



Preview – Information



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Google Slides Lessons Preview



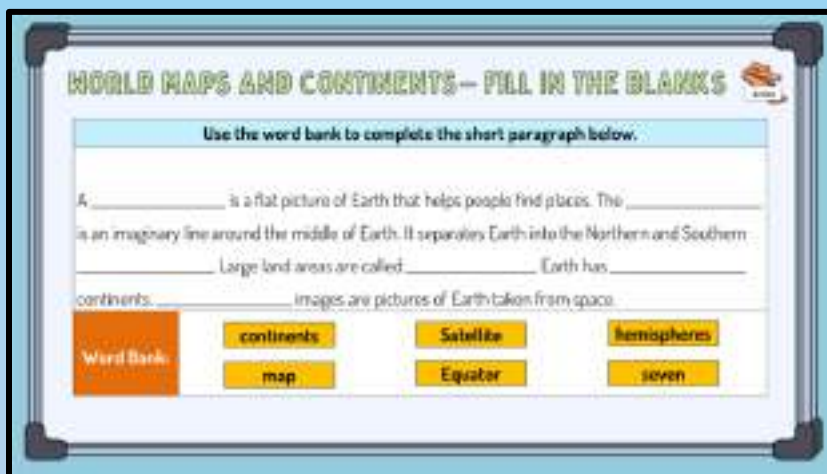
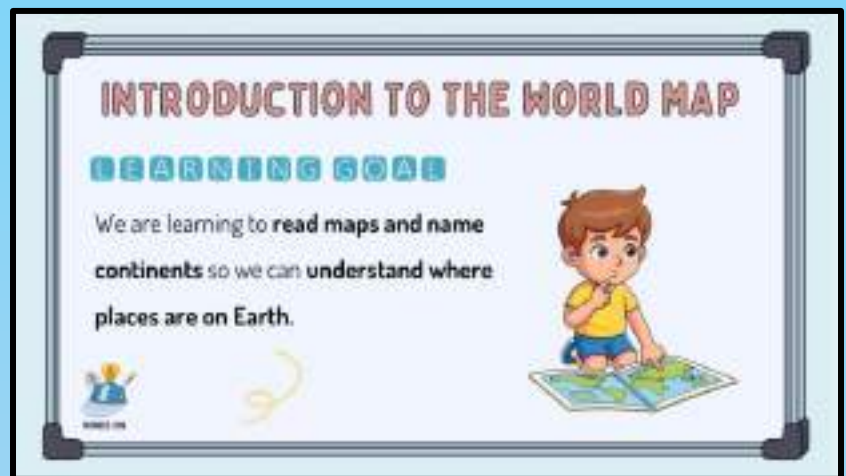


Saskatchewan Social Studies Dynamic Relationships– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Saskatchewan Social Studies Dynamic Relationships– Grade 3

SEVEN CONTINENTS – MAP LABELING CHALLENGE

Look at the world map. Drag each continent name to the correct place on the map.

- Antarctica
- South America
- Africa
- Australia
- Asia
- North America
- Europe

DOES IT HELP EARTH'S CLIMATE?

Look at each situation. Drag a thumbs up if it helps Earth's climate, or a thumbs down if it does not.

Thumbs up icon: Thumbs down icon:

DOES IT HELP?

Look at each picture. Drag Helps or Doesn't help.

Helps: Doesn't help:

Saskatchewan Social Studies Dynamic Relationships– Grade 3

4 PICS 1 WORD - NATURAL DISASTERS



A G D R X E N Z G M N O

- What do all four pictures have in common?
- What kind of plans should communities make before natural disasters happen?

NATURAL DISASTERS

Find the words in the puzzle. They are all about natural disasters, safety, and how communities get ready.

Flood	Drought
Storm	Thunder
Lightning	Wind
Safety	Drill
Emergency	Kit

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

LAND USE

Use it shows. Place

Feature	Housing	Industry
		
		
		

Grade 3 – Social Studies

Saskatchewan Unit: Dynamic Relationships

	Learning Experiences	Pages
DR3.1	Use various model representations of the Earth.	6-41
DR	Preview of 80 pages from this product that contains 177 pages total.	
DR3.3	Compare the beliefs of various communities around the world regarding living on and with the land.	92-127

NAME: _____

DYNAMIC RELATIONSHIPS



Introduction To The World Map

What is a Map?

A map is a special picture of the Earth's surface. It can show countries, cities, rivers, and even mountains!

The Equator: Earth's Invisible Belt

The Equator is an imaginary line that goes around the middle of the Earth. It's like the Earth is wearing a belt. This line divides our planet into two parts: the Northern Hemisphere and the Southern Hemisphere. Here are some cool facts:

- The Equator is about 40,075 kilometers long. That's super long, isn't it?
- Countries like Brazil, Gabon, and Indonesia are right on the Equator.
- It's usually warm near the Equator because it gets a lot of sunlight.

North and South: The Hemispheres

Our world is split into two big halves by the Equator.

- The Northern Hemisphere is everything above the Equator. Canada is in the Northern Hemisphere!
- The Southern Hemisphere is everything below the Equator. Places like Australia and Argentina are here.



Maps, Globes, and Satellites

- Maps are flat pictures of the Earth. They can be in books or on your computer.
- Globes are spheres that show the Earth exactly as it is, but much smaller.
- Satellite Images are photos taken from space. They show us what places look like from very high up.

Name: _____

7

Curriculum Connection
DR3.1

True or False

Is the statement true or false

1) The Equator is a visible line on Earth.	True	False
2) The Equator divides Earth into east and west.	True	False
3) The Northern Hemisphere is above the Equator.	True	False
4) Satellites take photos from under the sea.	True	False
5) Globes show that the Earth is flat.	True	False

Questions

Answer the questions below

1) What does the Equator divide?

2) What can maps show us?

Define

What do the terms below mean?

Equator	
Northern Hemisphere	
Southern Hemisphere	

Exploring Continents And Oceans

Our World's Big Pieces

Our planet is like a giant puzzle with big pieces called continents and oceans. Each piece has its own story, and today we're going to explore them!



Land Giants: The Continents

There are seven continents, and each one is unique:

- Asia - The largest continent, home to the highest mountain, Mount Everest.
- Africa - Known for the Sahara, the biggest desert.
- North America - Features a wide range of weather and landscapes.
- South America - Famous for the Amazon rainforest, the largest rainforest.
- Antarctica - The iciest place, almost entirely covered by ice.
- Europe - Known for its rich history and many diverse countries.
- Australia - The smallest continent and known as the "island continent."

Water Worlds: The Oceans

Our planet also has five main oceans, which are huge areas of water.

- Pacific Ocean - The biggest ocean, it's larger than all the land combined!
- Atlantic Ocean - Known for the mysterious Bermuda Triangle.
- Indian Ocean - Warm waters and beautiful coral reefs make it special.
- Southern Ocean - Surrounds Antarctica and is super cold.
- Arctic Ocean - Located at the top of the world, mostly covered in ice.

Fun Facts

- The Pacific Ocean is so wide that it could fit all the continents.
- Asia is so big that it has more people than all the other continents combined.

Questions

Answer the questions below

1) Write the names of the seven continents of Earth.

2) Read the clues below and write which continent is being described.

Mount Everest	Amazon Rainforest	
Smallest continent	Sahara Desert	
Rich History	Covered in Ice	

Visualizing

Draw what you saw in your mind while you were reading. Explain the picture.

True or False

Is the statement true or false

1) Asia is the smallest continent.	True	False
2) Antarctica is mostly covered in ice.	True	False
3) The Sahara is a large forest.	True	False
4) The Pacific Ocean is the largest.	True	False
5) Africa is known as the "land down under."	True	False

Memory Game: Geographic Terms

Objective

What are we learning about?

The goal of this activity is to help students learn and remember important geographic terms and their meanings.

Materials

What you will need for the activity.

- Memory game cards (provided) with the terms on one set and definitions on another set.
- A flat surface like a table where you can lay out the cards.



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 flat surface.
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

Geographic Term	Definition
Continent	A large landmass on Earth. There are seven of them.
Ocean	A big body of salt water that covers most of Earth.
Hemisphere	Area of the Earth, divided into four: northern, southern, eastern, and western.
Equator	An imaginary line that goes around the middle of Earth, halfway between the North and South Poles.
Map	A drawing that shows where things are in the world.

Cards

Memory Game Cards

Geographic Term	Definition
Border	A line that separates two countries or states.
Country	An area of land that has its own government.
City	A large town where lots of people live and work.
River	A long, flowing body of water that goes into an ocean or a lake.
Mountain	A very tall hill, often with rocks and snow at the top.

Cards

Memory Game Cards

Geographic Term	Definition
Lake	A large area of water surrounded by land.
Island	A piece of land surrounded by water.
Desert	A very dry area with little water and few plants.
Forest	A large area covered with trees and plants.
Valley	A low area between hills or mountains, often with a river running through it.

Continents

What is a Continent?

Put a * above words you don't know

A **continent** is big area of land. Continents are separated from each other by water or mountains. We live on the North American continent. There are seven continents on Earth that are displayed by size and number of people.



By Size - Biggest to Smallest	
1)	Asia
2)	Africa
3)	Europe
4)	North America
5)	South America
6)	Antarctica
7)	Australia

By Number of People	
1)	Asia
2)	Africa
3)	Europe
4)	South America
5)	Antarctica
	Australia
	Antarctica

Colour the globe each time you read the text

Fill in the blanks

What word is missing?

- The largest continent is _____.
- Not many people live on the _____ continent.
- Continents are _____ areas of land separated by water or _____.
- There are _____ continents on Earth.



Questioning

Write two questions you have about continents

1)	
2)	

Name: _____

Mapping the Continents of the World

Word Bank

Asia Europe North America Antarctica
Africa Australia



Oceans

What is an Ocean?

Put a * above words you don't know

An **ocean** is a big area of water between continents. Oceans are not just regular freshwater. Instead, oceans are made of salt water. We can't drink saltwater. The animals that live in oceans must be able to survive in salt water. Sharks, whales, starfish and dolphins live in oceans. Oceans cover most of Earth.



Earth's Oceans

The Earth has 5 oceans. They have been displayed in order from smallest to largest below.

Arctic Ocean	Southern Ocean	Indian Ocean	Atlantic Ocean	Pacific Ocean
--------------	----------------	--------------	----------------	---------------

All five oceans flow into each other together and are seen as the world's one big ocean.

Colour the globe each time you read the text



True or False

Is the statement true or false?

1) Oceans have a lot of fresh drinking water	True	False
2) Oceans are filled with salt water	True	False
3) There are 6 oceans	True	False
4) The largest ocean is the Pacific Ocean	True	False
5) The most northern ocean is the Arctic Ocean	True	False

Making Connections

What does this reading remind you of?

Name: _____ 18

Oceans – Mapping Activity

Word Bank

Arctic

Pacific

Indian

Atlantic

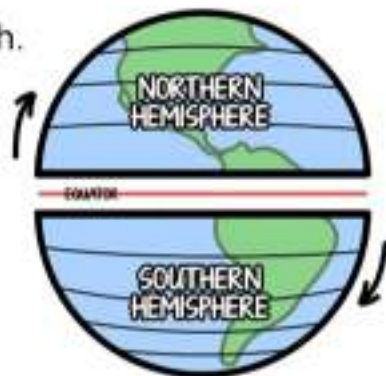


The Equator Prime Meridian

What is the Equator?

Put a * above words you don't know

The **equator** is an imaginary line around the middle of the Earth. The equator's line cuts the Earth into two parts, called hemispheres. If you live above the equator's line, you live in the northern hemisphere. If you live below the equator, you live in the southern hemisphere.



The equator is halfway between the north pole and south pole. The poles are the farthest you can get away from the equator. The poles are very cold.

Climate on the Equator

The word **climate** means weather over a long period of time. If you live near the equator, you will have weather that is hot and wet. It may rain a lot and you may see a lot of thunderstorms. The further you live from the equator, the colder it is!



Prime Meridian

The prime meridian is just like the equator. It is an imaginary line that runs north and south around the middle of the Earth. The prime meridian cuts the Earth into two hemispheres, the eastern hemisphere and the western hemisphere.

In Canada, we live in the western hemisphere.

Australia, Europe, Asia, and Africa are all in the eastern hemisphere.

Colour the globe each time you read the text



Visualizing

What were you picturing in your head while you were reading?

Describe your picture

Multiple Choice Circle the correct answer

1) Is the equator a real or imaginary line?	Real	Imaginary
2) The northern hemisphere is the top or bottom half?	Top	Bottom
3) Living near the equator means the weather will be...	Hot	Cold
4) The North and South Pole are...	Hot	Cold
5) The weather near the equator is hot and...	Dry	Wet

Questions

Answer the questions below

1) Since Canada is further from the equator than Mexico, is it warmer or colder?

2) Which hemispheres are Canada in?

3) Near the equator, you may see a lot of...

4) The equator runs which direction?

5) The prime meridian runs which direction?

Continent – North America**Where is North America?**

Put a * above words you don't know

North America is the third largest continent in the world. It has the Pacific and Atlantic oceans beside it. North America has three bigger countries and 20 smaller island countries. The three big countries are Canada, Mexico, and the United States. Some island countries are Cuba, Jamaica, and the Bahamas.

North America**Cities in North America**

Toronto is the largest city in Canada. New York City is the biggest city in the United States. The largest city in North America is in Mexico. It is named Mexico City and over 20 million people live there!

Climates in North America

North America has different climates. It is warm all year round in Mexico and the Caribbean islands. In Canada and most of the USA, the summers are warm, and the winters are cold.

Colour the globe each time you read the text

**Questions**

Answer the questions below

- 1) North America is home to which three big countries?

- 2) Which city is the largest in North America? _____
- 3) Is the climate in North America the same for all countries? Explain.

Word Endings

Find the word endings in the text



Ending (suffix)	Words	Root Word
-est		
-er		
-s		

Researching Continents – North America

Questions

Answer the questions below

**North America**

1) List 4 countries in North America

2) List 4 cities in North America

3) List 4 bodies of water in North America (lakes or rivers)

4) What oceans surround North America?

5) List 4 animals that live in North America. Draw each animal.

Animal Name	Drawing	Animal Name	Drawing
1)		2)	
3)		4)	

Continent – Australia

Where is Australia?

Australia is an island continent because it has water all around it. It is the smallest continent. Australia has the Indian and Pacific Oceans around it. It is in the southern hemisphere, on the bottom of a map.

Australia



Land in Australia

Most of Australia is a desert. The desert is called the 'outback'. There are also rainforests in Australia. People live on the outside of the island. The outside is called the coast. The coast is where you can find the middle of the continent is a desert. Not much grows in the desert, so food is brought in from other parts of the world.

Countries and Cities in Australia

The continent of Australia is also a country. Australia! Yes, the continent of Australia is a country as well. The biggest cities in Australia are Sydney, Melbourne, Sydney and Brisbane. NSW is the biggest state.

Colour the globe each time you read the text



Word Search Find the words!

Continent	Sydney	Desert	Island
Australia	Map	Coast	Beach

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

Questions Answer the questions

1) Which two oceans are around Australia?

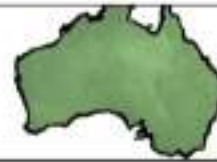
2) Where on a map would you find Australia?

3) Why don't a lot of people live in the middle of Australia?

Researching Continents – Australia

Questions

Answer the questions below

**Australia**

1) List 4 countries in Australia/Oceania.

2) List 4 cities in Australia.

3) List 4 bodies of water in Australia (lakes or rivers)

4) What oceans surround Australia?

5) List 4 animals that live in Australia. Draw each animal.

Animal Name	Drawing	Animal Name	Drawing
1)		2)	
3)		4)	

Continent – Europe

Where is Europe?

Put a * above words you don't know

Europe shares the big landmass beside North America with Asia. Europe is on the west side. Europe is separated from Asia by mountains and water. The Atlantic and Arctic oceans are around Europe. Europe is in the northern hemisphere, on the top of a map. It is also in the eastern hemisphere.



Countries in

Europe is made of many countries. Russia is a country that is in both Europe and Asia. The most people are Russia, France, the United Kingdom, Italy, and Spain. A lot of people live in Europe. They have 750 million people!

Climate

The climate in Europe is just like the climate in Canada. They have cold winters and warm summers. Some countries in the southern part of Europe are close to the equator, so they stay warm all year.

Colour the globe each time you read the text



Fill in the blanks

What word is missing?

1. Europe has _____ million people.
2. Russia belongs to two continents, both _____.
3. Europe is in the _____ hemisphere, on the _____ of the map.
4. In the _____ parts of Europe, it stays warm all _____.

Questioning

Write two questions you have about Europe

1)

2)

Researching Continents – Europe

Questions

Answer the questions below

**Europe**

1) List 4 countries in Europe

2) List 4 cities in Europe

3) List 4 bodies of water in Europe (lakes or rivers)

4) What oceans surround Europe?

5) List 4 animals that live in Europe. Draw each animal.

Animal Name	Drawing	Animal Name	Drawing
1)		2)	
3)		4)	

Continent – Asia

Where is Asia?

Put a * above words you don't know

Asia is beside Europe on the large land mass above Australia. Asia is the largest continent, and it has the most people living there. Asia has the Arctic Ocean above it, the Indian Ocean below it, and Pacific Ocean beside it. Asia shares borders with Africa and Europe.

Land Features

Asia is home to the tallest mountain in the world, Mount Everest. Asia has a lot of deserts, like the Gobi desert. The Gobi desert is cold but it doesn't have much water. The desert has very little water. Asia is also home to Japan and many other countries.



Countries in Asia

Over half of the people living on Earth live in countries in Asia. The countries with the most people are China, India, Indonesia, and Pakistan. The country of China has more people than the continents of North America, South America, and Australia combined!

Colour the globe each time you read the text



Multiple Choice

Circle the correct answer

1) Asia is beside which continent?	Europe	Asia	Africa	North America	South America
2) Japan is an	Continent	Island	Country	City	State
3) The Gobi Desert is	Hot	Cold	Wet	Dry	Mountainous
4) The Indian Ocean is to the _____ of Asia	South	North	East	West	Central
5) Which country is the largest in Asia?	China	India	Japan	Indonesia	Pakistan

Questions

Answer the questions below

1) What is the tallest mountain in the world?	
2) Which ocean is beside Asia?	
3) Which ocean is above Asia?	
4) Which continent is the largest?	

Researching Continent – Asia

Questions

Answer the questions below

**Asia**

1) List 4 countries in Asia

2) List 4 climates in Asia

3) List 4 bodies of water in Asia (lakes or rivers)

4) What oceans surround Asia?

5) List 4 animals that live in Asia. Draw each animal.

Animal Name	Drawing	Animal Name	Drawing
1)		2)	
3)		4)	

Activity – Mini Geography Bee Challenge

Objective

What are we learning about?

To engage students in learning about continents, oceans, major countries, and physical features through a friendly competition that enhances their knowledge of the world's geography.

Material

What you will need for the activity.

- World map
- Page with geography questions (provided)
- Buzzer or bell
- Scoreboard



Instructions

How you will complete the activity.

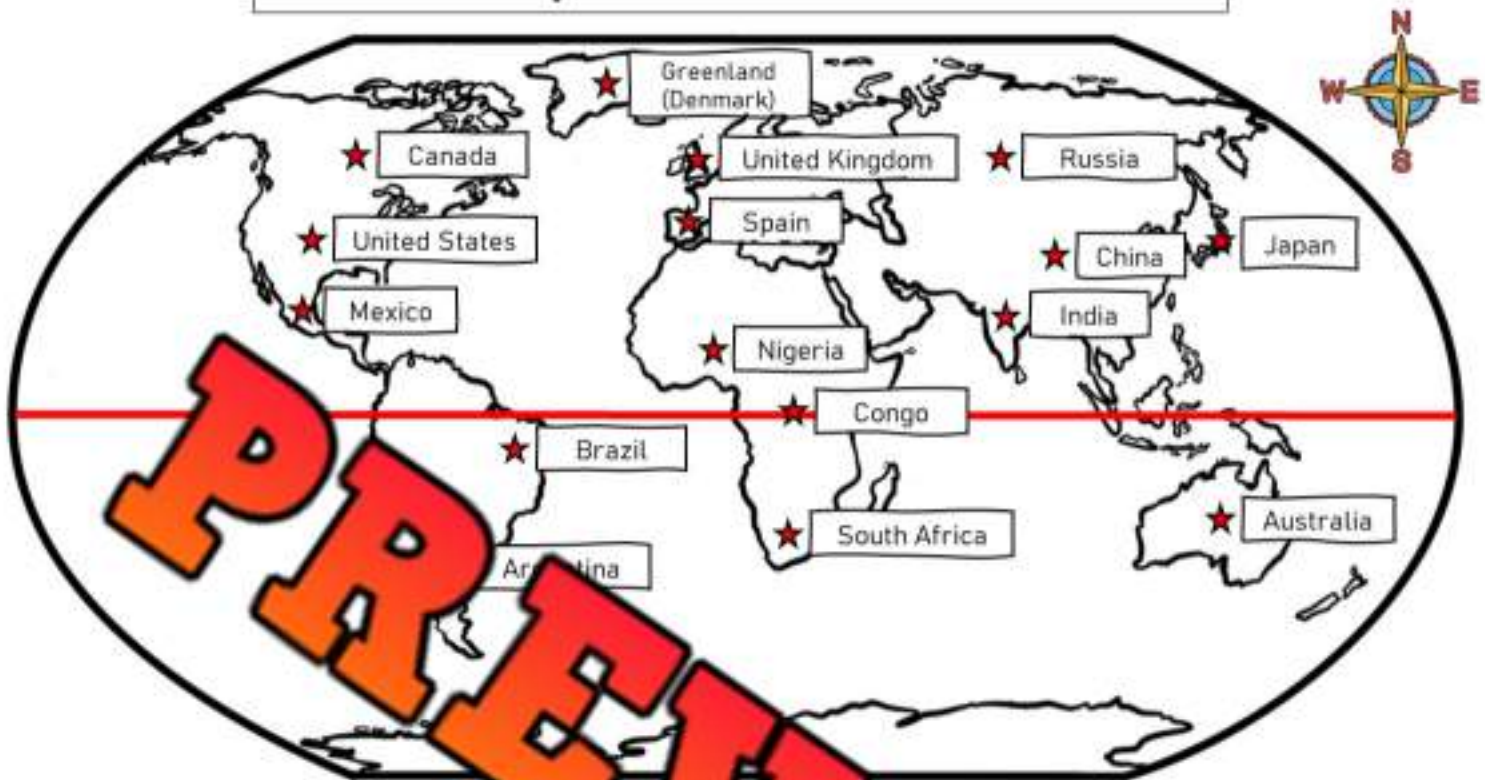
1. Prepare flashcards with questions related to continents, oceans, major countries, and physical features. Ensure the questions vary in difficulty to accommodate all learners. (provided)
2. Divide the class into small teams or have students participate individually depending on your preference and class size.
3. Explain the rules to the students: a question will be read aloud, and the first team or student to buzz in gets to answer. If they answer correctly, they earn a point. If they answer incorrectly, another team or student can buzz in to answer.
4. Start the geography bee by asking a question. Use the buzzer or bell to determine which team or student buzzed in first.
5. Keep track of the points on the scoreboard. Continue the competition until you've covered all the questions or until you reach a predetermined time limit.
6. Congratulate all participants and, if applicable, reward the team or student with the highest score.

