)	Who helps in an emergency? (Paramedic)	
Who fixes your teeth when they hurt? (Dentist)	An iPad is a need or a want? (Want)	What do we all need to have a safe world? (Donation)	Who fought for equal rights on a bus? (Rosa Parks)	
What do we need for hydration? (Water)	A winter jacket is a need or a want? (Need)	What is the term for money given for work? (Paid work)	What did Thomas Edison invent? (Light bulb)	What do we visit in place like a church? (Spiritual needs)
What activity helps our brains grow? (Reading)	Who bakes bread and sweet things? (Baker)	What is the special food from Japan with rice and fish? (Sushi)	What "needs" makes us feel we belong? (Social needs)	Who made a vaccine for polio? (Jonas Salk)

Unit Test – Resources and Wealth

Circle

Read the scenarios below and think: Is it a need or a want?

Need ←	You feel thirsty during recess and think about getting a drink of water.		→ Want
Need	You see a shiny new toy in the store while shopping with your parents.		→ Want
Need	You feel cold walking to school without a warm jacket.		→ Want
Need ←	You scraped your knee at the park and it hurts.		→ Want
Need ←	A cool kid shows you a new video game that looks fun.		→ Want
Need ←	You forgot your lunch at home and have nothing to eat.		→ Want
Need ←	It's your friend's birthday and you think about buying a gift.		→ Want
Need ←	It's bedtime and very dark in your room; you look for a nightlight.		→ Want

Multiple Choice

Circle the best answer.

1) What activity is a health need?	Watching TV	Exercising
2) What kind of need is feeling loved and safe?	Emotional	Spiritual
3) When someone gets money for doing their job:	Unpaid Work	Paid Work
4) Who takes care of our pets?	Veterinarian	Pediatrician
5) Wears a red helmet and carries a big hose:	Police Officer	Firefighter

Matching

Draw a line from the term to its meaning.

Physical Needs

Spiritual Needs

Emotional Needs

Intellectual Needs

- ☐ The things we all need to feel happy and safe.
- ☐ The things our brain needs to learn and be curious
- ☐ The things we need to feel connected to nature
- ☐ The things our bodies need to stay strong and healthy.

Label

Which needs do the following pictures? Put a number for each.

1)

Physical Need

2)

Spiritual Need

3)

Emotional Need

4)

Intellectual Need



Yes or No

Is the answer yes or no?

1) Immediate gratification is wanting something right away.	Yes	No
2) Is volunteering giving help for free?	Yes	No
3) Can giving food to a food bank help others?	Yes	No
4) Do paramedics come quickly when we are hurt?	Yes	No
5) Waiting and working hard for what we want is a long-term goal.	Yes	No

Fill in the Blanks using the "Community workers" word bank to fill in the blanks.

Community Workers Word Bank			
Garbage Collector	Doctor	Teacher	Firefighter
Police Officer	Bus Driver	Plumber	Farmer

- Someone who wears a white coat and uses a stethoscope. _____
- A person who wears a red helmet and carries a big hose. _____
- A person who stands by a blackboard with books and markers. _____
- Someone who wears a hat, drives a tractor and grows food. _____
- Someone who picks up the trash. _____
- Someone who sits in a bus and helps people travel. _____
- A person who fixes pipes and carries a toolbox. _____