Geography Bee

Read the questions to the class

#	Question	Answer
1	What is the largest continent on Earth?	Asia
2	Name the world's largest ocean.	Pacific Ocean
3	What country has the largest population in the world?	India
4	Name the continent that is also a country.	Australia
5	What is the longest river in the world?	The Nile River
6	Name the continent known as the "Frozen Continent"?	Antarctica
7	Name the ocean known as Canada's eastern coast.	Atlantic Ocean
8	What is the smallest ocean in the world?	Arctic Ocean
9	Which country is home to the Eiffel Tower?	France
10	Name the desert that covers much of northern Africa.	Sahara Desert
11	Which country is the smallest in the world?	Vatican City
12	What is the longest river in North America?	Mississippi River
13	Which continent has the most countries?	Africa
14	What body of water separates Africa and Europe?	Mediterranean Sea
15	Which country is known as the Land of the Rising Sun?	Japan
16	Which continent is home to the Amazon River?	South America
17	What is the largest country in the world?	Russia
18	Which country has a maple leaf on its flag?	Canada
19	What mountain is the tallest in the world?	Mount Everest
20	Name the continent that has no countries.	Antarctica
21	Which country has the most lakes in the world?	Canada
22	Name the largest lake in the world.	Caspian Sea
23	What is the capital city of Spain?	Madrid
24	Which Asian country is made up of over 7,000 islands?	Philippines
25	What is the largest island in the Mediterranean Sea?	Sicily

World Map – Countries - Canada



Questions

- 1) Which continent is each country in?
- 2) What is the climate like in this country? Warm, Hot, Cold or both?

	Country	Continent	Hot, Cold, Both
1)	Spain		
2)	Canada		
3)	Brazil		
4)	China		
5)	South Africa		
6)	United Kingdom		
7)	Russia		
8)	India		
9)	Australia		
10)	Argentina		
11)	Mexico		
12)	Congo		

Venice: The Floating City

Where is Venice?

Venice is a very special city in **Italy**. Unlike other cities, it does not have cars or buses running on roads. Instead, Venice is made up of over 100 tiny **islands** grouped together in the sea. People there use boats to go from one place to another!

How Do People Get Around?

In Venice, there are no cars, trucks, or bicycles on roads because there are no roads! People travel through canals, which are like water streets. The most famous canal is the Grand Canal. People use **gondolas** and **water taxis**, which are boats that help people move around the city.

Venice's Amazing History

A long time ago, Venice was a very powerful city because of its location on the water. It became strong and rich by **trading** with other countries. The city was known for its beautiful art and buildings. Even today, many people visit Venice to see its unique sights.

Why Venice is Important

- Venice shows us how a city can be built on water.
- It teaches us about history and how people adapt to their environment.
- Venice is a place where art and culture have grown beautifully because of its special location.

So, when you think of Venice, imagine a city floating on water, with boats instead of cars, and lots of history and art to discover!



True or False

Is the statement true or false?

1. Venice is located in France.	True	False
2. Venice is built on many small islands.	True	False
3. The Grand Canal is a famous road in Venice.	True	False
4. Gondolas are a type of car used in Venice.	True	False
5. Venice has many bridges connecting the islands.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) What makes Venice different from other cities?

2) Why was Venice a powerful city long ago?

Exploring Cairo and the Nile River

Where is Cairo?

Cairo is the capital city of **Egypt**, a country in **Africa**. It's a very old and interesting city that has been around for thousands of years!

The Amazing Nile River

The Nile River is very important to Cairo. It's the longest river in the world! But did you know it starts far away in a country called Ethiopia? That's right! A big part of the Nile's water comes from Ethiopia, making it a vital part of the river's journey to Egypt.

How the Nile Helps Cairo

A long time ago, people noticed that the Nile River was really good for growing plants. This is because the Nile made the soil very fertile, which means it was great for farming. Thanks to this fertile land, people could grow lots of food, and the city of Cairo could grow and develop.

Why the Nile is Special

- **Water Supply:** The Nile gives water to the city and its people, which is very important for everyone's daily life.
- **Transportation:** Long ago, and even now, the river was like a big road that helped people travel and trade.
- **Farming:** The fertile banks of the Nile let people grow lots of food, which helped Cairo become a big and strong city.



So, the Nile River isn't just a river; it's a key part of Cairo's story and how it became such an important place in Egypt and the world!

Questions

Answer the questions below.

1) Why is the Nile River important to Cairo?

2) Why is the land near the Nile good for growing plants?

True or False

Is each statement true or false?

1) The Nile River is the longest river in the world.	True	False
2) The Nile starts in Egypt.	True	False
3) The soil near the Nile was poor for farming.	True	False
4) People used the Nile for transportation.	True	False
5) Cairo is a young city with little history.	True	False

Diary

Imagine being a farmer in ancient Cairo. Write a diary entry for one day working by the Nile's fertile sides.

Singapore: The Mighty Trading Island

Singapore's Location

Singapore is a tiny island at the bottom of a place called the **Malay Peninsula** in **Southeast Asia**. It's really special because it sits on a big water path that connects two huge countries, **India** and **China**. This makes Singapore an important spot for trading, which means buying and selling things with other countries.

Cool Facts About Singapore

- **Trading Spot:** It's like a busy market but for the whole world! It's a place where lots of countries come to trade.
- **Busy Port:** Imagine a place where big **ships** come. Singapore's port is one of the busiest places where ships bring and take away stuff to different places.
- **Strong Economy:** Even though Singapore is so small, it's like a tiny powerhouse. It has a very strong and open **economy**, meaning it's really good at doing **business** with other countries.

What Singapore Does Best

- **Money Matters:** It's a place where lots of people work with money, making it a big money hub.
- **Making Things:** Singapore is great at making **electronics** and **medicines**.
- **Moving Around:** It helps move people and goods all over the world because it's so well-located.



★ SINGAPORE ★

Singapore teaches us that no matter how small you are, you can still be mighty if you're in the right spot!

Questions

Answer the questions below.

1) What makes Singapore's location special for trading?

2) How does Singapore's economy stand out despite its size?

True or False

Is each statement true or false?

1) Singapore is a very large country.	True	False
2) The country is located in Europe.	True	False
3) The country is known for making electronics.	True	False
4) It's not an important spot for transportation.	True	False
5) Only a few ships visit Singapore's port.	True	False

Draw

Draw a ship at Singapore's busy port.



Story: The Adventures of Clara in Climatesville

Draw

Draw pictures that illustrate the story.

Once upon a time, in the land of Climatesville, there lived a curious girl named Clara. Climatesville was unique because it had many different regions, each with its own climate. Clara decided to explore these regions to see how the climate affected the lives.

In the sunny South, Clara noticed that farmers grew lots of fruits and vegetables because the warm weather and long days were perfect for plants. The houses had wide, overhanging roofs to provide shade from the sun, and people wore light, airy clothes.

PREVIEW

Next, Clara visited the Rainy Reaches. Here, the land was always wet, and farmers grew rice in flooded fields. The houses were on stilts to avoid the water, and everyone had colourful raincoats and boots.

In the Frosty Frontiers to the north, it was very cold. Farmers there grew hardy crops like potatoes and kept animals like sheep. The houses were built with thick walls and small windows to keep the heat in, and people wore heavy, layered clothing to stay warm.

PREVIEW

PREVIEW

Lastly, Clara explored the Windy West, where strong winds helped windmills generate power. The farmers there grew sturdy crops like wheat, which could withstand the wind. The houses were low and round to resist the winds, and people wore windproof jackets.

Clara learned that whether it's hot, cold, wet, or windy, people adapt their agriculture, housing, and clothing to live comfortably in their environment.

Memory Game: Climate and Weather Patterns

Objective

What are we learning about?

This activity aims to help students understand different climate zones and the weather patterns associated with them.

Materials

What you will need for the activity.

- Memory game cards (provided) with the terms on one set and definitions on another set.
- A flat surface like a table to lay out the cards.



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 flat surface.
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

Term	Definition
Tropical Climate	A warm climate zone that is near the equator.
Desert Climate	A dry climate with very little rain, where it can be very hot in the day.
Polar Climate	A very cold climate zone found in the North and South Poles.
Temperate Climate	A climate with moderate temperatures, not too hot or too cold.
Rainy Season	Part of the year when a lot of rain falls in some climate zones.

Cards

Memory Game Cards

Term	Definition
Dry Season	Part of the year when very little rain falls.
Monsoon	A season with heavy rains and winds that happens in some parts of the world.
Tundra	A cold, treeless area; it is one of the coldest places on Earth.
Humidity	How much water vapour is in the air; it feels wet.
Hurricane	A big, spinning storm with strong winds, found in tropical areas.

Cards

Memory Game Cards

Term	Definition
Drought	A long time without rain, causing dryness.
Snowfall	When snowflakes fall from the sky, it happens in cold climates.
Blizzard	A heavy snow storm with very strong winds.
Heatwave	A period of unusually hot weather.
Rainforest	A dense, tropical forest with lots of rain all year round.

Story: The Magical Mountains and Their Secrets

Once upon a time, in a land filled with towering giants, there lived a mountain named Mount Maple. Mount Maple was not just any mountain; it held secrets of how mountains are formed and why they are so important.

Mountains like Mount Maple are created over millions of years, shaped by the movement of the Earth's crust. Some mountains form from pieces of the Earth's crust pushing together, while others rise up when magma from the Earth reaches the surface.



Mount Maple was a bustling home to many plants and animals, showing the rich biodiversity mountains support. From tiny chipmunks to the majestic eagles, every creature played a role in the mountain's ecosystem.

But Mount Maple was not just important for wildlife. People from all over came to hike its trails, ski down its slopes, and enjoy its breathtaking views. It was a hub for tourism, and it's a way for people to appreciate and learn about nature while also helping local communities.

Mountains like Mount Maple also affect the weather. Its high peaks capture clouds, bringing rain to the forests and valleys, making the land fertile and lush.

However, Mount Maple needed care. Conservation efforts were crucial to protect its beauty and biodiversity. This meant keeping its forests, water, and wildlife safe from harm, ensuring that Mount Maple could continue to share its secrets with us for generations to come.

True or False

Is the statement true or false?

1) Magma plays no role in mountain formation.	True	False
2) Mountains don't influence the weather.	True	False
3) All mountains have the same effect on climate.	True	False
4) No wildlife can survive on mountains.	True	False
5) Mountains develop without any movement of the Earth's crust.	True	False

Question: Answer the questions below.

1) How are mountains naturally formed?

2) In what ways do mountains affect weather patterns?

Making Connections

What does this reading remind you of in your life?

Rivers and Civilizations

Nature's Lifelines

Rivers are big, flowing **streams** of water that are very important for people and the land. They help in many ways, which we'll explore here.

Water for Growing Food

Rivers provide water for growing food.

This is especially true in dry areas. For example, the Nile River in Egypt allows farmers to grow crops in the desert.



Travel and Trade

Before cars and trains, people used rivers to travel and trade goods.

The **Amazon River** in South America and the **Mississippi River** in the United States are two examples.

Where People Live

Many cities are built near rivers because they provide essential water. London is on the **River Thames**, and Paris is on the **River Seine**.

Cool River Facts

- The **Nile River** is the longest in the world.
- The **Amazon River** carries more water than any other.
- Rivers can generate electricity using **hydroelectric power**.

Rivers are crucial for water, food, transportation, and homes. They have shaped where and how people live throughout history.

True or False

Is the statement true or false?

1) Rivers are small streams of water.	True	False
2) Rivers were used for travel and trade.	True	False
3) The Amazon River is in Asia.	True	False
4) Cities rarely start near rivers.	True	False
5) All rivers are about the same length.	True	False

Questions Answer the questions below.

1) Why do you think rivers are important for cities?

2) What would happen if a river dried up?

Define

What do the terms below mean?

River	
Irrigation	
Hydroelectric Power	

Forests and Human Life

Forests: Our Green Friends

Forests are big areas full of trees, plants, and animals. They are very important for humans and the planet. Let's explore how forests help us and why we need to take care of them.

Forest Gifts

Forests give us many things we use every day:

- **Wood:** We use wood from trees to build houses, make furniture, and even paper!
- **Medicine:** Many medicines come from forest plants.
- **Food:** Forests provide food like berries and mushrooms that we can eat.

Home for Animals

Forests are like huge homes for many animals. They provide **shelter** and **food** for creatures like birds, insects, and mammals. Without forests, many of these animals would have nowhere to live.

Keeping Earth Healthy

Forests help the planet in big ways:

- **Biodiversity:** Forests are full of different kinds of life, which is called **biodiversity**.
- **Climate Regulation:** Trees absorb **carbon dioxide**, a gas that can make the Earth too warm, and release **oxygen** for us to breathe.
- **Clean Air:** Forests clean the air by taking in harmful pollutants.

Forests are amazing places that give us **resources**, house many animals, and help keep our planet healthy. It's important to protect them so they can continue to help us and the Earth.



True or False

Is the statement true or false?

1. Medicines come from desert plants only.	True	False
2. Trees in forests help clean the air.	True	False
3. Forests help regulate Earth's climate.	True	False
4. We get paper from forest wood.	True	False
5. Forests can exist in cold climates.	True	False

Questions

Answer the questions below.

1) Why are forests important for humans?

2) What might happen if forests disappear?

Word Search

Find the words in the wordsearch.

Forest	Trees
Wildlife	Wood
Biodiversity	Climate
Oxygen	Medicine
Habitat	Ecosystem
Rainforest	Deciduous

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

Role Play: Settler's Journey

Objective

What are we learning about?

To help students understand how geography influences settlement locations and societal development by role-playing as settlers choosing a location to build a new community.

Material

What you will need for the activity.

- Scenario cards with different geographical settings.
- Props to represent different geography features (e.g., blue fabric for water, brown paper for mountains).



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3-4 students.
2. Give each group a scenario card that describes the geography of the area they are settling in, including water sources, landforms, and climate.
3. Each group reads their scenario and discusses the best place to settle their community based on the geographical features mentioned.
4. Using the props and the map, each group sets up a small area in the classroom that represents their settlement based on the geography described in their scenario.
5. Students take on roles within their group, such as leader, scout, farmer, or builder, and explain their decision-making process regarding where to settle.
6. Each group presents their settlement to the class, explaining why they chose the location and how the geography will influence their community's development.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Mountain Valley Settlers	A group of settlers finds a beautiful valley surrounded by mountains. They need to decide where to build their homes, how to get water from the river, find a place for farming, and what to do when they discover a bear living nearby.
2	Riverside Community	This scenario involves settlers choosing a spot along a river. They must figure out how to use the river for fishing, where to build their homes to avoid flooding, how to cross the river, and how to trade with a neighboring community across the water.
3	Desert Oasis Settlement	Settlers discover an oasis in the desert. They need to decide how to share limited water, where to plant crops, how to stay cool in the hot sun, and what to do when a sandstorm approaches.
4	Forest Frontier	A group of settlers decides to build their colony in a dense forest. They need to clear land for their homes, find a way to use the wood for building, figure out which plants are safe to eat, and what to do when they encounter a lost animal.
5	Coastal Colony	Settlers land on a coastal area. They must choose the best spot to build to avoid high tides, figure out how to fish, decide what to do when they find a shipwreck, and how to prepare for a coming storm.

Scenario Cards

Cut out the topics below

	Scenario	Description
6	Island Adventure	A small group of settlers lands on an island. They need to decide where to build shelters, how to collect rainwater, what to do when they find a mysterious cave, and how to signal a passing ship for trade.
7	Plains Pioneer	Settlers find themselves in vast open plains. They must choose where to build, figure out how to deal with the wind, and decide what to do when they encounter a group of buffalo. How to celebrate their first harvest.
8	Arctic Arrival	In this scenario, settlers establish a community in a cold, arctic region. They need to decide how to stay warm, what to do when they find a sea monster, how to deal with blizzards, and what to do when a snowstorm hits.
9	Volcanic Village	Settlers decide to build near a volcano. They must choose a safe distance to build, figure out how to use the volcanic soil for farming, what to do when they discover hot springs, and how to prepare for a volcanic eruption.
10	Jungle Journey	A group of settlers decides to build in the jungle. They must figure out how to clear the thick vegetation, what to do when they find a variety of fruits, how to deal with insects, and what to do when they encounter a hidden waterfall.

Oceans and Climate Regulation

The Ocean's Big Job

Did you know that our **oceans** are like giant helpers for the Earth? They do a very important job by helping control the planet's **climate**. Let's explore how the oceans help us by keeping the Earth's **temperature** just right and affecting the **weather**.

How Oceans Control Climate

Oceans cover about 70% of the Earth's surface. That's a lot! They absorb **sunlight** and **heat** to keep our planet warm. But that's not all they do. Oceans also take in **carbon dioxide** gas that can make the Earth too warm if there's too much of it. This helps keep our climate balanced.

Oceans and Weather

Now, let's talk about how oceans influence the weather. The oceans store and move heat around the Earth. This can change weather patterns. For example, when ocean water gets **warm**, it can help form **clouds** and **rain**. This shows how oceans can affect the weather far away from the coast.

Quick Ocean Facts

- Oceans cover 70% of Earth.
- They absorb a lot of sunlight and heat.
- Oceans take in carbon dioxide, which helps control the Earth's temperature.
- Warm ocean water can change weather patterns.

So, the next time you are at the beach or watching the ocean on TV, remember how much it is doing for our planet!



True or False

Is the statement true or false?

1) Oceans cover 50% of Earth's surface.	True	False
2) Oceans help keep the planet cool.	True	False
3) Oceans store carbon dioxide from the air.	True	False
4) Warm ocean water can cause rain.	True	False
5) All oceans are the same temperature.	True	False

Questions

Answer the questions below.

1) How do oceans control Earth's climate?

2) Why is it important for oceans to absorb carbon dioxide?

Making Connections

What does this reading remind you of in your life?

Role Play: Adventures in Climate Zones

Objective

What are we learning about?

Students will understand how different climate zones affect daily life and how people adapt to living in various environments.

Materials

What you will need for the activity.

- Climate zones (desert, polar, temperate, forest, tropical, etc.)
- Props or costumes to represent different climates (optional)



Instructions

How you will complete the activity.

1. Divide the students into small groups, each representing a different climate zone.
2. Give each group a scenario that describes the daily life in their assigned climate zone.
3. Allow time for each group to discuss their scenario and plan how they would prepare for a typical day.
4. Ask the students to draw or write about the clothing they would wear, the transportation they would use, and the leisure activities they would engage in.
5. Have each group present their day's plan to the class, explaining their choices.
6. If available, let the students use props or costumes to enhance their role-playing during the presentations.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Desert Adventure	Imagine waking up early in a hot desert. You pack a lot of water for the day, put on a wide-brimmed hat and light, long-sleeved clothes to protect from the sun. You choose a camel as your ride for the day to explore and search for an oasis.
2	Polar Expedition	You're living in a very cold polar area. It's important to dress warm, so you put on layers of clothing, thick gloves and a warm hat. You spend the day ice fishing and at night you view the Northern Lights while sipping hot cocoa.
3	Rainforest Discovery	You live in a tropical rainforest with lots of rain and trees. Wearing boots to keep your feet dry, you use a big leaf as an umbrella. During the day, you explore beautiful plants and at night, you listen to the sounds of forest animals.
4	Mountain Living	Your home is on the side of a tall mountain. The air is fresh and cool. You wear sturdy boots to hike the rocky paths, and you use binoculars to watch eagles flying. When you get home, you sit by the fire to warm up.
5	City Life	You're in a busy city with tall buildings. You put on your sneakers and take a bus to the park. There, you fly a kite and enjoy ice cream. As the sun sets, you watch the city lights begin to twinkle like stars.

Scenario Cards

Cut out the topics below

	Scenario	Description
6	Island Times	Living on an island means lots of sun and sand. You wear a swimsuit and flip-flops, and you build a big sandcastle on the beach. You take a break under the shade of a palm tree and sip a cool drink.
7	Farm Life	You start your day early on the farm, feeding the chickens and cows. You wear a straw hat to keep the sun off and boots to protect your feet from the mud. Later, you ride on a tractor to the field.
8	Savanna Safari	On the savanna, you wear a hat with lots of pockets for your gear. You use binoculars to look at animals like giraffes and lions. At lunch, you enjoy a picnic under a tree, and at night, you camp out under the stars.
9	Arctic Journey	It's always cold here, so you wear your warmest coat and snow pants. You go on a dog sled ride across the icy ground. You build a snow fort and later, you watch the whales swimming in the sea.
10	Jungle Quest	The jungle is hot and full of life. You put on long pants and a hat to keep bugs away. You swing on vines like a monkey and find a waterfall where you cool off before heading back to your treehouse to rest.

Reflection

Answer the questions below.

1) What was the location of your climate zone?

2) How did the climate zone affect your choices for clothing, transportation, and activities?

3) What was the most challenge you faced in your assigned climate zone?

4) If you could choose, which climate zone would you prefer to live in and why?

PREVIEW

Farming Around the Globe

Different Places, Different Farms

Did you know **farmers** around the world grow different things based on where they live? The **weather** and the type of **land** they have really matter. For example, in hot and wet places, farmers might grow rice, but in cooler areas, they might grow wheat.

Types of Farms in Different Climates

- In **tropical** climates like Brazil, farmers grow sugar cane and bananas.
- In **dry** areas like Egypt, farmers grow cotton and wheat.
- In **temperate** climates like the United States, farmers grow apples and corn.

Farming Methods

Farmers also use different methods to grow their crops.

In places where there is lots of water, farmers might use **irrigation** to water their crops. In mountainous areas, farmers might use **terracing** to stop the soil from washing away.



Interesting Farm Facts

- In the **Netherlands**, farmers grow **tulips** in cool climates.
- In **India**, **rice** is grown in wet and hot places.
- **Canadian** farmers grow **maple trees** to make **maple syrup**.

Farmers around the world work hard to grow food that suits their climate and geography. Next time you eat a banana or wear a cotton shirt, think about where it might have come from!

True or False

Is the statement true or false?

1. Terracing helps prevent soil erosion on mountains.	True	False
2. Tulips thrive in warm climates.	True	False
3. Irrigation is used in dry areas for farming.	True	False
4. Rice is commonly grown in India.	True	False
5. Apples and corn are grown in tropical climates.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) Why do farmers in different areas grow different crops?

2) Explain why terracing is important in mountainous farming areas.

Newspaper Article: Tourism and Our World

Exploring with Care: The Impact of Tourism on Our World

Publish Date: March 15, 2024

Tourism is when people visit places for fun, like for vacation and big cities. It's like when you go on holiday to see new things and places. But do you know tourism can also have some bad effects on the places people visit?

Dr. Sarah Lee, an expert on tourism, says, "Tourism can be good because it brings money to local areas. This helps build schools and hospitals." When tourists come, they can learn about nature and different cultures. This helps them care more about protecting these places.

But there's also a downside. Sometimes, too many visitors can harm nature. For example, too many footsteps can hurt plants and animals' homes. Also, if tourists leave trash, it can make the place dirty and hurt the wildlife.

Someone who lives near a popular beach, Mr. Tom, shares, "We love having visitors, but we also want our beach to stay beautiful and clean for everyone."

To make tourism better for the environment, some places are trying new ideas. They ask tourists to walk instead of driving cars and to take their trash with them. This way, everyone can enjoy the beautiful places without harming them.

Tourism can be good for learning and helping places grow, but it's important to take care of nature too. That's what people mean when they talk about 'sustainable tourism' – it's about visiting places in a way that is good for the environment and for the people who live there.



True or False

Is the statement true or false?

1. Tourism is only about having fun.	True	False
2. Tourism always helps local communities.	True	False
3. Sustainable tourism hurts the environment.	True	False
4. Plants are unaffected by tourists.	True	False
5. Walking is better than driving in tourist spots.	True	False

Questions

Answer the questions below.

1) Describe one way tourism can help local communities.

2) How can tourists harm the environment according to the article?

Word Search

Find the words in the wordsearch.

Tourism	Environment
Sustainable	Wildlife
Community	Nature
Beach	Forest
Trash	Protect
Local	Visitors

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

Natural Disasters and Communities

What Are Natural Disasters?

Natural disasters are big events caused by nature, like floods, droughts, and storms. They can happen all around the world and affect many people and places.

How Disasters Affect Communities

- **Floods:** There's a lot of water everywhere, covering fields and homes. In places like Manitoba, Canada, floods can happen when there's too much rain or when snow melts too fast. People might have to leave their homes, and it can take a long time to get things back up.
- **Droughts:** Now think about the opposite of too much water. Droughts happen when it doesn't rain for a long time. In Alberta, Canada, droughts can make it hard for farmers to grow food because the plants don't get enough water.
- **Storms:** Storms can bring a lot of wind and rain. In Ontario, Canada, big storms can knock down trees and power lines. This can make it dangerous for homes and schools for a while.



Staying Safe and Getting Ready

Communities work together to stay safe. They make plans on what to do when a natural disaster happens. Here's how they get ready:

- **Practice drills:** Just like fire drills at school, communities practice what to do in case of floods or storms.
- **Emergency kits:** Families have kits with things like water, food, and flashlights.
- **Listening to warnings:** People pay attention to weather reports to know if a natural disaster is coming.

Questions

Answer the questions below.

1) How do floods affect communities in Manitoba?

2) What problems do droughts cause for farmers in Alberta?

Visualizing

Draw what you saw in the picture while you were reading and explain it.

True or False

Is the statement true or false?

1) Droughts result in too much rain.	True	False
2) Alberta faces many droughts.	True	False
3) Floods can make people leave their homes.	True	False
4) Storms can cause power outages.	True	False
5) Weather reports help with disaster preparedness.	True	False

Land Use and Conservation

Land Use Explained

Land use is about how we use different areas on Earth. People need land for various activities, and here are some specific ways we use it:

- **Agriculture:** This is when land is used for farming. Did you know that in Canada, farm plots can be as big as 820 acres? That's like 100 football fields!
- **Housing:** This is where we build our homes. In a city like Toronto, there are over 2.7 million people living in houses and apartments.
- **Industry:** This means areas where factories are. These factories can produce thousands of items, like cars and computers every day.



Land Care and Protection

Here are some ways communities help to keep our land safe and healthy:

- **Parks and Protected Areas:** In Canada, we have over 48 national parks that protect nature and wildlife.
- **Recycling Programs:** Every year, Canadians recycle about 3 million tonnes of paper. That's as heavy as 500,000 elephants!
- **Tree Planting:** Every year, communities in Canada plant over 500 million trees. Trees help clean the air and give homes to animals.

By learning these facts, you can understand how we use and protect our land. This helps us live better and take care of our planet for future generations.

True or False

Is the statement true or false?

1. Recycling helps keep our land clean.	True	False
2. Farms are a type of agriculture land use.	True	False
3. Factories are part of industrial land use.	True	False
4. National parks help protect natural landscapes.	True	False
5. Tree planting does not affect land conservation.	True	False

Questions

Answer the questions below.

1) What are some ways to conserve land in land conservation?

2) How do industries use land differently than agriculture?

Word Search

Find the words in the wordsearch.

Housing	Industry
Farm	Businesses
Water	Farming
Recycling	Population
Apartment	Crops
Animal	Garbage

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

Newspaper Article: Local Environmental Issues

Keeping Saskatchewan Beautiful: Our Environmental Challenges

Publish Date: March 14, 2024

In Saskatchewan, we love our beautiful outdoors. But now we have some environmental challenges to tackle? Pollution, deforestation, and using up our natural resources are problems we need to think about.

Dr. Greenleaf, an environmental expert, says, "Saskatchewan's wildlife and plants are in danger because their homes are being destroyed. We need to protect them to keep our environment healthy." This means that animals and plants are losing their homes, and it's up to us to help.

Did you know that in some parts of Saskatchewan, water gets polluted? That means the water can have harmful things in it, making it unsafe for fish and people. It's like when we spill something dirty in our clean water glass – we wouldn't want

to drink it anymore!

Also, our forests and green spaces are getting smaller because trees are being cut down, and lands are used for other things. Trees are important because they give us clean air to breathe.



Mr. Maple, who lives near a beautiful park, says, "Before, I was taking my kids to the park, but I've noticed more trash lately. We should clean up and keep it clean."

We can all help by recycling, saving water, and keeping our neighbourhoods clean. Every little bit helps to keep Saskatchewan lovely for everyone!

Remember, it's up to us to take care of our environment, and we can all do something to help, no matter how small.

Questions

Answer the questions below.

1) How does water pollution affect fish?

2) What can you do to help reduce pollution?

True or False

Is _____ true or false?

1) Recycling can help the environment.	True	False
2) Littering helps keep parks clean.	True	False
3) Everyone can help protect the environment.	True	False
4) We shouldn't worry about habitat destruction.	True	False
5) Saskatchewan has no environmental challenges.	True	False

Write

Write about what you did today to use less water or save natural resources.

Fact or Fiction – Environmental Changes

Objective

What are we learning about?

To help students understand the impact of environmental changes and how they influence society, while enhancing their critical thinking and fact-checking abilities.

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 for the 'Fact' and 'Fiction' signs, allowing students to move to either side

FACT

**OR
FICTION?**

Instructions

How you will complete the

1. Your teacher will read statements from cards. Listen attentively 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 can help reduce city temperatures by providing shade.	Fact
2	Deserts are always hot, no matter the time of year.	Fiction
3	Planting more trees in a city can help improve air quality.	Fact
4	All rivers flow south.	Fiction
5	Melting glaciers can cause sea levels to rise.	Fact
6	The Amazon rainforest is so large it can influence local weather patterns.	Fact
7	People can use wind turbines to generate electricity from the wind.	Fact
8	Using a lot of plastic has no impact on the oceans.	Fiction
9	Wetlands can help protect land from erosion.	Fact
10	Mountains can affect the climate of nearby areas.	Fact
11	Cars produce oxygen when they burn gasoline.	Fiction
12	Deforestation can lead to less rainfall in an area.	Fact
13	Solar panels can generate electricity even on cloudy days.	Fact
14	All plants need soil to grow.	Fiction
15	Earthquakes can change the geography of an area.	Fact
16	Volcanic eruptions can create new islands.	Fact
17	Drinking water can come from the ocean without any treatment.	Fiction
18	Urban areas can experience higher temperatures than nearby rural areas, called the 'urban heat island' effect.	Fact
19	All beaches have sand.	Fiction
20	Forests can influence the amount of rainfall an area receives.	Fact

Reflection

Answer the questions below.

1) What was the most surprising fact or fiction you learned today, and why?

2) How do environmental changes impact animals, plants, and humans?

3) Can you think of an environmental change you have observed in your own community or life? What was it?

4) How can we help take care of our environment to reduce negative changes?

Urbanization and Its Effects

What is Urbanization?

Urbanization is when more and more people move from **rural areas** (like the countryside) to cities. This makes the cities grow bigger and busier.



City Growth and Nature

Here are some ways that city growth affects the environment:

- Trees and plants are removed, which is called **habitat loss**. Animals lose their homes because of this.
- The air gets dirtier, with more **air pollution**. Cars and factories in cities add to this problem.
- Water gets polluted too. When it rains, the water picks up trash and chemicals from the streets and takes it to rivers.

The Heat Island Effect

Cities can get really hot! This is called the **heat island effect**. Because there are a lot of buildings and roads, and not enough trees, cities can be warmer than places with more nature.

How Can We Help?

Here are some ideas to make cities better for people and nature:

- Plant more trees and gardens.
- Use **clean energy** sources, like wind or solar power, to reduce air pollution.
- Create parks and green spaces for animals and people to enjoy.
- Encourage people to use bikes or public transport instead of cars.

Questions

Answer the questions below.

1) How does urbanization affect animals?

2) Why is _____ transport better for the environment than cars?

Visualizing

Draw what you see while you were reading and explain it.

True or False

Is the statement true or false?

1) Urbanization means cities get smaller.	True	False
2) Habitat loss happens when plants are removed.	True	False
3) The heat island effect makes cities cooler.	True	False
4) Only animals are affected by habitat loss.	True	False
5) Solar power can reduce air pollution.	True	False

Newspaper Article: Globalization and the Environment

Our World Together: How Globalization Affects Our Environment

Publish Date: March 15, 2024

In today's world, countries are like friends who share food, and ideas. This sharing is called globalization. It helps people in different places learn from each other and work together. But, just like when we share toys, sometimes there can be problems. Let's talk about how this big sharing affects our planet.

When countries share plants and animals, sometimes they go to places where they don't belong. These are called invasive species. Think of a plant from one country moving to another and growing so much that it takes space from local plants. Dr. Green, an environment expert, says, "Invasive species can be like bullies in a garden, not letting other plants grow."

Pollution is another big problem. When

we make and send products around the world, it can create waste and dirty air. This can make it hard for fish, birds, and other animals to live happily.



Globalization also means we use more natural resources, like wood and water. It's like when we wanted a wooden toy, we would need many trees to make them. If we take too many trees for forests and rivers, we need to be careful.

So, while sharing is good, we also need to take care of our planet. Just like we clean up our toys, we should clean up our environment too.

It's important to remember, as one young person who loves nature said, "We should share and care for our Earth, so it stays beautiful for everyone."

True or False

Is the statement true or false?

1) Globalization is like countries sharing toys.	True	False
2) Invasive species belong in new environments.	True	False
3) We use less water because of globalization.	True	False
4) Globalization helps all animals live happily.	True	False
5) Cleaning up our planet is important.	True	False

Questions

Answer the questions below.

1) How can invasive species affect local plants?

2) Why is pollution a problem for our planet?

Define

What do the terms below mean?

Globalization	
Invasive Species	
Pollution	

Story: A Tale of Respect and Connection

In the heart of Canada, there's a special bond between the land and Indigenous peoples. They believe the Earth is not just soil and rocks but a living, breathing entity that cares for and nurtures them. This deep connection is rooted in respect, conservation, and spiritual significance, which is passed down through generations in their stories, traditions, and practices.

For the Indigenous people of Canada teach that we are all part of "one web of life," meaning everything in nature is connected. They emphasize that taking more than what we need from the land disrupts this delicate balance. They stress the importance of conservation, ensuring the land can continue to provide for future generations. They also perform ceremonies that express gratitude to the Earth, reinforcing the bond between people and the land.

Similarly, the Maori of New Zealand view the land as a living ancestor, known as "Papatūānuku." They believe that caring for the land is a way of honoring their ancestors, showing how the spiritual connection to the land transcends cultures. The Maori's approach teaches us that our actions towards the land reflect our respect for those who came before us and those who will follow.

Through these perspectives, we learn the value of seeing the land not just as a resource but as a sacred space that deserves our respect and protection. By understanding and appreciating these views, we can foster a deeper appreciation for the environment and learn to live in harmony with our planet.



True or False

Is the statement true or false?

1. Indigenous practices include land gratitude ceremonies.	True	False
2. Taking more than needed is encouraged.	True	False
3. Maori consider the land as an ancestor.	True	False
4. Respecting the land honours our ancestors.	True	False
5. Our actions towards the land show respect.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) How do the Cree people view their relationship with the land?

2) What does the land mean to the Maori people of New Zealand?

Story: The Guardians of the Forest

In the lush Amazon Rainforest, the Asháninka people live in harmony with their surroundings. They're taught from a young age to care for every part of the forest, understanding that everything is connected, like a big family.

Children learn to respect the trees, animals, and rivers, knowing that the health of one affects the health of the other. They understand that a healthy forest means a healthy life. The Asháninka show their gratitude to the forest through an annual celebration filled with dancing, singing, and storytelling, passing this respect on to the younger generation.



They use the forest's gifts wisely, gathering plants for food and building homes with materials that don't harm the environment. They ensure that the rivers remain full of life for years to come, and they take care of the forest, ensuring the forest can regenerate.

With over 25,000 members, the Asháninka are one of the Amazon's largest groups. They teach us valuable lessons about living in balance with nature, emphasizing the importance of taking care of our world for future generations.

Let's learn from the Asháninka to cherish and protect our planet, just as they do with their beloved rainforest, reminding us of our responsibility to the Earth and each other.

Questions

Answer the questions below.

1) How do the Asháninka use the forest's resources sustainably?

2) How do Asháninka children learn about the environment?

Visualizing

Draw what you see while you were reading and explain it.

True or False

Is the statement true or false?

1) The Asháninka people live in the desert.	True	False
2) Asháninka children learn to care for the forest.	True	False
3) Over 25,000 Asháninka live in the Amazon.	True	False
4) They take more from the forest than they need.	True	False
5) The Asháninka teach us about environmental care.	True	False

Unit Test – Dynamic Relationships

Multiple Choice

/10

1. What do we use maps for? a) Seeing Earth's shape b) Finding places c) Watching Earth's spin d) Looking at pictures	2. How many continents does Earth have? a) Six b) Five c) Seven d) Eight
3. Which ocean is the largest one? a) Arctic b) Atlantic c) Indian d) Pacific	4. The Equator splits the Earth into: a) East and West b) North and South c) Left and Right d) None of the above
5. Which continent is the smallest? a) North America b) South America c) Europe d) Australia	6. Which of the following is not a clean energy source? a) Coal b) Wind c) Oil d) Gas
7. What is one problem globalization causes? a) Sharing b) Invasive species c) Cultural blend d) Trading	8. If you live near a big body of water, you will get: a) More rain b) Less rain c) Same amount of rain d) No rain
9. What type of climate do maple trees like? a) Hot b) Wet c) Cool d) Dry	10. Near the Equator, the weather is: a) Very cold b) Always changing c) Very warm d) Snowy

Define

What do the terms below mean?

Term	Definition – What does it mean?
Continent	
Ocean	
Territory	

Short Answer

Answer the questions below – Each question is worth 3 marks.

1) What landforms are in your area? Why do people choose to live there?

2) How does climate affect where people live?

3) What environmental issues are common in your community?

Matching

Draw a line from the term to its matching definitions

Continent

- ☐ A very large area of land that includes many countries.

Ocean

- ☐ The job of taking care of animals like cows on big farms.

C

- ☐ A huge area of salty water that covers most of the Earth.

Climate

- ☐ The work of taking care of forests and cutting down trees for wood.

Landform

- ☐ The weather in a place over a long time.

Tourism

- ☐ A shape on the Earth's surface, like mountains or valleys.

Vegetation

- ☐ Travelling to different places for fun.

Weather

- ☐ An area of land with its own government and rules.

Forestry

- ☐ Plants and trees that grow in an area.

Ranching

- ☐ What the air outside is like, such as sunny, rainy, or windy.



Google Slides Lessons Preview





Saskatchewan Social Studies Resources and Wealth– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

MEETING BASIC NEEDS AROUND THE WORLD

LEARNING GOAL

We are learning to **compare** how people meet basic needs so we can understand how life is different around the world.

BEST FIT: PICK THE BEST BASIC NEED

Read each situation. Choose the basic need it shows: Food, Water, Shelter, or Education.

Situation	Answer
A family cooks rice and vegetables for dinner.	
Students use books to learn new ideas.	
A house is built from materials found nearby.	
Rain is collected and saved for later use.	
A farmer grows crops for the community.	

Food, Water, Education, Shelter

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION ACTIVITY ONE SENTENCE SUMMARY

After learning about basic needs around the world, reflect on the following:

- Write one sentence that explains how people meet basic needs in different places.

Be clear and include one example like food, water, shelter, or education.



Saskatchewan Social Studies Resources and Wealth– Grade 3

WHO ARE SAFETY HELPERS?

Drag and drop the safety helper that matches each description in the table.

Action	Description
	Helps people who are sick, hurt, or need medical care.
	Helps people in different places live safely and peacefully.
	Puts out fires and helps during dangerous emergencies.
	Helps people follow laws and keeps communities safe.

POVERTY – FILL IN THE BLANKS

Use the word bank to complete the short paragraph below.

_____ means people may not have enough money for important needs. People may need help getting food, clothing, clean _____, safe homes, and healthcare. The World Bank gives countries advice and _____ to improve people's lives. Aid groups bring doctors, medicine, food, and _____ to people who need help. When communities work together, they can help more people live healthy and _____ lives.

Word Bank:

- safe
- Poverty
- supplies
- money
- water

NATURAL RESOURCES

Find the words hidden in the puzzle. They are all about natural resources and renewable energy.

Earth	Sunlight
Wind	Water
Trees	Solar
Coal	Oil
Energy	Minerals



Saskatchewan Social Studies Resources and Wealth– Grade 3

MATCH THE WATER SAVER TO THE ACTION

Drag each picture to the correct box.

Saves water while brushing teeth.	Stops water from dripping away.	Uses rain to water plants.	Chooses plants that need less water.
			

WHICH DOESN'T BELONG?

Instructions: Put a check mark on the item that doesn't belong in each group. Share with a friend or the class why it doesn't fit.

Group 1	Group 2:	Group 3:	Group 4:
☐ Oil ☐ Natural resources ☐ Fuel ☐ Toys	☐ Roads ☐ Candy	☐ Oil spills ☐ Pollution ☐ Clean air	☐ Japan ☐ Saudi Arabia ☐ Kuwait ☐ United Arab Emirates

DOES THIS SHOW WEALTH?

Look at each situation. Drag a thumbs up if it shows a way people may understand wealth, or a thumbs down if it does not show wealth.

Grade 3 – Social Studies

Saskatchewan Unit: Resources and Wealth

	Learning Experiences	Pages
RW3.1	Analyse the ways communities meet their	
RW3.2	in communities studied.	55-73
RW3.3	Evaluate the ways in which technologies have impacted daily life.	94-119

Preview of 80 pages from
this product that contains
155 pages total.

NAME: _____

RESOURCES AND WEALTH



Meeting Our Basic Needs Around the World

What We All Need

No matter where we live, everyone needs **food, water, shelter, and education**. But how we get these needs met can look very different from one continent to another.

Food Sources

- In **Africa**, many people rely on farming to get their food.
- In **Asia**, many people grow food, and over 90% of the world's rice comes from there.
- Canadians often get food from stores, but did you know 26% of Canadians grow their own vegetables?

Water Ways

- In **Australia**, some people collect water to drink because it's so dry, using tanks that can hold up to 10,000 litres.
- In **Europe**, clean tap water is common, but in **Africa**, 319 million people do not have access to clean water.

Shelter Styles

- In **North America**, people might live in houses or tall buildings called apartments.
- In **Africa**, some people live in huts made from mud and leaves, which stay cool in the heat.

Learning Around the World

- In **Europe**, nearly all children go to school like you, but in **Asia**, some children learn in small groups outside.
- Did you know that in **South America**, there are schools in the Amazon rainforest where kids learn about nature too?



Name: _____

7

Curriculum Connection
RW3.1

True or False

Is the statement true or false?

1) Everyone needs food, water, shelter, and education.	True	False
2) Everyone in Europe drinks rainwater.	True	False
3) All children go to school in buildings.	True	False
4) Water sources are the same worldwide.	True	False
5) Canadians often grow their own food.	True	False

Question Answer the questions below.

1) How do some people get their water?

2) Why is education important for every child?

Making Connections

What does this reading remind you of in your life?

Jeopardy – Community Needs and Wants

Objective

What are we learning about?

To help students understand the concept of community needs and wants, and the roles of various organizations within a community, through a fun and interactive Jeopardy game.

Materials

What will need for the activity.

- Jeopardy board and questions
- Buzzer or bell

**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 we call a place where you can borrow books? (Library)	Who helps maintain law and order in our community? (Police officer)	What is the job of someone who fixes cars? (Mechanic)	What is the term for a person who fixes water pipes? (Plumber)	What is the name of a place where you can learn about stars and planets? (Planetarium)
What do we call a place where money is kept? (Bank)	What do we call the person who collects our trash? (Garbage collector)	What do we call the person who collects our trash? (Garbage collector)	What is the term for a building where artists show their work? (Gallery)	What do you call the system that takes away waste water from our homes? (Sewage system)
What is the name of the place where you can buy medicines? (Pharmacy)	What do we call the vehicle that takes sick people to the hospital? (Ambulance)	What do we call someone who makes clothes? (Tailor)	What do you call the person who is in charge of running a country? (Mayor)	What is the term for the building where people vote? (Polling station)
What do we call a place where you can send letters and packages? (Post office)	What is the job of someone who cooks food in a restaurant? (Chef)	What is the job of someone who puts out fires? (Firefighter)	What is the job of someone who helps you find and buy a house? (Real estate agent)	What is the term for a part of a city where businesses are located? (Commercial district)
What do we call a person who grows food? (Farmer)	What do you call the person who cuts your hair? (Hairdresser)	What is the job of someone who designs buildings? (Architect)	What do you call the place where local government officials work? (City hall)	What is the term for someone who studies the weather? (Meteorologist)

"Needs and Wants" Sorting Activity

Objective

What are we learning about?

To help students understand the difference between things we need to live and things we would like to have but don't need for survival.

Materials

What you will need for the activity.

- Item cards with various items written on them (refer to the provided list of needs and wants provided)
- Two large sheets of paper or poster boards
- Markers or crayons
- Glue or tape

Needs

Wants

Instructions

How you will complete the activity

1. Before the activity, prepare item cards with various items written on them. Include a mix of needs (like food, water, shelter, clothing) and wants (toys, video games, candy).
2. Label one sheet of paper with "Needs" and the other with "Wants".
3. Show each item card to the class and ask them if they think the item is a need or a want.
4. After a brief discussion, have a student come up and place the item card on the correct poster board.
5. Repeat this process for all the item cards, ensuring each student has a turn to place an item.
6. Once all the item cards are placed, review each item with the class, discussing why it's categorized as a need or a want.

Items

A list of needs and wants items

Items		
Video Game Console	Food	Sunglasses
TV	Bed	Water
Air Conditioner		Stuffed Animal
Medicine		Book
Smartphone		Vegetables
Fishing Rod		
Tablet		
Shoes		
Guitar		
Glasses		
Laptop		
Pet Hamster		
Jewellery		
Swimming Pool		

Name: _____

13

Curriculum Connection
RW3.1

Sort

Sort the needs and the wants

Needs

Wants

PREVIEW

Reflection

Answer the questions below.

1) Can you name one item from the "Needs" board and explain why it is a need?

2) Choose one item from the "Wants" board and share why you think it is a want and not a need.

3) Why is it important to know the difference between needs and wants?

4) Can something be a want for one person and a need for another? Can you give an example?

Activity: Community Market Day

Objective

What are we learning about?

To help students understand how goods and services are exchanged in a community and to learn the value of trading and bartering.

Materials

What you will need for the activity.

- Construction paper
- Scissors
- Markers
- Stickers or decorative items
- "Currency" (coins, paper money, or any small item)
- Small tables or designated areas as "market stalls"



Instructions

How you will complete the activity.

1. Each student will create an item or service to sell at the market. They can make items out of construction paper, like paper hats, book covers, or simple crafts. If they choose a service, it could be a fun task like drawing a picture for someone.
2. After creating their goods or services, students will set up their market stalls using the small tables or designated areas in the classroom.
3. Give each student a certain amount of the currency to use for trading.
4. Allow students to visit each other's market stalls and decide what they want to "buy" or trade for. Encourage them to use their currency or trade items with each other.
5. After the trading period is over, gather the students and have them show what they have bought or traded.

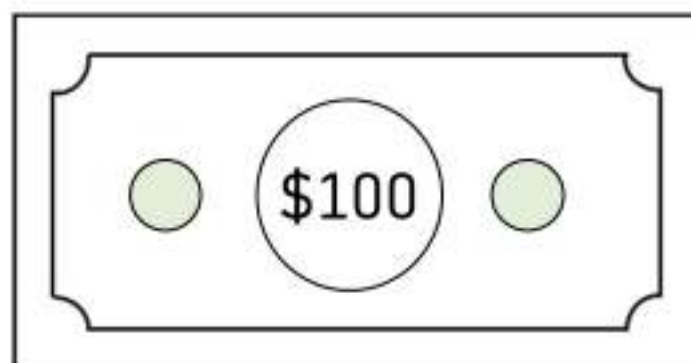
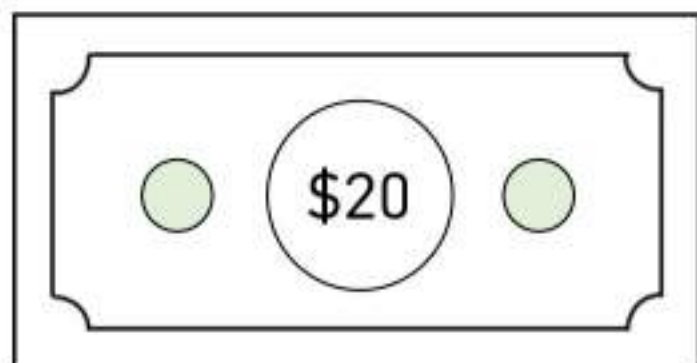
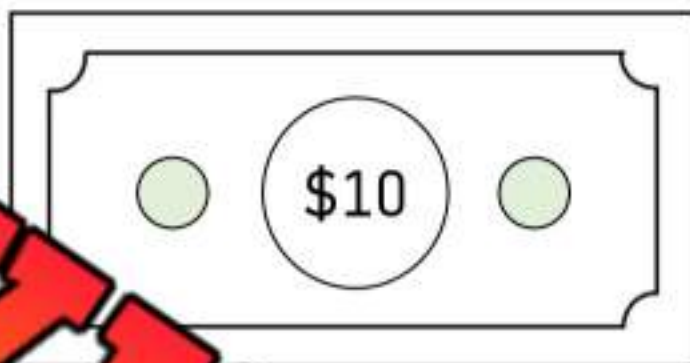
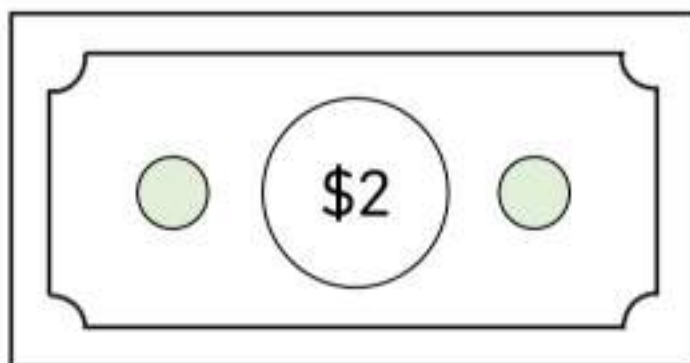
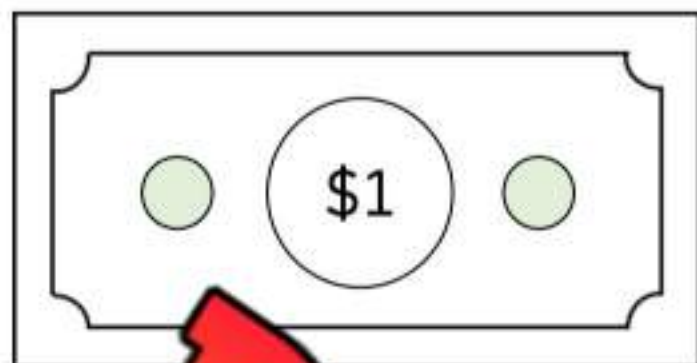
Name: _____

18

Curriculum Connection
RW3.1

Currency

Cut out the money below



PREVIEW

Planning

Answer the questions below.

1) What will you create to sell or trade at the market?

2) List all the materials you will need to make your item or set up your service.

3) Describe how your item or service will look like or what your service will look like.

4) How will you decide the value of your goods or services? Think about how much currency you would like to receive for them.

PREVIEW

Reflection

Answer the questions below.

1) What did you decide to sell or offer as a service, and why?

2) How did you decide what to buy or trade with your currency?

3) Was it easy or difficult to decide how to spend your currency? Why?

4) If you could do the activity again, what would you do differently next time?

Learning Around the Globe

How Kids Learn in Different Places

Education is how kids around the world gain knowledge and skills. Not all children go to school like you do. Let's explore how education varies in different countries!

Schooling in Different Countries

- In Canada, kids go to school from age 4 to 18.
- In India, kids attend school in three phases: elementary, middle school, and high school.
- In Australia, kids often start with kindergarten, then move on to primary school and high school.
- In Brazil, school is mandatory until kids turn 14.



Different Ways to Learn

Not every child learns in a classroom. Here are some ways kids learn:

- **Home Schooling:** Some kids, in Canada and the U.S., are homeschooled instead of going to a traditional school.
- **Outdoor Schools:** In Norway, some children learn in nature, using outdoors as their classroom.
- **Online Classes:** In many places, kids can learn through the internet, especially if they cannot go to school.

Why Education Matters

Education helps children learn what they need to know to do well in life. It teaches reading, math, science, and so much more. It also helps kids learn how to solve problems, work with others, and understand the world.

Questions

Answer the questions below.

1) How is school in Japan different from school in Brazil?

2) What would you learn outside if you went to an outdoor school?

True or False

Is each statement true or false?

1) In Brazil students must go to school until age 16.

True

False

2) USA students all attend traditional schools.

True

False

3) Online learning is for adults only.

True

False

4) All kids around the world go to school.

True

False

5) Learning helps understand different cultures.

True

False

Diary

Imagine yourself attending an outdoor school in Norway. Create a mini-diary entry about your experience.

Show and Tell: Family Heirlooms

Objective

What are we learning about?

To help students understand the concept of value beyond money by exploring and sharing the significance of family heirlooms or treasured items, thereby learning about diverse perspectives on what is considered valuable.

Materials

What you will need for the activity.

- A family heirloom or item of value (not monetary) for each student to share.



Instructions

How you will complete the activity

1. Ask each student to bring a small item from home that holds special value to their family. It could be a photograph, a piece of jewelry, a book, a toy, or any object that has a story or significance behind it.
2. Give each student a few minutes to think about the item and its importance in their family.
3. One by one, invite students to come to the front of the class and share their item to their classmates.
4. Encourage them to talk about: What the item is, why they chose this item, who in their family the item belongs to or the story of how it came into their family, why this item is special to their family and how this item shows that value isn't always about money.
5. After each presentation, allow the class to ask one or two questions about the item to learn more.
6. Once everyone has shared, lead a class discussion about the different items and what makes them valuable.

Planning

Answer the questions below.

1) Understanding the significance:

The name of the item: _____

Who in your family does it belong to? _____

2) Ask your family to help you understand why this item is a treasure.

3) Why does your family treasure this?

4) What do you know about the story or history behind the item?

PREVIEW

Reflection

Answer the questions below.

1) What did you learn about the concept of value from the items your classmates presented?

2) How do the stories and the items influence their value?

3) Can you think of something you own that is valuable but might not be worth a lot of money? What makes it valuable?

4) How do the items shared in class today show that wealth and value can differ between communities?

Safety and Security Worldwide

Local Police

- **Police officers** in our area work every day to protect us.
- They wear **badges and uniforms** so we can easily see them.
- Police help people follow the **rules and laws** that keep us all safe.



Worldwide Peacekeepers

- There are special **peacekeepers** who work in different countries.
- They wear **blue helmets** to help people identify them.
- Their job is to make sure people in our world live peacefully without fighting.

Safety Tools

Our community uses different tools to help us stay safe. Here are some examples:

- **Cameras** on street corners that watch for any unsafe actions.
- **Fire alarms** in buildings that make loud noises to warn us of danger.
- **Emergency phones** that we can use to call for help if we are in trouble.

Different Safety Ways

- In Canada, we have about **70,000 police officers**. That's like if every person in a town was a police officer!
- In some places, they use **drones** to watch over large areas from the sky.
- Other communities have **neighbourhood watch** groups where people help keep an eye out for each other.

True or False

Is the statement true or false?

1. Peacekeepers work only in Canada.	True	False
2. Neighbourhood watch groups help communities.	True	False
3. Peacekeepers wear blue helmets.	True	False
4. Emergency phones are for ordering pizza.	True	False
5. Police officers help people follow rules.	True	False

Questions

Answer the questions below.

1) What is the role of a peacekeeper?

2) How do cameras help keep us safe?

Word Search

Find the words in the wordsearch.

Police	Peacekeeper
Safety	Uniform
Cameras	Emergency
Community	Drone
Helmet	Rules
Protect	Badge

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

Story: Heroes of Our Town

Once upon a time, in a lively town filled with happy people, there were special heroes who helped everyone. These heroes did not wear capes, but they were just as important as superheroes!

First, we had the brave firefighters. They fought fires and taught us how to stay safe from fire danger. Did you know? Firefighters use about 9,000 liters of water to put out a small house fire? That is like filling a small swimming pool!



Then, there were the vigilant police officers. They kept us safe by making sure everyone followed the rules. They also helped people find their way if they got lost. The police officers in our town respond to 50 calls for help every day!

Our wonderful teachers, like the one reading this story to you, gave us the gift of knowledge. They taught us how to read, write, and so much more!

Lastly, the caring medical workers, like doctors and nurses, kept us healthy. They took care of us when we were sick and taught us how to stay healthy. Every year, a doctor sees over 1,000 patients!

All these community helpers work together to make sure our basic needs are met. They provide safety, education, and healthcare, making our town a better place to live. Aren't we lucky to have them?

Now, what can you do to show your appreciation for these community heroes?

Questions

Answer the questions below.

1) How do teachers help us learn?

2) Why are medical workers important in our community?

True or False

Is each statement true or false?

1) Medical workers see 500 patients a day.	True	False
2) Firefighters teach us about fire safety.	True	False
3) Police officers help find lost people.	True	False
4) Firefighters use 500 litres of water for a house fire.	True	False
5) Police officers make sure no one follows the rules.	True	False

Connecting

Draw a hometown hero whose work is important.



Activity – Community Helpers Pictionary

Objective

What are we learning about?

To help students learn about different community helpers and their roles in our community through a fun drawing and guessing game.

Materials

What you will need for the activity.

- Index cards or crumpled paper
- Cards with pictures of community helpers



Instructions

How you will complete the activity

1. Split the class into two teams, one in each row 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 the board or a piece of paper.
4. Start a timer for 2 minutes. During this time, Team B tries to guess the person being drawn.
5. If Team A guesses the drawing 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.
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 Community Helpers Pictionary!

Pictionary Topics

Cut out the topics below.

Pictionary Cards

Teacher

Doctor

Firefighter

Police Officer

Pharmacist

Dentist

Mail Carrier

Nurse

Mail Carrier

Librarian

Veterinarian

Garbage Collector

Bus Driver

Baker

Plumber

Electrician

Cashier

Grocery Store Clerk

Construction Worker

Electrician

Carpenter

Painter

Banker

Fisherman

Architect

Pilot

Janitor

Soldier

Paramedic

Judge

Reflection

Answer the questions below.

1) Which community helper was the hardest to guess? What made it difficult?

2) Why do you think this community helper is important in our community?

3) Can you think of a time when you or someone you know needed the help of one of these community helpers?

4) How would our community be different without these helpers?

Blog Post: Emergency Services

Why Are Emergency Services Super Heroes?

Date: March 10, 2024

Author: By: Alex Mallory

2-minute read

Hey there, curious minds! Today, we're going to talk about some real-life superheroes – the emergency services! These are the brave people who come to our rescue during emergencies.

Emergency services include firefighters, police officers, and paramedics. They are always on duty 24 hours a day, 7 days a week. When there is a fire, firefighters rush to put out and save people. Police officers keep us safe from crime and help in emergencies. And if someone gets hurt, paramedics are there to give medical help.

These heroes are so important because they make sure we are safe and help us when we are in trouble. They teach us to stay safe too. Remember, in an emergency, you can call 911 and these heroes will come to help you!

Now, let's see what others think about emergency services.

Till next time,
Alex Mallory

Comments:



Lucas - March 10, 2024

I love our emergency services! They work so hard and are always there when we need them. Thank you to all the firefighters, police officers, and paramedics for keeping us safe!

Like Reply 1h ago



Emma - March 10, 2024

I respect our emergency workers, but I think we need more of them. Sometimes, they are so busy that it takes a while for them to arrive. We should have more heroes to help out!

Like Reply 3h ago

Questions

Answer the questions below.

1) Why is it important to have emergency services?

2) What would you do in an emergency?

True or False

Is each statement true or false?

1) Firefighters only work on fire days.	True	False
2) Paramedics teach math in schools.	True	False
3) Emergency workers are available 24/7.	True	False
4) Police officers keep us safe from crime and accidents.	True	False
5) Paramedics provide medical help fast.	True	False

Story

Write a short story about a police officer helping someone with a dog.

Role Play: Community Helpers in Action

Objective

What are we learning about?

To help students understand the importance of community roles and resource allocation through role-playing various scenarios.

Materials

What you will need for the activity.

- Community roles (e.g., farmer, construction worker, water supplier, teacher, doctor)
- Props to represent each role



Instructions

How you will complete the activity.

1. Divide the class into small groups and assign each group a community role by giving them a card.
2. Explain what each role does in the community and the resources they might need or provide.
3. Present a scenario to the class where the community needs to decide how to distribute limited resources. For example, there's a limited amount of food, water, and shelter, and each group must argue why their role should get a certain amount of resources.
4. Allow each group time to discuss among themselves and decide what they need most and why.
5. Have each group present their case to the class, explaining why their community role should receive the resources they chose.
6. Facilitate a discussion about how the decisions were made and the importance of each role in the community.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	The Water Rationing Day	It is really hot and everyone in town needs water. The farmer says the plants are thirsty, the doctor needs water for sick people, and families need it to drink and stay cool.
2	The Harvest	The farmer looks at the small pile of food from the farm and tells everyone we need to share. People talk about how to make the food last until more grows, even when it gets
3	After the Big Storm	Windows and doors are broken. Builders look at their pile of wood and ask people what to fix first, homes where families live, the school where kids learn.
4	Flu Season Decisions	The doctor's office has not enough medicine for everyone's coughs and colds. Doctors ask the town who should get the medicine first: kids, workers.
5	School Supply Vote	In the school, there is a little money to buy new things, but not everything. Teachers and kids talk about whether to get books for reading, balls for playing, or science sets for experimenting.
6	The Library Fundraiser	The librarian shows shelves that need more books. Everyone thinks up fun ways to make money, like selling yummy treats, washing cars, or putting on an art show.

Scenario Cards

Cut out the topics below

	Scenario	Description
7	Park Clean-Up Crew	After a big party, the park is a mess. Volunteers decide what to clean up first. They talk about picking up trash, finding owners for lost things, or sorting stuff that can be used again.
8	Winter Warm-Up	It is getting cold, and not everyone has warm clothes. People plan how to help, maybe by collecting jackets and boots, hats, or by swapping things they do not use and need.
9	Community Garden Project	Neighbours are interested in planting. People talk about what to grow. They decide what to plant: pretty flowers, tasty veggies, or a bit of each.
10	Emergency Drill Day	A practice alarm goes off. People practice for an emergency. They pick jobs to do, like helping others, or bringing first aid kits so everyone knows what to do.
11	The Big Bike Fix	Kids' bikes need fixing before a big bike day at school. Everyone meets to figure out who can help fix the tires and chains. They need to decide if they will fix them together or ask a bike shop for help.
12	Neighbourhood Pet Parade	The town wants to have a pet parade. Pet owners meet to plan the parade route and talk about how to keep the pets and people safe and happy during the parade fun.

Reflection

Answer the questions below.

1) How did you decide what resources your role needed the most?

2) Did any resources are more important than others? Why or why not?

3) How did you feel when you had to make a decision about resource allocation?

4) Why is it important to have different roles in a community?

PREVIEW

Farming and Agriculture

What Happens on a Farm?

Farms are special places where farmers grow **food** and **raise animals**. Farmers work hard to make sure we have lots of yummy things to eat. Let's learn about what they do and why it is so important!

Growing Food

Farmers plant seeds in the ground to grow vegetables and fruits. They need to water the plants and make sure they get enough sunlight. Here are some foods that farmers grow: apples, potatoes, and wheat for making bread.

Raising Animals

Farmers also take care of animals. They provide us with milk, eggs, and meat. Here are some animals you might find on a farm:

- Cows for milk and beef
- Chickens for eggs and meat
- Sheep for wool and meat



Trading Goods

Farms cannot grow or make everything. That is why farmers trade with other communities. **Trading** helps everyone get what they need and want. For example, a farmer with lots of apples might trade with another farmer who has lots of potatoes. This way, both communities can enjoy apples and potatoes!

Why It's Important

Farming is important because it helps us get the food we need to be healthy and strong. Without farmers, we wouldn't have so many delicious things to eat.

True or False

Is the statement true or false?

1. All farms have the same crops.	True	False
2. Sheep can be raised for wool.	True	False
3. Every farm must grow apples and potatoes.	True	False
4. Farming doesn't help communities support each other.	True	False
5. Farms are where farmers grow food and raise animals.	True	False

Questions Write two questions you have about the text

1)	
2)	

Questions

Answer the questions below

1) How does trading help farmers?

2) Why is farming important for us?

Story: A Food Journey Around the World

Draw

Draw pictures that illustrate the story.

Once upon a time, in a lively town called Flavourville, people loved to eat different foods from around the world. They enjoyed tasting new and exciting dishes, but have you ever wondered how all these foods reach your plate? Let's explore!

First, we visit Italy, famous for its pasta. Did you know that Italy exports pasta to many countries, including Canada? That's how Flavourville gets its delicious spaghetti!

PREVIEW

PREVIEW

Next, we journey to India, known for its tasty mangoes. India is one of the largest exporters of mangoes globally. When the mangoes arrive in Flavourville, they are sweet and ready to eat.

Then, we head to Brazil, which is famous for its coffee. Brazil exports more coffee than any other country, making sure Flavourville's residents can enjoy a fresh cup every morning.

PREVIEW

PREVIEW

Lastly, we explore Canada's contribution. Canada is one of the world's largest exporters of maple syrup, a sweet treat enjoyed worldwide. The popularity of the syrup even travels to Japan!

So, every time you eat pasta from Italy, mangoes from India, coffee from Brazil, or use maple syrup from Canada, remember how these foods travelled from faraway lands to your plate. This global exchange of food, known as import and export, helps us enjoy a variety of dishes and flavours, making our meals exciting and diverse!

Show and Tell: Local Products

Objective

What are we learning about?

To help students understand what products are made in their local community, how they are exchanged, and their importance in meeting the community's needs.

Material

What you will need for the activity.

- Index cards (one for each locally produced item)
- Research materials (books, magazines, or internet access for supervised research)



Instructions

How you will implement the activity.

1. Ask each student to bring in one item that was produced locally. It could be a piece of fruit, a vegetable, a craft, or even a picture or a signature of a local service.
2. On the day of the activity, have each student present their item to the class. They should explain what the item is, where it comes from, and why it is important or special.
3. After everyone has presented, place all the items on a table and create a "Local Treasures" display.
4. Give the students a tour of the display, discussing each item and its role in the community.
5. Use the map to show where each item comes from, connecting the product to its local source.
6. Have the students draw their favourite local product and write a sentence about why they like it.

Items

Example: locally produced Canadian items

Local Products	Local Products
Canadian Maple Syrup	Ontario Greenhouse Cucumbers
B.C. Apples	Wild Nova Scotia Blueberries
Ontario Corn on the Cob	Atlantic Lobster
Quebec Apples	Alberta Beef Jerky
Saskatchewan Berry Jam	PEI Potatoes
Alberta Clover Honey	Manitoba Wild Rice
Newfoundland Salt Fish	Ontario Tomatoes
Quebec Cheese Curds	Canadian Rye Bread
BC Smoked Salmon	Manitoba Smoked Meat
Canadian Butter Tarts	Newfoundland Potato Jam
Okanagan Cherries	Arctic Berry Jelly
Nova Scotia Dulse	Yukon Gold Potatoes (Yukon gold is the colour not where it is grown)
Muskoka Cranberries	Nanaimo Bar Mix
Northern Pike from Manitoba	Quebec Apple Cider
Maritimes Clam Chowder	Ontario Peameal Bacon

Planning

Answer the questions below.

1) Understanding the local product:

The name of the local product: _____

Where does it come from? _____

2) Ask your family to help you find a local product to bring to show and tell.

3) Why does your family like local products?

4) What do you know about where it comes from or how it is made?

PREVIEW

Reflection

Answer the questions below.

1) How do the items you saw today help our community?

2) Can you think of a product that you use every day that comes from our community? What is it?

3) Why is it important to know about and use local products?

4) How do you think exchanging local products with others can help our community?

Helping the World: Fighting Poverty

What is Poverty?

Poverty means not having enough money to meet basic needs like food, clothing, and a safe place to live. Some people in the world don't have enough resources to live a comfortable life. **Organizations** around the world are working hard to help.

United Nations' Poverty

The **United Nations** is a big group of countries that work together to solve global problems. One of their goals is to reduce poverty. They have special plans to make sure people have good jobs, education, and healthcare. They want every person to have a fair chance to live a healthy life.

World Bank's Role

The **World Bank** helps countries by giving them money and advice to improve their people's lives. They focus on making sure kids go to school, families have enough food, and everyone can see a doctor when they're sick to help fight poverty.

List of Ways to Fight Poverty:

- **Create jobs** so people can earn money.
- **Build schools** for better education.
- **Provide healthcare** to keep everyone healthy.
- Make sure everyone has **clean water** and **food**.

Everyone Can Help

Even though we are just learning about these big organizations, remember that every little bit helps. When we work together, we can make a big difference in fighting poverty around the world.



Questions

Answer the questions below.

1) How can education help reduce poverty?

2) How can we, as students, help fight poverty?

True or False

Is this statement true or false?

1) Poverty means having a lot of money.	True	False
2) The UN helps solve global problems.	True	False
3) Education is not important for reducing poverty.	True	False
4) Only adults can help reduce poverty.	True	False
5) The World Bank helps by giving money and advice.	True	False

Visualizing

Draw what you pictured as you read the text. Explain your drawing.

Newspaper Article: International Aid Organizations

Helping Hands Around the World

Publish Date: March 10, 2024

Many people live in different parts of the world, but some don't have enough food, clean water, or doctors to take care of them when they're sick. These people are helped by groups called international aid organizations. One of these groups is called Doctors Without Borders.



Doctors Without Borders sends doctors and nurses to places where people need medical help the most. They go to countries where there are big emergencies, like earthquakes or floods, and help people who are hurt or

sick. They bring medicine, bandages, and other things needed to make people feel better.

An expert in helping people, Dr. Sarah Chen, says, "We go where the need is greatest. Sometimes, we are the only doctors people see for a long time." This shows how important their work is for people who don't have access to that travel far to help these people. One of the doctors or doctors.

Tony, a boy who lives in a village helped by Doctors Without Borders, shared, "They helped my sister when she was very sick. We were thankful that the doctors made her feel better."

Doctors Without Borders is just one group that helps. There are many others that bring food, clean water, and clothes to people who need them. They work hard to make sure everyone, no matter where they live, can have a healthy and safe life.

True or False

Is the statement true or false?

1) Doctors Without Borders sends teachers to help.	True	False
2) Clean water is also provided by some organizations.	True	False
3) Doctors Without Borders is just the only group that helps.	True	False
4) International aid organizations travel far to help people.	True	False
5) Everyone everywhere has the same access to healthcare.	True	False

Question: Answer the questions below.

1) Why do some countries need international aid?

2) Why is it important for organizations to help people worldwide?

Making Connections

What does this reading remind you of in your life?

Natural Resources Around Us

What Are Natural Resources?

Natural resources are materials or substances that come from our planet, Earth. We use them to make our lives better. There are two types of natural resources: **renewable** and **non-renewable**.

Renewable Resources

Renewable resources are resources that can come back or be replaced over time. They are like a never-ending supply if we use them carefully. Here are some examples:

- **Sunlight:** We get light from the sun every day.
- **Wind:** Wind can be used to make electricity.
- **Trees:** When we cut down trees, we can plant new ones to grow again.

Non-Renewable Resources

Non-renewable resources are the opposite. Once we use them up, they are gone forever or take a very long time to come back. Here are a few examples:

- **Oil:** We use oil to make gasoline for cars.
- **Coal:** Coal is burned to create electricity.
- **Minerals:** Materials like gold and silver are found in the ground and cannot be replaced easily.

Remember, it is important to use our resources wisely so they can last a long time and help as many people as possible!



True or False

Is the statement true or false?

1) Sunlight is a renewable resource.	True	False
2) Wind can never run out.	True	False
3) Gold is a renewable resource.	True	False
4) Renewable resources never end if used carefully.	True	False
5) Using resources wisely is important for our future.	True	False

Question: Answer the questions below.

1) Why is it important to use renewable resources carefully?

2) What are non-renewable resources?

Making Connections

What does this reading remind you of in your life?

Word Search – Natural Resources

Objective

What are we learning about?

To help students learn about natural resources and understand the difference between renewable and non-renewable resources by creating their own word search puzzles.

Materials

What you will need for the activity.

- Blank word search templates (grid paper)
- A list of terms related to natural resources
- Pencils and erasers



Instructions

How you will complete the activity

1. Begin by discussing about natural resources.
2. Hand out the blank word search templates and a list of terms.
3. Instruct students to create their own word searches by placing terms in the grid, either horizontally, vertically, or diagonally.
4. Encourage them to fill the remaining spaces with random letters.
5. Once they have created their word searches, ask them to exchange papers with a classmate.
6. Each student then tries to find all the terms in the word search they received.
7. After completing the word searches, discuss the meanings of each term as a class.
8. Encourage students to ask questions about any terms they found confusing or interesting.
9. Celebrate their efforts in learning and creating.

Name: _____

60

Curriculum Connection
RW3.2

Natural Resources Terms

List of words for the word search

Water	Oil	Coal	Timber
Natural Gas	Minerals	Iron	Copper
Gold	Silver	Zinc	Lead
Diamonds	Uranium	Phosphates	Bauxite
Salt	Gravel	Clay	
Wind	Sunlight	Peat	
Geothermal	Fish	Wildlife	
Soil	Fertilizer	Plants	
Mangroves	Aluminium	Platinum	Nickel
Forests	Wetlands	Limestone	Marble
Rubber	Wool	Leather	Cotton
Rice	Wheat	Barley	Corn

Word Search

Create your own word search below

Word Bank



Fact or Fiction – Natural Resources

Objective

What are we learning about?

To help students understand what natural resources are and distinguish between true and false statements about them, enhancing their critical thinking skills.

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 classroom for the 'Fact' and 'Fiction' signs, signaling for students to move to either side



Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Listen attentively 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	Rainwater is salty just like ocean water.	Fiction
2	Trees give us fruit and wood, which is why they are valuable natural resources.	Fact
3	Some rocks can float on water.	Fact
4	Sunlight is how plants grow, making it a crucial natural resource.	Fact
5	Snow melts in the winter when it turns white and falls from the sky.	Fiction
6	Soil helps plants grow by providing them with nutrients.	Fact
7	If we keep a piece of coal under a pillow, it turns into a diamond.	Fiction
8	Bees use natural resources like flowers to make honey.	Fact
9	You can find small pieces of gold in a river.	Fiction
10	Wind farms use large turbines to convert wind energy into electricity.	Fact
11	Drinking lots of milk can turn your bones into steel.	Fiction
12	Petroleum, used to make gasoline, is a natural resource found underground.	Fact
13	Recycled water is used to create rain clouds.	Fiction
14	The sun provides us with light and warmth, essential for life on Earth.	Fact
15	If you bury a piece of paper, it will grow into a paper tree.	Fiction
16	Natural resources can be found in various places, not just in cold environments.	Fact
17	Diamonds are so hard because they are made of frozen water.	Fiction
18	Clean air is essential for our health and is considered a natural resource.	Fact
19	Lakes are vast pools of drinking water that we can drink from directly.	Fiction
20	Minerals like iron and copper are natural resources extracted from the Earth.	Fact

Newspaper Article: Renewable Energy Sources

The Magic of Sun and Wind Making Money for Our Towns

By Jamie Taylor, Energy Reporter

Published: March 10, 2024

Have you ever thought about how the sun and wind can make money? Well, it's true! In many places, we are using the sunshine and wind to create energy, which is called renewable energy. This is a super way to make our towns richer and take care of our planet.

For example, in a town called Elmvale, they use lots of solar panels. Solar panels are special tools that catch the sun's rays and turn them into electricity. The electricity lights up our homes and schools. Elmvale sold this electricity to other places and made \$100,000 last year!



Wind is another amazing helper. In Brookland, they have big windmills that spin around when the wind blows. These windmills make electricity too. Last year, Brookland made \$150,000 by selling their wind power.



Purvis, an energy expert, says, "Using the sun and wind for power is like having a treasure chest that never gets empty. Our towns get money without harming our beautiful Earth."

Timmy, who lives near a windmill, told us, "I love seeing the windmills spin. It's cool to know they are helping us make money and keep the lights on."

So, using the sun and wind isn't just good for the Earth; it's also a smart way for our communities to make money. Isn't that exciting?

Questions

Answer the questions below.

1) What is renewable energy?

2) How do renewable energy benefit our community?

True or False

Is each statement true or false?

1) Windmills rotate when the wind blows.	True	False
2) Solar panels catch the sun's rays and turn them into electricity.	True	False
3) Mrs. Purvis thinks renewable energy harms the Earth.	True	False
4) Renewable energy helps towns make money.	True	False
5) The sun and wind are renewable energy sources.	True	False

Visualizing

Draw what you were visualizing during the reading of the picture.

Blog Post: Renewable Energy Leaders

The Bright and Windy World of Renewable Energy

Date: March 10, 2024

Author: By: Michael Brown

2-minute read

Hello, young learners! Today we're going on an exciting journey to learn about how some countries are using the sun and wind to make energy in a way that's good for our planet.

Did you know Denmark is a superstar when it comes to wind energy? They use big wind turbines to catch the wind's power and turn it into electricity. In fact, more than half of their energy comes from the wind!

And then there's China, which is super bright with solar energy. Solar panels in China capture the sun's rays and turn them into energy. China has more solar panels than any other country in the world, using the sun's power to light up homes, schools, and factories.

By using wind and sun, these countries are helping to keep our air clean and our Earth happy. They're showing us that renewable energy can create jobs and help communities grow in a way that's safe for our planet.

Till next time,
Michael Brown

Comments:



Linda - March 11, 2024

I agree that solar energy is amazing, but let's not forget how awesome wind energy is too! Denmark is doing an incredible job. It's important to use all kinds of renewable energy to help our planet.

Like Reply 3h ago



Robert - March 10, 2024

Wow, I didn't know China had so many solar panels. That's really cool how they use the sun to get energy!

Like Reply 1d ago

True or False

Is the statement true or false?

1. Denmark uses water for most of its energy.	True	False
2. China leads the world in solar energy.	True	False
3. Energy from the wind and sun helps keep our air clean.	True	False
4. Denmark and China use only renewable energy.	True	False
5. China has more solar panels than any other country in the world.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) How does using the sun and wind for energy help our planet?

2) Why is it good to have different types of renewable energy?

Activity: "What If?" Scenarios

Objective

What are we learning about?

To help students understand how scarcity of resources can affect our community and daily lives, encouraging them to think critically about our needs and wants.

Materials

What you will need for the activity.

- Sheet of paper
- Pencils or pens
- Scenario cards (one per group) each card describing a different hypothetical situation where a specific resource is scarce



Instructions

How you will complete the activity.

1. Divide the class into groups of four and have each group sit in a circle.
2. The teacher will give each group a scenario card.
3. The group will read the scenario card together.
4. Each group will discuss how the scarcity described in the scenario would affect their lives and the community.
5. On a sheet of paper, each group will write down three ways their lives would change in this scenario and one idea to help improve the situation or assist people.
6. After discussing, one person from each group will share their group's ideas with the whole class.
7. While each group is sharing, everyone should listen carefully and think about how different scarcities impact lives in various ways.

Scenario Cards

Cut out the topics below.

	Description
1	Imagine our town only has water for one hour each day. Think about how you would use this precious water for your most important needs like drinking and staying clean. How would our school and hospitals manage with so little water? Consider ways to save water every day.
2	Picture a situation where there's only a little bit of food available for everyone. What meal would you choose to eat? How can we make sure that everyone gets enough to eat? How could we share food and help each other in times when food is scarce?
3	Imagine if electricity was only available for one hour each day. What would you use it for? How would life be different when we don't have electronic devices all the time? Let's think about how schools and shops would function and ways we can enjoy our time without electricity.
4	Think about what it would be like if there were no cars, buses, or bikes. How would you travel to school or visit friends? Discuss how this would change our daily activities and how walking or using a scooter could be fun and good for our health and the environment.
5	Think about what would happen if there was no internet. How would this change the way you learn, play, and communicate with friends? Let's discuss how we could find information and entertain ourselves without going online.

Scenario Cards

Cut out the topics below.

	Description
6	Imagine if our town had to go one whole day a week without buying anything. Think about how you could prepare for this day. What items would you need to make sure you had before this day started? Let's discuss ways we can be more prepared and resourceful.
7	Picture a day where everyone in the town had to use only items made within our local community. What things would we have plenty of? What things might we miss? Let's talk about the importance of local products and self-sufficiency.
8	Imagine if our school had to provide its own food for lunch every day. What types of food could we grow ourselves? How could students and teachers work together to make this happen? Let's brainstorm ideas for a school garden or other projects to grow food.
9	Consider a scenario where for one week, everyone in the town had to swap jobs with someone else. What job would you like to try and why? What could we learn from experiencing different kinds of work? Let's discuss the value of different jobs in our community.
10	Think about a week where the whole town decided to have zero waste. What changes would you have to make in your daily routine? How could we reduce, reuse, and recycle more effectively? Let's create a plan for reducing waste in our homes and school.

Wealth in Different Cultures

What Is Wealth?

Wealth means having a lot of resources or things. This can include money, land, or even animals. People in different parts of the world think about wealth in many ways.

Wealth Around the World

- **Canada:** In Canada, people often think of wealth as having a lot of money, a nice house, or a car.
- **India:** In India, a lot of gold **jewellery** is a sign of wealth. People often buy gold for important events.
- **Mongolia:** In Mongolia, the number of horses, sheep, and goats you have can show your wealth. Having many horses, sheep, and goats means you are wealthy.



How Do People Get Wealth?

- **Working:** In many cultures, people work jobs to earn money, which they can save or spend on things they need or want.
- **Farming:** In some places, having a lot of land to grow food on is important. The more crops you can grow, the wealthier you are.
- **Gifts and Inheritance:** Sometimes, wealth is passed down in families from parents to children through gifts or inheritance.

Fun Facts

- Did you know that in some cultures, people share their wealth with the community, and this sharing makes them respected and considered wealthy?
- In **Bhutan**, wealth is not just about having things. People there believe that being happy and peaceful is a big part of being wealthy.

Questions

Answer the questions below.

1) How do different cultures define wealth in unique ways?

2) How do different cultures define wealth?

Visualizing

Draw what you saw while you were reading and explain it.

True or False

Is the statement true or false/

1) Mongolians measure wealth in cars and houses.

True False

2) Having lots of land can show wealth.

True False

3) Happiness is part of wealth in Bhutan.

True False

4) Wealth is always about having money.

True False

5) Sharing wealth is common in some cultures.

True False

Wealth Inequality in Brazil

What is Wealth Inequality?

Wealth inequality means that some people have a lot more money and things than others. In Brazil, some people live in big, fancy houses in cities, while others live in places called **favelas**, which are not as nice.

Life in Wealthy Areas

In Brazil's **wealthy areas**, people live in big houses or tall buildings. They have many shops, good schools, and clean streets. These areas have lots of jobs, nice hospitals and schools.



Life in Favelas

Favelas are places where people don't have much money. The houses might be very close together and not very strong. In favelas, people might not have enough food, good schools, and many hospitals.

Why Does This Happen?

- **Jobs:** In cities, there are more jobs that pay well. In favelas, it's harder to find jobs.
- **Education:** People in cities often have better schools, which helps them get better jobs later.
- **Health:** In cities, there are more hospitals and doctors. People in favelas might not get the help they need when they're sick.



How It Affects People

Wealth inequality means not everyone gets the same chances. People in cities might have more opportunities to succeed, while those in favelas might struggle more.

Questions

Answer the questions below.

1) What differences do you see between life in cities and favelas?

2) How do wealth inequality affect children in Brazil?

Visualizing

Draw what you saw while you were reading and explain it.

True or False

Is the statement true or false?

1) Favelas have many tall buildings.	True	False
2) Everyone has access to good schools.	True	False
3) People in cities struggle to find hospitals.	True	False
4) Favelas offer many educational opportunities.	True	False
5) Wealth inequality affects people's chances in life.	True	False

Economic Disparities in the United States

Understanding Rich and Poor in the U.S.

In the **United States**, some people have a lot of money, while others have very little. This difference is called **economic disparity**. Let's explore what this means and how it affects people's lives, especially their education and healthcare.

Rich vs. Poor

Imagine two groups of people in the U.S.: one group is **very rich** and the other is **very poor**. The rich people can buy big houses, nice cars, and expensive clothes. Poor people struggle to get what they need, like food and clothing.



How Money Affects School and Health

• Education:

Rich kids can go to fancy schools with lots of books and computers.

Poor kids might go to schools with fewer resources, which can make learning tough.

• Healthcare:

Rich families can visit doctors whenever they need, getting good medical care.

Poor families might find it hard to see a doctor when they're sick because it's expensive.

Examples to Understand

- In some cities, rich kids might have their own swimming pools, while poor kids might not even have a nearby park to play in.
- A rich family can go to the dentist regularly, but a poor family might wait until a toothache is really bad because they can't afford the visit.

Questions

Answer the questions below.

1) How would you feel if your school had fewer resources?

2) What could be done to help everyone get good healthcare?

True or False

Is each statement true or false?

1) Economic disparity means that you have money.

True False

2) Healthcare is easily affordable for everyone in the US.

True False

3) Money does not impact the quality of education.

True False

4) Economic disparities do not affect where you live.

True False

5) Poor families visit the dentist more often.

True False

Diary

Imagine what it would be like to have lots of money or no money at all. What would a day be like for you in each situation?

Wealth and Poverty in India

Money in India

India is a big country with lots of people. Some people in India have a lot of money, and some people have very little. This is called **wealth** and **poverty**. Even though India is growing and making more money, not everyone gets to have more money.

Rich and Poor

In India, some people live in big houses and can buy lots of toys and clothes. These people are **wealthy**. There are so many people in India who don't have enough money for food, clothes, or a nice place to live. These people are facing **poverty**.



Jobs and Money

- Many people in India work in farms, shops, or big cities.
- Some jobs pay a lot of money, but some jobs don't pay enough.
- Even though India is making more things and selling them to other countries, not everyone is getting more money.

Schools and Hospitals

Kids in India, like you, go to school. But some schools don't have enough books or teachers. There are hospitals too, but not everyone can get medicine when they're sick. This is because some places don't have enough money to help everyone.

Helping Each Other

People in India and other countries are trying to help. By working together, they hope to make things better for both rich and poor people in India.

True or False

Is the statement true or false?

1. All Indian families live in big houses.	True	False
2. Every job in India pays a lot of money.	True	False
3. Everyone in India can see a doctor easily.	True	False
4. India is not growing or making more money.	True	False
5. People are trying to help each other in India.	True	False

Questions

Answer the questions below.

1) What does wealth and poverty mean?

2) What can be done to help people in poverty?

Word Search

Find the words in the wordsearch.

India	Wealth
Poverty	Money
Jobs	School
Hospital	Books
Teachers	Rich
Poor	Help

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

Blog Post: Technology in Daily Life

Exploring Everyday Technology: From Clothes to Skyscrapers

Date: March 9, 2024

Author: By: Jamie Green

2-minute read

In our everyday lives, technology is more than just computers and smartphones. It's in the clothes we wear, the homes we live in, and even the food we eat. Let's explore how technology has evolved to meet our needs.

Once, clothes were made stitch by stitch by hand. Now, sewing machines help us make clothes much more efficiently. Imagine how long it would take to make a shirt without them!

Buildings have grown so tall thanks to technology. Ancient people lived in huts, but today, we can build skyscrapers using advanced machines like cranes. This technology allows us to build taller, stronger, and safer structures.

In agriculture, technology has revolutionized farming. Farmers use tractors, which are much more efficient than manual labor. Technology helps produce the food we eat every day.

Till next time,
Jamie Green

Comments:



Charlie - March 10, 2024

Technology is amazing! It's incredible how it has improved our lives, making tasks quicker and easier.

Like Reply 1d ago



Emily - March 09, 2024

While technology is beneficial, we shouldn't rely on it for everything. It's important to maintain skills like hand sewing or gardening, keeping us connected to traditional methods.

Like Reply 3h ago

Questions

Answer the questions below.

1) Can you think of a technology that helps you learn?

2) What is a technology you couldn't live without?

True or False

Is each statement true or false?

1) Technology has not changed how we live.	True	False
2) Sewing machines are used to make clothes.	True	False
3) All technology involves electronics.	True	False
4) Skyscrapers are small wooden huts.	True	False
5) Technology helps us connect with distant friends.	True	False

Connecting

Sketch your favourite piece of technology and explain how it helps you.

Newspaper Article: Impact of Transportation

Getting Around Town: How We Move and What It Means

Publish Date: March 9, 2024

Every day in our community use different ways to get around, like cars, bikes, and buses. Each has its own advantages of transportation. Transportation is important because it helps us get to places like school, the grocery store, or a friend's house.

Cars are very popular. They are fast and can go a long way without stopping. But cars also make a lot of smoke that can be bad for the air we breathe. Dr. Green, an expert on the environment, says, "Cars are helpful, but they can also make our air dirty, which is not good for our health."

Bikes are another way people get around. Bikes are good for our health because riding them is like exercising.

They also don't make smoke like cars. But bikes can be slower and harder to use when carrying lots of things.

Buses are great because many people can ride them at the same time. This means fewer cars on the road, which is better for the air. Mrs. Lee, who rides the bus every day, says, "I like taking the bus because it's good for the environment and I can read my book while anyone else drives."



So, whether it's by car, bike, or bus, the way we choose to travel can have a big impact on our community and the world.

True or False

Is the statement true or false?

1. Bikes help keep the air clean.	True	False
2. Many people can ride in a bus together.	True	False
3. Cars do not affect the air quality	True	False
4. Bikes can be slow when carrying heavy items.	True	False
5. Transportation is important in daily life.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below

1) Why is riding a bike considered healthy?

2) What are the benefits of taking a bus?

Memory Game: Key Technology Terms

Objective

What are we learning about?

To help students learn and remember key technology terms and their definitions by creating and playing a memory game.

Material: What you will need for the activity.

- Memory game cards (provided) with the terms on one set and definitions on another set.
- A flat surface (table or floor) to lay out the cards.
- Smartboard to display correct answers so students can refer back and play.



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 flat surface.
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

Technology Term	Definition
Satellite	Goes around Earth to help phones and TVs work
Printer	An old machine to print letters on paper
Battery	Stores energy to power things
Windmill	Uses wind to make energy or do work
DVD Player	Plays movies from discs

Cards

Memory Game Cards

Technology Term	Definition
Sewing Machine	Helps stitch clothes together
	Helps you find your way
3D Printer	A printer that can create 3D objects
4G/5G Technology	The technology that gives us fast internet on our phones
Artificial Intelligence	Machines or software that can think or learn like a human

Cards

Memory Game Cards

Technology Term	Definition
Telemedicine	Seeing a doctor over the internet
Streaming	Watching videos or listening to music directly from the internet
QR Code	A code that your phone can read to get information
Hologram	A 3D image made with light
Cloud Storage	Keeping your digital stuff on the internet instead of your computer

Reflection

Answer the questions below.

1) What was the most interesting technology term you learned today, and why?

2) Can you think of a technology that has changed a lot over time? How has it changed?

3) How do you think learning about historical technologies helps us understand modern technologies?

4) If you could invent a technology, what would it be and how would it help people?

Unit Test – Resources and Wealth

Multiple Choice

/10

1. Which of the following is a non-renewable resource? a) Wind b) Trees c) Sunlight d) Coal	2. What is a key food source in Asia? a) Corn b) Rice c) Wheat d) Potatoes
3. What makes diamonds special? a) They're common b) They're rare c) They're community property d) They're international	4. Which continent mainly relies on farming? a) Europe b) Asia c) Africa d) Australia
5. Which is a renewable natural resource? a) Oil b) Wind c) Gas d) Coal	6. How do people in Mongolia show wealth? a) By owning many horses b) By having large herds of cattle c) By having many sheep d) With gold jewelry
7. What do emergency services include? a) Teachers, doctors, chefs b) Firefighters, police, paramedics c) Athletes, actors, singers d) Lawyers, judges, politicians	8. Which is a need for everyone in the world? a) Video games b) Television c) Books d) Clean water
9. What's a sign of poverty? a) Lack of basic needs b) Owning a small car c) Having a small house d) Wearing old clothes	10. What role does technology play in economic success? a) No impact b) Reduces chances c) Increases opportunities d) Causes confusion

Define

What do the terms below mean?

Term	Definition – What does it mean?
Non-Renewable Resources	
Renewable Resources	

Short Answer

Answer each question below – Each question is worth 3 marks.

1) How do different communities measure risk?

2) Describe the role of firefighters in ensuring our safety during emergencies.

3) Discuss the importance of using renewable resources like sunlight and wind, and how they help our planet.

Matching

Draw a line from the term to its matching definitions

Basic Needs

A big group of countries working together to help people and keep peace.

United Nations

Things from nature that can come back after we use them, like sunlight and wind.

UNICEF

Things from nature that can run out because they don't come back, like oil and coal.

Renewable
Resources

People who travel around the world to help people who are sick and need care.

Non-Renewable
Resources

Jobs people do for getting money, like cleaning the house or taking care of family.

Wealth

A part of the United Nations that helps children who are in trouble or need help.

Paid Work

Jobs people do to earn money, like a teacher teaching or a baker baking bread.

Unpaid Work

Having a lot of money or things that are worth a lot.

Doctors Without
Borders

The things everyone needs to live, like food, water, and a home.



Google Slides Lessons Preview





Saskatchewan Social Studies Power & Authority– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

**EXPLORING LEADERSHIP:
OUR GUIDES AND HELPERS**

LEARNING GOAL

We are learning to **understand different types of leaders** so we can **explain how they help our community.**

CHOOSE THE CORRECT LEADERSHIP FACT

A	B
Q1 What does leadership mean? A) Guiding and helping others B) Always doing things alone	Q2 Which person is an informal leader? A) A volunteer organizing a clean-up B) A principal leading a school
Q3 Which person is a formal leader? A) A student helping a friend B) A mayor making city decisions	Q4 What can a teacher do as a leader? A) Tell students learning is not important B) Guide students to learn and grow
Q5 Why are leaders important in a community? A) They stop people from sharing ideas B) They help people work together	Q6 What should good leaders care about? A) Helping people and solving problems B) Only being in charge

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**CONSOLIDATION ACTIVITY:
ONE SENTENCE SUMMARY**

After learning about leadership and community helpers, reflect on the following:

- Write one sentence that explains how leaders help people in a community.
- Be clear and include one example, like a mayor, teacher, principal, or volunteer.



Saskatchewan Social Studies Power & Authority– Grade 3

SORT THESE DECISION CHOICES

Instructions: Read each choice carefully and think about what it shows. Sort each choice into the correct box.

Ways to Decide	Fair Actions

- Talking it out
- Being kind
- Voting
- Respecting others
- Taking turns
- Listening to others

HOW VOTING WORKS

Voting Journey: Order the steps to show how people vote and choose a winner.

People learn about the choices.

Each person marks a ballot.

Ballots are placed in a box.

The votes are counted.

The choice with the most votes wins.

WHAT ARE THESE?

Drag and drop the environmental action that matches each description in the table.

	Helps reuse paper, plastic, and glass.
	Helps protect water by using less.
	Helps clean the air and protect nature.
	Helps keep communities safe and beautiful.



Saskatchewan Social Studies

Power & Authority– Grade 3

FINDING PEACE – WORD SEARCH

Find the words hidden in the puzzle. They are all about solving conflicts and finding peace.

Listen	Talk
Turn	Share
Calm	Fair
Happy	Solve
Peace	Safe

Word Search Grid:

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

DOES THIS HELP?

Look at each situation. Drag a 👍 if it helps a community make a fair decision, or a 🙋 if it does not.

Situation	Actions	Response
1)	Listening to people who want a new park.	
2)	Thinking about both benefits and problems.	
3)	Ignoring people who worry about the cost.	
4)	Choosing a project that helps many people.	
5)	Making a big choice without asking others.	

Use the thumbs up or thumbs down here for your answers: 👍 or 🙋

DOES THIS HELP?

Does this help protect animals, or a 🙋 if it does not help protect animals.

👍 🙋

	☐		☐		☐
	☐		☐		☐

Grade 3 – Social Studies

Saskatchewan Unit: Power and Authority

	Learning Experiences	Pages
PA3.1	Compare how decisions are made in the local community and communities studied.	6-17, 22-51, 80-82
PA3.2	Describe how conflict resolution is used in the local community and communities studied.	52-59, 83-89
PA3.3	Make generalizations about the purpose and intent of documents that define the rights of children.	93-115, 118-119

Preview of 80 pages from
this product that contains
148 pages total.

NAME: _____

POWER & AUTHORITY



Exploring Leadership: Our Guides and Helpers

What is Leadership?

Leadership means being in charge and helping others. **Leaders** are important because they make decisions and guide people.

Types of Leaders

Formal Leaders have official jobs where they lead people.

- **Example:** A mayor is a formal leader. They make big decisions for our city, like making sure our streets are clean and safe. School principals are formal leaders. They make sure our schools run smoothly and that we have a safe place to learn.

Informal Leaders: are not in official jobs. They still lead by helping and guiding others.

- **Example:** A community volunteer who works on clean-up days in the park is an informal leader. A big brother helping younger siblings with homework is being an informal leader.

Leaders in Our Community

Leaders help make our community better.

Here are some ways they do it:

- **The mayor** works on projects like improving roads and keeping the environment clean.
- **Community volunteers** help by organizing events, and helping people in need.
- **Teachers** guide students to learn and grow.



Why Leadership Matters

Leadership is important because it helps everyone work together and make our community a better place.

Name: _____

7

Curriculum Connection
PA3.1

True or False

Is the statement true or false?

1) The mayor makes decisions for the city.	True	False
2) All leaders have official job titles.	True	False
3) Volunteers can be leaders too.	True	False
4) Teachers are considered informal leaders.	True	False
5) Only adults can be leaders.	True	False

Question: Answer the questions below.

1) Give 3 examples of informal leaders.

2) Why are leaders important in a community?

Making Connections

What does this reading remind you of in your life?

Activity – Community Leader Pictionary

Objective

What are we learning about?

To help students understand and appreciate the different leadership roles within our community and around the world by engaging in a fun and interactive game of Pictionary.

Materials

What you will need for the activity.

- Markers or crayons
- Cards with names of different community leaders



Instructions

How you will complete the activity

1. Split the class into two teams, standing in 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 the board or a piece of paper.
4. Start a timer for 2 minutes. During this time, Team A guesses the leader being drawn.
5. If Team A guesses the drawing 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.
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 Community Leader Pictionary!

Name: _____

9

Pictionary Topics

Cut out the topics below

Pictionary Cards

Mayor

Teacher

Police Officer

Firefighter

Doctor

Nurse

Librarian

Chef

Bus Driver

Dentist

Veterinarian

Judge

Soldier

Coach

Farmer

Mail Carrier

Police Officer

Scientist

Park Ranger

Lifeguard

Banker

Baker

Journalist

Carpenter

Plumber

Electrician

Fisherman

Miner

Forest Ranger

Story: Heroes of Our Community

In our town, there are incredible people known as community helpers. They are real-life heroes who do extraordinary things to ensure we are all safe and sound.

Let's begin with the firefighters. These courageous individuals wear red helmets and protective gear to rescue us from fires. In Canada, there are more than 100,000 firefighters! They drive big, red trucks and use hoses to fight fires, demonstrating bravery and teamwork.



Now, let's talk about police officers. Dressed in their blue uniforms and badges, they are our guardians. With around 69,000 police officers across Canada, they patrol the streets, help those in need, and ensure justice, showing us the importance of responsibility and integrity.

And we cannot forget about the medical workers - the doctors and nurses. With over 89,000 doctors and 400,000 nurses in Canada, they are always ready to help us. They work in hospitals and clinics, wearing scrubs, and teach us about health and compassion.

Firefighters, police officers, and medical workers are all leaders in their own right. They teach us bravery, kindness, and the value of helping others. Each day, they make our community a better place. So, whenever you meet one of these helpers, remember to express your gratitude for their dedication and leadership.

That is the story of our community's heroes, who inspire and protect us every single day!

Questions

Answer the questions below.

1) What do firefighters wear to protect themselves?

2) Why are medical workers important in our community?

True or False

Is each statement true or false?

1) Medical workers teach us how to help others.	True	False
2) Firefighters use blue trucks.	True	False
3) Police officers ensure justice.	True	False
4) Firefighters only work during the day.	True	False
5) Community helpers teach us the value of helping others.	True	False

Draw

Draw a picture of a community helper you admire.



Show and Tell: Local Heroes

Objective

What are we learning about?

To help students understand the concept of leadership and recognize the impact of positive leadership in their community by exploring and sharing stories about local heroes.

Materials

What you will need for the activity.

- A planning page with guiding questions for each student
- An item or picture representing a local hero (each student brings their own)



Instructions

How you will complete the activity.

1. Provide each student with a planning page that includes guiding questions to help them think about their local hero and why they are important to the community.
2. Allow time in class or at home for students to research and complete their planning pages. They should bring an item or picture that represents their local hero along with their completed planning page on the day of the presentation.
3. On the presentation day, each student will use their planning page to help them share about their local hero. They will show their item or picture and explain why this person is significant, using their answers from the planning page as a guide.
4. After each presentation, encourage the class to ask questions, allowing the presenter to elaborate on their hero's story and impact.
5. Conclude the activity with a class discussion about the qualities of a hero and how everyone can contribute positively to their community.

Planning

Answer the questions below.

1) Understanding Local Heroes:

The name of the local hero: _____

How does this person help our community? _____

2) What kind actions has the hero done? How do these actions make things better?**3) In what ways does the hero lead others?****4) Why do you think this hero is a good leader?**

Reflection

Answer the questions below.

1) What new thing did you learn about a local hero from your classmates?

2) Which hero inspired you the most and why?

3) How can you apply a quality you learned from a hero in your own life?

4) How do you think we can all be heroes in our own way in our community?

How We Make Decisions Together

Making Choices Together

When we're in a group, deciding things together can happen in many ways. Let's explore how different groups, like families and countries, make decisions.

Family Decisions

At home, your family might need to decide on what to have for dinner, what game to play, or what to do on the weekend. Here's how families might make these choices:

- **Talk it out:** Everyone shares their ideas, and together you decide what's best.
- **Voting:** Each person picks their favourite option, and the one with the most votes wins.
- **Taking turns:** Maybe each week your family chooses the movie, and next week



School Choices

In school, you and your classmates might decide on a class project or which book to read. Your teacher might let you vote or discuss as a group to make a decision.

Our Country's Decisions

In Canada, when we have to make big decisions that affect everyone, like choosing our leaders, we use voting. Adults go to **polling stations** to vote in **national elections**. The person or the party with the most votes gets to make important decisions for our country.

Why Your Voice Matters

Whether it's at home, in school, or for the whole country, your voice and vote are important. They help make sure that decisions are fair and consider everyone's ideas and feelings.

Questions

Answer the questions below.

1) Why is voting important in a country?

2) How can students make decisions in school?

True or False

Is this statement true or false?

1) Families vote to make decisions.

True

False

2) Voting happens at a shopping mall.

True

False

3) Elections decide our country's leaders.

True

False

4) Schools never allow voting.

True

False

5) Kids vote in national elections.

True

False

Connecting

How does your family decide things like, what to eat or what to play?

Role Play: Community Decisions

Objective

What are we learning about?

Students will engage in role-playing to understand the decision-making processes within different community groups like a school board or city council.

Materials

What you will need for the activity.

- Scenario cards for different community scenarios
- Hats or nametags for different roles (e.g., mayor, council member, etc.) (optional for students)



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 5 students.
2. Provide each group with a scenario card to work on a specific 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	School Board Budget Meeting	The school board needs to plan the year's budget. They have to decide how to spend money on new books, sports equipment, or computers. They find out they can't afford everything and need to make tough choices.
2	Park Clean-up Plan	A community park is messy and needs a clean-up. The city council wants to organize a clean-up day. They think about hiring workers, getting supplies, and how to keep the park clean after the day.
3	Library Fun Day	The local library wants to have a fun day to get more kids reading. The organizers need to plan activities, like a book treasure hunt or story time, and how to tell everyone in town about the day.
4	Recycling Initiative	The city council is starting a recycling program. They need to figure out how to explain recycling to everyone, what kinds of bins are needed, and where to put them so all neighbours can use them easily.
5	Community Garden	A group of neighbours wants to start a community garden. They need to decide where to put the garden, what plants to grow, and how to share the work and the vegetables when they are ready.

Scenario Cards

Cut out the topics below.

	Scenario	Description
6	New Playground Equipment	The school is getting new playground equipment. The students and teachers need to choose what to get and think about safety and fun. They also want to make sure there's something for everyone.
7	Town Festival Planning	The town wants to hold a festival. The town council has to plan what kind of festival it will be, what games and food will be there, and how to make sure it is fun for both kids and adults.
8	Fire Safety Day	The firefighters want to teach everyone about fire safety. They plan a day to show how to stop, drop, and roll, plan escape routes at home, and identify fire hazards. They need to make it important for everyone.
9	Neighbourhood Watch Program	There have been a lot of bike thefts lately. The community decides to start a neighbourhood watch. They need to talk about who will be part of it, how to communicate, and how to keep an eye out safely.
10	Pet Parade Fundraiser	The animal shelter needs money for the pets. A pet parade is planned to raise funds. They need to figure out the parade route, how to sign up, and ways to make money like selling treats or having a pet costume contest.

The Power of Voting

What is Voting?

Voting is like choosing your favourite ice cream flavour, but instead of ice cream, you are choosing **leaders** and making big decisions for your community. In countries called **democracies**, like Canada, everyone gets a say in how things are run by voting.

Why is Voting Important?

- **Choosing Leaders** When you vote, you help decide who will make important decisions for the country, like the **Prime Minister** or the **mayor** of your town.
- **Having Your Say** Voting is a chance to tell what changes you want in your school, neighbourhood, or country.
- **Making Fair Decisions** Voting means everyone's opinion matters, so decisions are fair and include what most people want.

How Voting Works

- **Elections**: These are special days when adults go to schools or community centres to **vote**.
- **Ballots**: When voting, people mark a paper called a **ballot** to show their choice.
- **Counting Votes**: After everyone votes, the ballots are counted. The person or idea with the most votes wins.



Cool Facts About Voting

- In Canada, you can vote when you turn 18 years old.
- Voting is a way to make sure everyone's voice is heard in making decisions.
- Long ago, not everyone could vote, but now it is a right for all adults in Canada.

Voting is a powerful tool for people to shape their future and community.

True or False

Is the statement true or false?

1. Voting helps choose our community leaders.	True	False
2. Only adults can vote in Canada.	True	False
3. Everyone's vote counts the same.	True	False
4. Voting helps make fair decisions.	True	False
5. Ballots are counted to find winners.	True	False

Questions

Answer the questions below.

1) Why is voting important in a democracy?

2) What are the steps of a voting process?

Word Search

Find the words in the wordsearch.

Voting	Ballot
Democracy	Election
Leaders	Community
Citizens	Rights
Voice	Mayor
Decisions	Government

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

Leadership Around the Globe

What is Leadership?

Leadership means being in charge and making important decisions. Around the world, different places have their own ways of choosing who gets to be the leader.

How Leaders are Chosen

In the world, there are many ways to pick a leader. Here are three common methods:

- **Inherited Leader:** This means becoming a leader because someone in your family was a leader before. For example, in the United Kingdom, the king or queen becomes the leader because they are part of the **royal family**.
- **Elected Leader:** In countries like Canada and the United States, people vote to choose their leaders. This means everyone who is old enough gets to have a say in who makes the big decisions.
- **Communal Decision-Making:** Some places, like certain **Indigenous communities**, make decisions together. The group discusses and decides who should lead them.

Examples from Around the World

- **United Kingdom:** The leader, like a king or queen, is chosen based on family.
- **Canada:** The Prime Minister is elected; people vote to decide who it will be.
- **Indigenous Communities:** Leaders are often chosen through discussions and agreement within the community.

In each of these examples, the way a leader is chosen is special to their culture and place. It's important to learn about these different methods because it helps us understand how people all around the world live and work together.



Questions

Answer the questions below.

1) How do Indigenous communities choose their leaders?

2) Describe how a prime minister is chosen in Canada.

Visualizing

Draw what you saw while you were reading and explain it.

True or False

Is the statement true or false?

1) Everyone in the UK can become a queen.	True	False
2) Indigenous communities choose leaders by voting.	True	False
3) A prime minister is a type of leader.	True	False
4) Communal decision-making means deciding alone.	True	False
5) The United Kingdom uses inherited leadership.	True	False

Influential World Leaders

Who Are World Leaders?

World leaders are people who make big decisions for a country. They are chosen in different ways and have a big job to help their country and even the world.

How Are Leaders Chosen?

Leaders are chosen in various ways around the world:

- **Elections:** Leaders like Canada and the United States are chosen by adults who vote to choose their leader.
- **Royal Family:** Some countries like the United Kingdom, leaders come from a royal family.
- **Other Methods:** Some leaders are chosen through different traditions or rules of the country.



Leaders and Their Impact

World leaders have different styles of leading, which can change the way a country lives and interacts with others.

Justin Trudeau (Canada): He is chosen through **elections** and works to make Canada a friendly, inclusive place.

Queen Elizabeth II (United Kingdom): She was a queen because of her **family** and showed the importance of tradition and history.

Kim Jong-un (North Korea): He became a leader because his family has been in charge for a long time. He makes all the decisions for his country, and it is very hard for people there to say if they disagree with him.

Leaders are important because they make **decisions** that affect everyone's daily life, from what we learn at school to how we play in the park. They also decide how to work with other countries to solve big problems.

True or False

Is the statement true or false?

1. Leaders make decisions affecting the world.	True	False
2. Every country's leader is chosen by election.	True	False
3. Trudeau is Canada's leader because of an election.	True	False
4. All leaders have the same style of leading.	True	False
5. Leaders decide on international relationships.	True	False

Questions

Answer the questions below.

1) What are the ways leaders can be chosen?

2) How does Kim Jong-un's leadership impact North Korea?

Word Search

Find the words in the wordsearch.

World	Decisions
Country	Leaders
Elections	Canada
Royal	Family
Traditions	Impact
Inclusive	History

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

Newspaper Article: Cultural Leadership

Cultural Leaders Around the World

by Daily Globe News

Published Date: March 19, 2024

Different cultures around the world have different ways of choosing their leaders. Some cultures choose their leaders based on tradition, some choose their leaders based on election, and others decide together as a community.

In some places, being a leader is like passing down a family treasure.

The job of leading is inherited, which means it goes from parent to child. For example, in a monarchy, like the United Kingdom, kings or queens become leaders because they are born into the royal family.

Dr. Emily Chen, a cultural expert, says, "In many cultures, leadership is not

about who you are but about what you can do for your community." This means that in some cultures, people look at what you can do rather than who your family is.

In other communities, everyone has a say in who becomes their leader. They hold elections where people vote to choose their leader. This is how Canada chooses its Prime Minister.

Some communities decide on their leader together, like some Indigenous communities. They sit in a circle and talk until everyone agrees on who should lead. (Community leaders)

Lisa, who has lived in such a community, shares, "In our community, everyone's opinion matters. We choose our leader by talking and listening to each other."

From kings and queens to community circles, leaders come in many forms across different cultures.



True or False

Is the statement true or false?

1) Leaders are always chosen by voting.	True	False
2) All leaders are called kings or queens.	True	False
3) Every culture has the same leadership.	True	False
4) In a monarchy, leaders are elected.	True	False
5) Canada's Prime Minister is inherited.	True	False

Question

Answer the questions below.

1) How does Canada choose its Prime Minister?
2) What is unique about how some Indigenous communities choose their leaders?

Define

What do the terms below mean?

Inherited Leadership	
Communal Leadership	
Elected Leadership	

Newspaper Article: Sports and Leadership

Teamwork Triumphs: The Role of Leadership in Sports

Publish Date: March 19, 2024

In the world of sports, leaders are very important. Just like in a classroom where we have a teacher, in sports, we have captains who help to guide the team. They make smart decisions, help everyone work together, and teach the team how to play better.

In hockey, for example, the captain wears a special "C" on their jersey. This means they are not just a player, but a leader too. They talk to the referees, help their teammates, and set a good example by playing hard and fair.



Coaches are like the teachers of the team. They plan the strategies, decide which players play in the game, and teach the players new skills. They have to think a lot about how to make their team win.

Dr. William Mosely, a sports expert, says, "Leaders in sports are very important because they help the team stay strong and united. They make sure everyone is working together and having fun."

Timmy, a young hockey player, said, "Our captain always helps us and tells us we can do it, even when we are losing. It makes a big difference!"

So, in sports, being a leader is about helping others, making smart choices, and showing the way to win, not just by scoring, but by bringing the team together.

Questions

Answer the questions below.

1) How do coaches help their teams in a game?

2) Why is leadership important in sports according to Dr. William Mosely?

True or False

Is each statement true or false?

1) Captains in hockey wear a star on their jersey.	True	False
2) Coaches make decisions about the team's plan.	True	False
3) A captain helps talk to the referees.	True	False
4) Teammates don't listen to their captain.	True	False
5) Captains never help their teammates.	True	False

Draw

Draw what you were thinking about when you wrote.

Memory Game: Leadership Terms

Objective

What are we learning about?

To help students learn and remember important leadership-related terms and their meanings through a fun and interactive memory game.

Material

What you will need for the activity.

- Memory game cards (provided) printed on cardstock
- A flat surface (table or floor) to lay out the cards.



Instructions

How you will complete the activity.

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

Cards

Memory Game Cards

Leadership Term	Definition
Empathy	Understanding how someone else feels.
Patience	Waiting calmly, without getting upset.
Cooperation	Working together with others
Responsibility	Doing the things you are supposed to do.
Kindness	Being nice and caring towards others.

Cards

Memory Game Cards

Leadership Term	Definition
Leadership	Helping guide or direct others.
Integrity	Telling the truth.
Respect	Treating others in a way that shows concern about their feelings.
Teamwork	Working as a team to do something together.
Listening	Paying close attention to what someone is saying.

Cards

Memory Game Cards

Leadership Term	Definition
Sharing	Letting others use or have some of what is yours.
Age	Being brave, even when you're scared or unsure.
Fairness	Being sure everyone is treated
Helpfulness	Doing things to make life easier or better for others.
Determination	Trying hard and not giving up.

Agree to Disagree: Understanding Conflict

What is a Disagreement?

A **disagreement** is when two or more people have different ideas or opinions about something. It's like when you think chocolate ice cream is the best, but your friend thinks vanilla is better. Disagreements can happen over many things, big or small, like what game to play, who gets to use a toy, or what rules should be in the classroom.

Why Do We Disagree?

Disagreements happen because everyone has their own experiences, feelings, and thoughts. Here are some reasons people might disagree:

- **Different Preferences:** Like choosing between apples or bananas.
- **Unique Experiences:** Some might be afraid of dogs because they were bitten, while others love them.
- **Misunderstandings:** Sometimes we disagree because we don't understand each other fully.

Disagreements at School

At school, you might disagree about:

- **Rules:** Maybe you think there should be more time for recess, but your teacher thinks there is enough.
- **Group Projects:** You might want to draw, but your partner wants to write.
- **Games:** You might want to play soccer, while others want to play basketball.

Remember, it is okay to disagree! It shows that we are all different and that is what makes life interesting. When we listen to each other and understand why someone feels differently, we can learn a lot and sometimes even find a new way that makes everyone happy.



Questions

Answer the questions below.

1) Why is it okay to have different opinions?

2) How can listening help in a disagreement?

True or False

Is each statement true or false?

1) Disagreements mean people are angry.	True	False
2) Everyone has the same opinions.	True	False
3) Disagreements can't be about rules.	True	False
4) Understanding others is important.	True	False
5) Experiences do not affect our opinions.	True	False

Write

Write about a time you had a disagreement with a friend about _____, and how did you feel? How was it resolved?

Role Play: Family Leadership Dynamics

Objective

What are we learning about?

Students will explore family leadership dynamics through role-play, discovering how decisions are made in various family setups and understanding informal leadership and decision-making structures.

Materials

What you will need for the activity.

- Scenario cards with various family decision-making situations.
- Props to represent a home environment (chairs, tables, mock items like a refrigerator, etc.).



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 5 students.
2. Provide each group with a scenario card to work on a specific 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	Vacation Planning	The family wants to plan a vacation. They must decide where to go, what to pack, and how to stay within their budget. They realize not everyone agrees on the destination.
2	Dinner Dilemma	It's time to make dinner, but the family needs to choose what to make. They consider everyone's food preferences and who will help with cooking and cleaning up.
3	Pet Adoption	The family is considering adopting a pet. They discuss the responsibilities involved, who will take care of it, and what kind of pet they should get.
4	Birthday Party Bash	It's time to plan a sibling birthday party. The family needs to pick a theme, decide on the location, and figure out games and food. They find out the favourite restaurant is sold out.
5	Family Game Night	The family wants to have a game night. They need to choose games that are fun for everyone and fair for players of all ages. Someone cannot find their favourite game.
6	Weekend Chores Challenge	There is a list of chores, and the family needs to divide them up. They discuss who is best at what and try to make it fun by adding small rewards for completed tasks.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	Homework Help	One of the kids needs help with homework. The family figures out a schedule so that someone is always available to help and they find a way to make the homework interesting.
8	Saving for a New Bike	The youngest wants a new bike, and the family talks about saving money for it. They discuss ways to save and how everyone can contribute to the bike fund.
9	Holiday Visit Plans	It's always a struggle, and the family needs to decide where to spend the holidays. They talk about visiting relatives, hosting a holiday meal, and what traditions they want to follow.
10	Family Movie Night	It's movie night, and the family needs to choose what to watch. They discuss each person's movie preferences, make a list, choose fairly, and they must solve the issue of who gets to pick.
11	Grocery Shopping Strategy	The family plans their grocery shopping. They make a list, discuss deals and healthy choices, and assign who picks each item. They must stay within their budget.
12	The Great Room Reorganize	The kids want to reorganize their rooms. The family discusses what changes to make, what to keep and what to donate, and how they will accomplish the reorganization together.

Reflection

Answer the questions below.

1) What was your role in your group scenario?

2) Was it easy or difficult to make a decision as a family? Why?

3) How did the opinions of your family members affect the final decision?

4) What would you do differently if you replayed the scenario?

PREVIEW

Activity: Conflict Hot Seat

Objective

What are we learning about?

To help students understand different ways to solve conflicts and recognize the importance of empathy and listening in resolving disagreements.

Materials

What you will need for the activity.

- A timer for the activity
- Scenario cards with different conflict situations (e.g., someone taking a toy)
- A timer or clock
- A talking stick or any object to indicate when it is time to speak



Instructions

How you will complete the activity.

1. Place the chair at the front of the room and set up the hot seat.
2. Choose a student to sit in the hot seat. Give them a scenario card and have them read it to the class.
3. Set the timer for 2-3 minutes. During this time, other students can ask questions to the student in the hot seat about how they would resolve the conflict in the scenario.
4. The student in the hot seat should use the talking stick to indicate when they are speaking. They should try to explain how they would solve the conflict in a peaceful way.
5. After the time is up, the class can discuss the solutions offered and whether they think these solutions would be effective.
6. Repeat the process with different students and scenarios.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Lunch Line Leap	Sam decides to skip ahead of Alex while lining up for lunch, causing Alex to feel upset and left out. They need to explore ways Sam can apologize and make it right, promoting fairness and respect in the waiting line.
2	Last Crayon	Sam and Noah both reach for the last blue crayon at the same time, causing a disagreement. They must discuss and brainstorm ideas to resolve the conflict, either by sharing the crayon or finding an alternative solution that respects both their feelings and is both fair and creative.
3	Missing Hat Mystery	Emma notices her hat is missing and sees Jay wearing a similar one, leading to accusations. They need to work together to find the true owner and find a solution that respects both their belongings and feelings.
4	Homework Mix-Up	Jack notices his homework is missing, and Mia has an extra one that looks like his. They must discuss the situation, clarify ownership, and learn by discussing how to ensure everyone has their own work, promoting learning to address misunderstandings.
5	Four-Square Squabble	During a four-square game, Lily is called "out" by Ben, but she disagrees with the call. They need to engage in a dialogue about the rules and fairness, ensuring the game remains fun and just for all players.
6	Library Book Lament	Lucas and Sophie both want to check out the same library book, leading to a potential conflict. They should discuss and come up with a fair system, like sharing the book or deciding who gets to borrow it first.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	Computer Time Clash	Ava and Ethan both want to use the same computer during their class time, creating a dilemma. They need to communicate and devise a plan that allows equal access, ensuring both get their work done efficiently.
8	Supply Argument	Josh and Tyler reach for the last bottle of glue simultaneously, creating a debate. They must discuss and decide how to either share the glue or find another solution that allows both to continue their projects.
9	Recess Run-In	Michael accidentally bumps into Chloe, causing her to fall and get upset. They need to discuss the incident, allowing Michael to apologize and Chloe to discuss how to play more safely in the future.
10	Snack Time Trade	Leah proposes to trade her apple for Zoe's cookies, but Zoe is hesitant. They should engage in a conversation about what makes a fair trade and consider each other's preferences for snack trading.
11	Group Project Gripe	In a group project, Ryan ends up doing all the work while his peers chat away. The group needs to have a serious conversation about dividing tasks fairly and working collaboratively to ensure everyone contributes.
12	Seat Swap Sorrow	Henry and Natalie argue over who should sit in a particular seat, each claiming they were there first. They need to have a respectful dialogue to come to a compromise or solution that acknowledges both of their preferences.

Reflection

Answer the questions below.

1) What was one new idea you heard about solving conflicts that you hadn't thought of before?

2) Do you think the solutions offered would work in real life? Why or why not?

3) How important is it to listen to others when solving a conflict?

4) Can you think of a time when you had a conflict and how you could have used one of the solutions discussed today?

Newspaper Article: Finding Peace

Finding Peace in Our School and Community

by Friendly Neighbourhood News

Publication Date: March 18, 2024

Conflict can happen anywhere, at school or in our community. It is like when you want a toy as your friend also wants it and you both get upset. But guess what? We can solve these problems and feel happy again.

Experts say it is important to talk and listen to each other. Dr. Harmon, a peace expert, shares, "When we listen and share our feelings, we understand each other better and can find a way to make everyone happy."

For example, last month at Maple Leaf School, two students wanted to be the leader in a group project. They felt very frustrated. But they talked about it, listened to each other's ideas, and decided to take turns being the leader.

In the end, they finished a fantastic project together!



One day, in our town, there was a big argument about how to build a new playground. Lots of people had different ideas. They had a meeting and shared their thoughts. They chose the best place together. Now we have a new playground where everyone can play and have fun!

By talking and listening, we can solve conflicts and make our school and community a peaceful place. Let's remember to share our feelings and listen to others, so we can all be happy and get along!

True or False

Is the statement true or false?

1. Listening to others can make conflicts worse.	True	False
2. Talking and listening help solve conflicts.	True	False
3. A meeting helped decide the playground's location.	True	False
4. The two students ended their project because of the conflict.	True	False
5. Conflicts can make our community a better place.	True	False

Questions

Answer the questions below.

1) Why is it important to listen in a conflict?

2) How did the students at Maple Leaf resolve their conflict?

Word Search

Find the words in the wordsearch.

Peace	Conflict
Listen	Leader
Meeting	Share
Feelings	Understand
Resolve	Listen
Cooperation	Solution

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

Role Play: Peaceful Pathways

Objective

What are we learning about?

Students will perform role-plays to act out common conflicts that could occur in the classroom or on the playground. They will practice resolving these conflicts using various peaceful problem-solving techniques.

Materials

What you will need for the activity.

- Conflict scenarios describing typical disputes among students
- Props relevant to the scenarios (e.g., toys, playground equipment)



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 to work on a specific 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	Line-Cutting Confrontation	A student cuts in line during recess. The others feel it's unfair. They need to talk it out and agree on how to line up without arguing.
2	Supply Argument	Two students want to use the same paint colour, but there's only one bottle left. They need to figure out how to share or find an alternative solution.
3	Library Book Mix-Up	A book that a student wanted to check out is missing from the library. They need to find out who else has it. They need to work together and the book.
4	Tag Game Tangle	While playing tag, one student is another too hard. Feelings are hurt, and they need to discuss the situation and saying sorry.
5	Snack Trade Dispute	Two students traded snacks, but one student wants their snack back. They need to talk about promises and how to trade fairly.
6	Homework Helpers Disagreement	Students working on a group project can't agree on who does what. They must use their words to divide the work, so everyone is happy.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	Four Square Squabble	During a game of four square, there's a disagreement about the rules. The kids need to decide together how to play the game right.
8	Lost and Found Fuss	Something is found on the playground, and two students claim it's theirs. They need to figure out who it really belongs to and return it.
9	Musical Chairs Meltdown	Two students rush for the last chair. They both sit and start to argue. They need to figure out a peaceful way to decide who gets the seat.
10	Recess Relay Rift	Teams are picked for a relay race, but one team has one less runner. The students need to decide how to make the race is fair.
11	Cleanup Clash	It's cleanup time, and everyone is supposed to help. A few students are not participating, which bothers the rest. They need to discuss why helping is important.
12	Whispering Woes	Some students are whispering and laughing, and another student feels left out. They need to talk about including everyone and how secrets can hurt feelings.

Reflection

Answer the questions below.

1) What role did you play?

2) How did you feel during the conflict, and what about after resolving it?

3) How could the conflict have been prevented in the first place?

4) Can you think of a time when you could have used one of these strategies in a real situation?

PREVIEW

The Cost of Decisions

Understanding Choices

When a **community** decides whether to start a **project** like building a new park or library, everyone has different opinions. This is because each person thinks about how the project will affect them, how much it will cost, and how much work it will require.

Reasons People Support Projects

- **Benefits:** People focus on the good things the project will bring, like a nicer place to play or read.
- **Community:** People support the project because it makes the community better and feel stronger.



Reasons People Oppose Projects

- **Cost:** Projects can be expensive. Some community members worry about where the money will come from and if it means they have to pay more taxes.
- **Disruption:** Building something new can cause noise and mess. Some people do not like the inconvenience.

Personal Preferences

Everyone has their own likes and dislikes. For example, someone who loves reading might support a new library, while someone who prefers outdoor activities might want a new park instead.

Thinking About Others

It is important to listen to different opinions because it helps us understand what other people feel and need. This way, we can make decisions that are good for everyone in the community.

True or False

Is the statement true or false?

1. Every community member supports new projects.	True	False
4. People's preferences influence their opinions.	True	False
3. Listening to different opinions is unnecessary.	True	False
4. Community projects cannot cause inconveniences.	True	False
5. Taxes must remain the same despite new projects.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) What does it mean to have personal preferences?

2) Why is it important to listen to different opinions?

Global Conflicts and Resolutions

What Are Global Conflicts?

Global conflicts are big disagreements between countries or groups of people that affect many people around the world. Sometimes these disagreements lead to **fights** or **wars**, but it is important to know that people and countries work hard to solve these problems and find peace.

Examples of Global Conflicts

- **World War I and World War II:** These were very big wars that involved many countries around the world. They were very bad, but it is to work together for peace.
- **Conflicts over land:** Sometimes countries or groups argue about who should own certain pieces of land. For example, there are disagreements about land in places like Israel and Palestine.



How Do We Solve Conflicts?

Solving conflicts is like solving a puzzle. It takes **patience**, **understanding**, and **cooperation**. Here's how people try to resolve big disagreements:

- **Talking Things Out:** Countries try to talk to each other to solve their disagreements, just like how you might talk with a friend if you had a misunderstanding.
- **Asking for Help:** Sometimes, countries need a little help from others to solve their problems, so they ask organizations like **the United Nations** to help them find solutions.
- **Making Agreements:** Countries often make agreements or promises to each other to solve conflicts and avoid fights.

Questions

Answer the questions below.

1) Name global conflicts mentioned in the text.

2) How do people try to solve conflicts?

Visualizing

Draw what you saw while you were reading and explain it.

True or False

Is the statement true or false?

1) The United Nations helps resolve conflicts.

True

False

2) Every disagreement leads to war.

True

False

3) Talking can help solve big problems.

True

False

4) Disagreements are only about land.

True

False

5) World War I involved many countries.

True

False

Role Play: Global Leadership Summit

Objective

What are we learning about?

To help students understand different governance systems around the world by taking on the roles of world leaders from various countries, discussing how decisions are made in their respective nations.

Materials

What you will need for the activity.

- Scenario cards to describe international issues requiring a response.
- A "United Nations" style room with flags and nameplates for each country.



Instructions

How you will complete the activity.

1. Divide the class into small groups of 3 to 5 students.
2. Provide each group with a scenario card to work on a specific 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	Global Environmental Summit	Leaders from around the world gather to decide how to take care of Earth. They talk about planting trees and cleaning oceans, but they have different ideas on how to start.
2	Global Peace Treaty Discussion	After a long disagreement, leaders meet to make peace. They discuss where to meet, what rules to follow, and how to make sure everyone keeps the promises they make.
3	Cultural Festival Planning	World leaders plan a global cultural festival. They decide which dances, songs, and foods to share, and how to teach others about their own cultures.
4	Space Exploration Alliance	Leaders join together to plan a space exploration. They must choose who will go, what to explore, and how to share what they find with everyone on Earth.
5	World Health Campaign	There is a need for better health around the world. Leaders discuss how to share medicines, doctors, and how to keep everyone healthy.
6	Global Education Program	Leaders want all kids to go to school. They talk about where to build schools, what kids should learn, and how to find teachers.

Scenario Cards

Cut out the topics below

	Scenario	Description
7	International Sports Event	It's time to start a worldwide sports event. Leaders must choose where to hold it, what sports to play, and how to make sure the games are fair.
8	Emergency Disaster Relief	After a big storm, leaders have to help. They talk about what food, clothes, and help to send, and how to get everything to people quickly.
9	Wildlife Protection Agreement	Animals need to be safe. Leaders discuss which animals need help and how to work together to protect them.
10	Technology Share Initiative	Some places have more technology than others. Leaders decide how to share their knowledge and how everyone can learn.
11	Clean Water Project	Every place needs clean water. Leaders plan how to clean water, how to get it to homes, and how to teach everyone to keep it clean.
12	Cultural Heritage Preservation	Old buildings and art are important. Leaders talk about how to fix them, how to keep them safe, and how to share their stories with kids.

Reflection

Answer the questions below.

1) What role did you play?

2) How did it feel to represent a country and speak on its behalf?

3) Did you have to compromise? How did you come to an agreement with the other leaders?

4) What did you learn about the importance of working together with people who have different ideas?

PREVIEW

Laws and Rules: Why Do We Need Them?

What Are Laws and Rules?

Laws and rules guide us on how to behave, but they are a bit different:

- **Laws:** These are rules that every person in a country must follow. If someone breaks a law, they might have to go to **court**, and a **judge** can decide what happens next. Laws are made by **leaders** in our country or community to keep everyone safe.
- **Rules:** These are instructions that we follow in specific places like at home, in school, or at work. If we do not follow these rules, there might be consequences like time-out. A consequence is different from breaking a law.

Why Do We Need Laws and Rules?

- **Keeping Us Safe and Healthy:** Rules help protect us from harm. For example, It is illegal to sell tobacco products to children under 18 years old.
- **Fairness:** They ensure everyone is treated equally. Like in a game, rules make sure everyone has a fair chance to win.
- **Order:** They help prevent chaos and confusion, making sure everyone knows what is expected of them.
- **Rights Protection:** They safeguard our freedoms and the things we own, ensuring others cannot take them away unfairly.

Examples to Understand Better

- **At School:** You follow rules like raising your hand to speak, so everyone gets a chance to share their thoughts.
- **In the Community:** Laws like stopping at a red light keep drivers, cyclists, and pedestrians safe on the roads.



True or False

Is the statement true or false?

1) Anyone can buy cigarettes if they want in Saskatchewan.	True	False
2) Laws make communities more confusing.	True	False
3) Rules are only for schools.	True	False
4) Fairness is a goal of laws.	True	False
5) Laws protect our rights and belongings.	True	False

Question Answer the questions below.

1) What happens if you don't follow laws and rules?

2) Name rules you follow at home.

Define

What do the terms below mean?

Law	
Rule	
Order	

Activity – Make Your Own Classroom Law

Objective

What are we learning about?

Students will understand the legislative process and the importance of consensus in decision-making by proposing and voting on a new classroom law.

Materials

What you will need for the activity.

- Paper
- A piece of paper for each student to write the proposed law and explain it.
- Pencils or pens



Instructions

How you will complete the activity.

1. Begin by explaining what a law is, emphasizing its role in guiding how people behave and interact in a community, such as in a classroom. Discuss why laws need to be fair and considerate of everyone.
2. Encourage each student to think of one rule they believe should be added to the classroom to improve it. They should write this rule on a piece of paper, along with a reason why they think it's a beneficial rule.
3. Invite students to share their proposed laws with the class, explaining the reasons behind their suggestions. Encourage the class to listen carefully and think about how each law would affect the classroom environment.
4. After all students have presented, conduct a voting session. Each student will raise their hand to vote for the law they think is best for the classroom. Count the raised hands for each proposed law to determine which one has the most votes.
5. Announce the winning law and discuss with the class how it will be implemented and the importance of everyone respecting this new rule.

Planning

Answer the questions below.

1) Look around our classroom. What do you love about it?

2) Is there anything that could be improved?

Law

My proposal is _____

1) Write down the law you want to propose.

2) Why do you think this law is important and how will it help our class?

Reflection

Answer the questions below.

1) How did you feel when you were proposing your own law to the class?

2) Do you think your classroom law will make a positive difference? Why or why not?

3) How did you decide which law to vote for?

4) What would you do differently if you were to propose a new law again?

PREVIEW

Children's Rights: A Global Perspective

Rights of Children Around the World

Children all over the world have **rights**, like the right to play, learn, and be safe. These rights are written down in important documents to help everyone remember and follow them.

What the United Nations Says

The United Nations has a special list called the **Declaration of the Rights of the Child**. It talks about what every child needs, no matter where they live. Here are some key points:

- Every child has the right to have a nationality.
- Children have the right to a home, food, and medical care.
- Education should be free and available to all.
- Every child should be protected from harm.

Canada's Promise to Children

In Canada, we have the **Canadian Charter of Rights and Freedoms**.

It gives rights to everyone, including kids, like:

- The right to **speak** your mind and practice your culture.
- The right to **live** and be treated fairly.
- The right to **learn** and go to school.

How Rights Can Differ

In different countries, children's rights might look different. For example:

- In some places, kids might not go to school because they have to work.
- In Canada, children have the right to play and rest, but not all kids around the world get to play.



True or False

Is the statement true or false?

1) Children have no right to housing and food.	True	False
2) Education is free for all kids globally.	True	False
3) Children in Canada cannot express their opinions.	True	False
4) All children around the world can play and rest.	True	False
5) Some children must work instead of going to school.	True	False

Question: Answer the questions below.

1) What are some rights as a Canadian child?

2) What are the rights that every child has, according to the United Nations?

Making Connections

What does this reading remind you of in your life?

Role Play: Young Voices, Big Choices

Objective

What are we learning about?

Students will debate various scenarios related to children's rights. They will consider whether children should have more or fewer rights in each situation, with a focus on understanding the balance of rights and responsibilities.

Materials

What you will need for the activity.

- Debatescenarios for describing situations that affect children's rights.
- A 'debate desk' with two chairs for the proposition and opposition.



Instructions

How you will complete the activity.

1. Introduce the concept of rights and discuss examples of children's rights with the class.
2. Split the class into groups; assign each group a scenario card that presents an issue about children's rights.
3. Within each group, assign roles for students to argue for more rights (proposition) and for fewer or current rights (opposition).
4. Set up the 'debate desk' where the proposition and opposition will present their arguments.
5. Use the bell to start the debate. Allow equal time for each side to present their points.
6. After both sides have spoken, open the floor to questions from the audience.
7. Use the timer to ensure the debate doesn't exceed the set time.
8. After the debate, the audience votes on which side presented the most convincing argument using the scorecards.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Right to Privacy	Should kids be allowed to have secrets in their diaries that parents can't read? It's about keeping things private but also staying safe.
2	Education Choice	Can kids pick what they want to learn at school? They'll think about learning fun stuff and still getting a good mix of lessons.
3	Freedom of Expression	Should kids wear their own clothes for school? This is about wearing what you like and having everyone dress the same.
4	Right to Play	How much playtime should kids have at school? It's about having time to play and making sure there's time to learn too.
5	Choosing Food	Should students pick what they eat for lunch or should the school decide to make sure everyone eats healthy?
6	Helping Decide Family Stuff	Can kids help make family choices like where to go on vacation? It's about listening to kids' ideas and parents making the best choice.

Scenario Cards

Cut out the topics below.

	Scenario	Description
7	Using Social Media	Should there be rules about how old you need to be to use social media? It's about keeping in touch with friends but staying safe online.
8	Knowing Grown-up Business	Should kids know all the things that grown-ups talk about? It's about being open but also keeping kids from worrying.
9	Watching TV and Playing Games	Should kids watch too much TV to watch or games to play? It's about having fun but not too much screen time.
10	Saying Yes or No to Doctor Visits	Should kids have a say when it comes to the doctor or get shots? It's about what kids think and when it's about their health.
11	Being Fair to Everyone	Should all kids be treated the same at school? It's about making sure everyone gets to join in and no one is left out.
12	Believing in Stuff	Can kids choose what they believe in and talk about it at school? It's about believing what you want and respecting others' beliefs too.

How Are Children Protected?

Keeping Kids Safe in Saskatchewan and Niger

Saskatchewan is a place in Canada where kids have rules to help them grow up safe and happy. Here are some of the ways we make sure kids are alright:

- **Learning Lots:** Boys and girls in Saskatchewan go to school from ages 7 to 16. School is a place for fun and learning lots of new things!
- **Happy Homes:** All children should have homes where they feel safe and loved. It's not okay for anyone to be unkind to them.
- **Grown-Up Goals:** Teachers, doctors, support workers, and police all work together to keep children safe. If a kid needs help, they can get it.



Now let's look at a faraway place called Niger, in Africa.

Kids there have different experiences:

- **School Days:** In Niger, going to school is also important, but not all kids get to go to school. In 2024, only 58% of kids in Niger go to school.
- **Working Young:** Some children in Niger start working at a young age to help their families. In 2024, almost half of all kids between 5 and 14 worked a job.
- **Looking After Kids:** Niger is working on making more laws to protect kids so that they can have safe jobs, go to school, and have time to play, just like kids in Saskatchewan.

Even though Saskatchewan and Niger have different ways of doing things, both places want their kids to have a bright future. They both believe in protecting children and giving them a chance to learn and grow!

Questions

Answer the questions below.

1) Why is it important for children to go to school?

2) How do schools in Niger and Saskatchewan differ?

True or False

Is the statement true or false?

1) Saskatchewan children must attend school.	True	False
2) All countries have the same child labor laws.	True	False
3) Police officers in Saskatchewan protect kids.	True	False
4) Kids in Saskatchewan can work at any age.	True	False
5) In Niger, many kids work instead of going to school.	True	False

Write

Are you happy that you get to go to school? Explain.

What Does It Mean to Be a Citizen?

Being a Citizen

A **citizen** is a person who belongs to a specific country, like Canada. Every country has its own citizens.

Rights of Canadian Citizens

Here are some special rights that Canadian citizens have:

- **Right to Education:** Every child in Canada can go to school.
- **Freedom of Speech:** You can say what you think, respectfully.
- **Right to Vote:** If you are 18 or older in Canada, you can vote in elections.

In **Japan**, kids also go to school, but they start a year earlier.

Responsibilities of Citizens in Canada

As Canadian citizens, we have important things to do:

- **Obey Laws:** There are about 200 laws we follow to keep everyone safe.
- **Help Others:** Many Canadians (about 75%) donate to charity each year.
- **Protect the Environment:** We recycle 9 out of 10 newspapers to help our planet.

In **Brazil**, citizens also have responsibilities, like voting, which is required.

Active Participation in the Community

Being active in your community means doing things to help out; it can be community clean-ups or planting trees.

Why Being a Citizen is Important

Being a citizen helps us all work together.

It is about taking care of each other and our

country. When we all do our part, Canada becomes a better place for everyone.



Questions

Answer the questions below.

1) Name some responsibilities of citizens in Canada.

2) Why is it important to be an active citizen?

Visualizing

Draw what you saw in your picture while you were reading and explain it.

True or False

Is the statement true or false?

1) Citizens in Canada have responsibilities.	True	False
2) Every Canadian citizen can vote at 18.	True	False
3) Japanese children start school later than Canadians.	True	False
4) Canadian citizens don't need to follow laws.	True	False
5) Canadians recycle all their newspapers.	True	False

Blog Post: Rights and Responsibilities

Learning About Rights and Responsibilities

Date: March 19, 2024

Author: By: Eric Bennett

2-minute read

In our community and the wider world, everyone has rights and responsibilities. Rights are special privileges we all have, like the right to learn, play, and express our feelings. Responsibilities are duties or tasks we need to do, such as helping at home, being kind to others, and respecting rules.

For example, you have the right to play in the playground, but you also have the responsibility to share equipment and play safely. If we only enjoy our rights but ignore our responsibilities, things can become unfair or unsafe. Another example is our right to clean air and water, but we also have the responsibility to not litter and to recycle.

By understanding and practicing our rights and responsibilities, we help make our community a better place. It's like being part of a team where every member contributes to success.

Let's read what some people think about this topic.

Till next time,
Eric Bennett

Comments:



Anthony - March 22, 2024

I agree that rights and responsibilities are important. However, sometimes it's challenging to know the best way to act. It's important that we ask questions and learn from adults and teachers to make the best choices.

Like Reply 5h ago



Deborah - March 19, 2024

Understanding our rights and responsibilities is essential for living in harmony. It's like having a rule book that helps everyone play the game fairly and enjoyably.

Like Reply 3d ago

Questions

Answer the questions below.

1) What is a right?

2) How can asking questions help us with our responsibilities?

True or False

Is this statement true or false?

1) Only adults have responsibilities.	True	False
2) Rights are special privileges we are given.	True	False
3) Responsibilities are optional for everyone.	True	False
4) Everyone has the same rights and responsibilities.	True	False
5) Helping at home is a responsibility.	True	False

Write

Write down three rights you enjoy and three responsibilities you have at home or school.

Rights	Responsibilities

Matching Game: Rights and Responsibilities

Objective

What are we learning about?

To help students understand the concept of rights and responsibilities and how they are connected in our community. By the end of the activity, students will be able to match specific rights with their corresponding responsibilities.

Materials

What you will need for the activity.

- Pre-prepared matching game cards with rights and responsibilities
- Small bags or envelopes for each group



Instructions

How you will complete the activity

1. Before the class, the teacher will cut out pre-prepared matching game cards. On the back of the Rights cards write RE. On the back of the Responsibilities cards write RI.
2. Divide the students into small groups and give each group a bag containing a set of the matching cards.
3. In their groups, students will spread out the cards face down on a table.
4. Each person take turns to flip over one RI card and one RE card looking for a matching pair.
5. If they find a correct match, they keep the cards out and continue with their next turn. If the cards don't match, they turn them back over in the same place, and the next player takes a turn.
6. The activity continues until all pairs are correctly matched within each group.
7. After completing the matching, each group will discuss the pairs they matched and share their thoughts on how these rights and responsibilities are relevant to their lives.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to a clean environment	Take care of nature and don't litter.
The right to education	Attend school regularly and do your homework.
The right to play	Be fair and include everyone.
The right to be heard	Listen to others when they are speaking.
The right to feel safe	Help create a safe space for everyone.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to privacy	Respect others' personal space and belongings.
The right to health	Keep yourself healthy and clean.
The right to express yourself	Express your feelings without hurting others.
The right to make friends	Be kind and respectful to all your classmates.
The right to access clean water	Don't waste water and keep water sources clean.

Cards

Matching Game Cards

Right	Corresponding Responsibility
The right to nutritious food	Eat healthily and don't waste food.
The right to rest	Allow others to rest by not being noisy.
The right to be treated equally	Treat everyone with fairness and
The right to be protected from harm	Report any dangerous situations to an adult.
The right to join clubs or groups	Participate actively and respect group rules.

Fact or Fiction – Rights Edition**Objective**

What are we learning about?

To help students understand children's rights and governance structures by distinguishing between factual and fictional statements.

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 a 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. Listen attentively 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	In Canada, kids have the right to play and rest.	Fact
2	Children must work just like adults.	Fiction
3	Every child in Canada must go to school.	Fact
4	Kids can vote in elections when they turn 8 years old.	Fiction
5	Children have the right to be protected from harm.	Fact
6	Children can choose what they want to eat.	Fiction
7	Children can join a group if they want to.	Fact
8	A president is in charge of Canada.	Fiction
9	Every child should have a nationality.	Fact
10	Children are not allowed to express their opinions.	Fiction
11	It's okay for kids to be treated badly or to break the rules.	Fiction
12	Children in Canada have the right to speak their language.	Fact
13	In a monarchy, the queen or king is chosen to talk for the people.	Fiction
14	Every child has the right to privacy.	Fact
15	Only boys can be leaders of a country.	Fiction
16	Canada is a democracy, which means people vote to make decisions.	Fact
17	The Prime Minister of Canada is a woman.	Fiction
18	Kids have the right to get information that is important to them.	Fact
19	Children can't learn more than one language at school.	Fiction
20	A mayor is in charge of a whole province in Canada.	Fiction
21	In Canada, there is a special day called National Child Day.	Fact
22	The Prime Minister is the same as the President in Canada.	Fiction
24	Children must have a driver's license to ride a bike.	Fiction
25	In Canada, kids can help make laws.	Fiction

Reflection

Answer the questions below.

1) Which statement surprised you the most, and why?

2) How do understanding your rights help you in school and at home?

3) Can you think of a right you have to exercise today? Why is it important?

4) How would you feel if someone told you a fiction statement about your rights and you believed it was a fact? How can you verify the truth?

Unit Test – Power and Authority

Multiple Choice

/10

1. Who is a formal leader? a) Mayor b) Volunteer c) Class President d) Older Brother	2. In which country do kids work more? a) Canada b) USA c) Niger d) Japan
3. How are leaders selected? a) Inheritance b) Voting c) Interviewing d) None of the above	4. What is the purpose of laws and rules? a) Maintain order b) Ensure safety c) Promote fairness d) All of the above
5. Which of the following is not a right of children? a) A right to say their opinion b) A right to safety c) A right to vote for the Prime Minister d) A right to education	6. Which of the following is not an example of informal leaders helping the Earth? a) Encouraging people to recycle b) Finding ways to save water c) Promoting car pools d) Supporting local businesses
7. Why is voting important? a) To choose leaders b) To have your say c) To make fair decisions d) All of the above	8. How should we solve conflicts? a) Ignoring the conflict b) Talking things out c) Through war d) None of the above
9. Which of the following is an inherited leader? a) A Prime Minister b) A King c) A President d) A Principal	10. What is the main goal in resolving global conflicts? a) Achieving peace b) Controlling others c) Gaining land d) Expanding trade

Matching

Draw a line from the term to its matching definitions

Formal Leader

- A leader who gets their position because their family had it before them, like a king.

Informal Leader

- A leader chosen by people voting for them, like a class representative.

Inherited Leader

- A man who leads a country because he was born into a royal family.

Elected Leader

- A person who is given the job to lead others, like a school principal.

Communal Leader

- A leader who leads others because they are part of a community, like a village head.

Rights

- The law of the land, like a constitution or laws.

Responsibilities

- Finding a way to end a disagreement in a peaceful way.

Prime Minister

- A leader in a community who helps everyone work together.

King

- Things every person should be able to have or do, like speaking freely.

Conflict Resolution

- Things we should do to help others and take care of our community, like following rules.

Define

What do the terms below mean?

Term	Definition – What does it mean?
Law	
Responsibility	
Leadership	

Short Answer

Answer the questions below – Each question is worth 3 marks.

1) Why is it important to have rights and responsibilities?

2) What qualities do you think make for a good prime minister?

3) Why do you think voting is important?



Google Slides Lessons Preview





Saskatchewan Social Studies

Interactions & Interdependence– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

A DAY IN TOKYO

LEARNING GOAL

We are learning to **describe** Japanese traditions and daily life so we can understand life in Japan.



MATCH THE PICTURE TO THE JAPANESE CULTURE

Drag each picture item to the correct box.

Soves space in the home	Traditional Japanese food	Traditional clothing	Traditional Japanese home



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION – I WONDER STATEMENTS

Instructions:
After learning about Japanese culture and daily life, write two "I wonder" statements about the topic.

- **Example:** "I wonder why some people in Japan sleep on folded futons."

Share your statements with the class!



Saskatchewan Social Studies

Interactions & Interdependence- Grade 3

SORT THE TYPES OF PUBLIC TRANSPORT

Look at each picture. Decide which type of transport it shows.
Place each picture in the correct box.

Travels on Tracks	Travels on Roads	Travels on Water

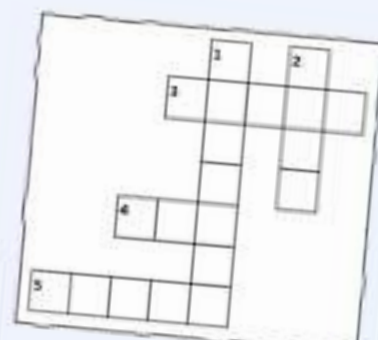


RAMADAN AND EID

Complete the crossword using words from the word bank.

Clues:

- Word 1: A special month when many Muslims fast.
- Word 2: Muslims do this from sunrise to sunset.
- Word 3: Giving to people who need help.
- Word 4: The celebration at the end of Ramadan.
- Word 5: The holy book revealed during Ramadan.



Word Bank	Reflect	Fast	Family	Zakat	Kindness
	Eid	Prayer	Quran	Mosque	Ramadan

MATCHING ACTIVITY

(Drag each totem pole idea to the correct descriptions.)

Totem Pole Idea	Description
	Large trees used to make many totem poles.
	Show important animals in stories and culture.
	Tell memories about families and ancestors.
	A place where many totem poles are found.
	Help share history, beliefs, and traditions.

Cultural Symbols

British Columbia

Cedar Trees

Animal Carvings

Family Stories

Saskatchewan Social Studies

Interactions & Interdependence- Grade 3

WHAT ARE THESE NEW YEAR TRADITIONS?

Drag and drop the Chinese New Year tradition that matches each description in the table.



Item	Description
	Shares happiness and good fortune.
	Looks like old Chinese money and brings luck.
	Shows strength, good luck, and celebration.
	Help scare away bad luck.

BOLLYWOOD

Find the words hidden in the puzzle. They are all about Bollywood and Indian culture.

Bollywood	Movies
India	Songs
Dance	Respect
Culture	Music
Family	Costumes

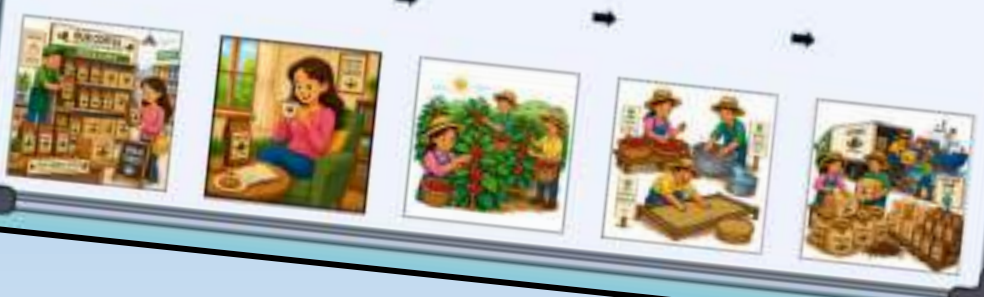
Word search grid:

```

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

THE STEPS

How new everyday items travel before we use them.



```

graph LR
    A[Beans are grown] --> B[Beans are cleaned]
    B --> C[It travels to other countries]
    C --> D[Customers buy it in stores]
    D --> E[People enjoy their coffee at home]
  
```


Grade 3 – Social Studies

Saskatchewan Unit

Interactions and Interdependence

	Learning Experiences	Pages
IN3.1		61.
IN3.2	communities studied.	88, 94-95, 100-109
IN3.3	Illustrate examples of interdependence of communities.	96-99, 110-146

Preview of 90 pages from
this product that contains
185 pages total.

NAME: _____

INTERACTIONS & INTERDEPENDENCE

PREVIEW



A Day in Tokyo: The Story of Hiro's Life

In Tokyo, Japan, there is a boy named Hiro. He is 8 years old. Hiro lives in a special house called a "Machiya." It's a traditional Japanese home. Hiro sleeps on a futon, a type of bed, on the floor. Not many people in Japan sleep like this anymore, only about 1 out of 100 people.



Even though Hiro has his futon to make space. This is important in Japan. It shows care and respect for your home. For breakfast, Hiro eats rice, miso soup, and fish. People in Japan eat a lot of rice, about 27.3 kilograms every year!

When Hiro goes to school, he doesn't carry heavy books. Instead, he uses a tablet like a small, flat computer. In Japan, schools use a lot of technology. More than 90 out of 100 schools use gadgets to help students learn.



At Hiro's school, there is a special time called "Soji." This is when everyone helps clean the classroom. It teaches kids to be responsible and to respect their school.

After school, Hiro walks home. He sees tall buildings and old temples. Tokyo has both new things and old things. It is a city where the past and the present meet.

Hiro's day shows how people in Tokyo live with tradition and new technology. It's a city of 13.5 million people, and every day is special.

Name: _____

7

Curriculum Connection
IN3.1

True or False

Is the statement true or false?

1) A "Machiya" is a traditional Japanese bed.	True	False
2) Students in Tokyo use tablets for learning.	True	False
3) Breakfast in Tokyo includes rice and miso soup.	True	False
4) "Soji" is a cleaning time at school.	True	False
5) Technology is not common in Japanese schools.	True	False

Question: Answer the questions below.

1) What is a "futon"?

2) Describe how Hiro's life combines tradition and technology.

Making Connections

What does this reading remind you of in your life?

Activity - Fun with Origami Folding

Objective

What are we learning about?

To introduce students to the art of origami, the Japanese art of paper folding, and help them develop their fine motor skills, attention to detail, and ability to follow instructions.

Material

What you will need for the activity.

- Origami paper or any available, any square piece of paper
- Instruction sheet for simple origami models
- Coloured pencils or crayons for decoration



Instructions

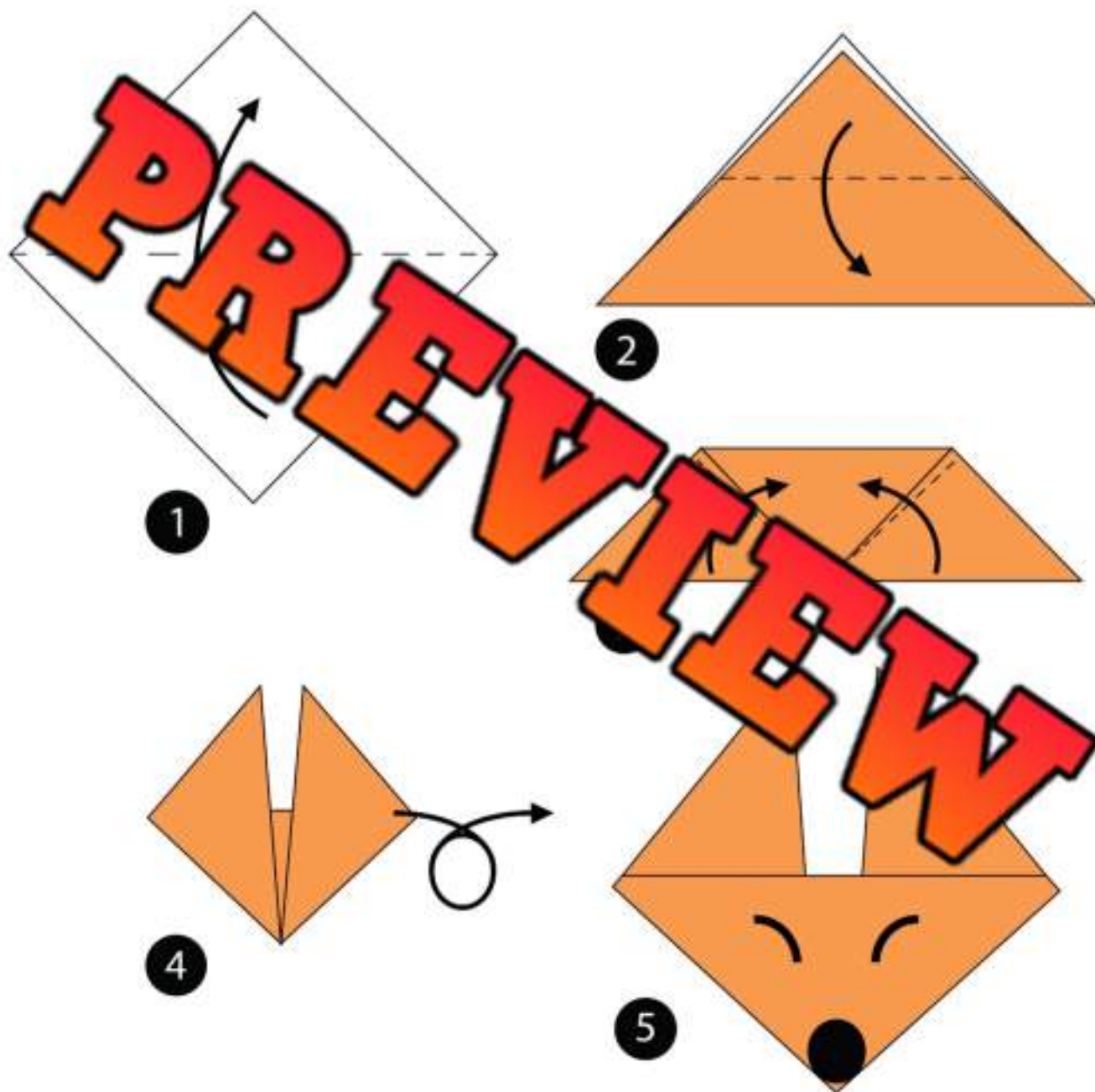
How you will complete the activity.

1. Choose a simple origami model that you want to make, such as a paper plane or a dog.
2. Take one sheet of origami paper. If you're using regular paper, cut it into a square.
3. Follow the step-by-step instructions on the origami sheet to fold your paper into the desired shape.
4. Make sure to crease your folds well so that your origami model is nice and sturdy.
5. Once you have completed the folding, you can use colour pencils or crayons to decorate your origami.
6. Show your completed origami to the class and explain the steps you took to create it.

Origami Fox

Instructions

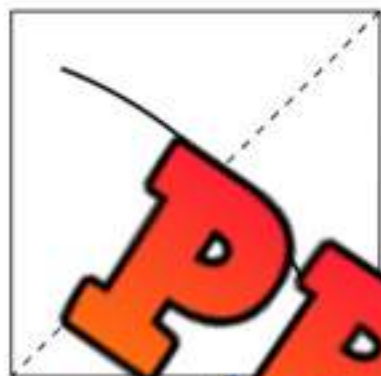
Bend and fold the paper to make a fox



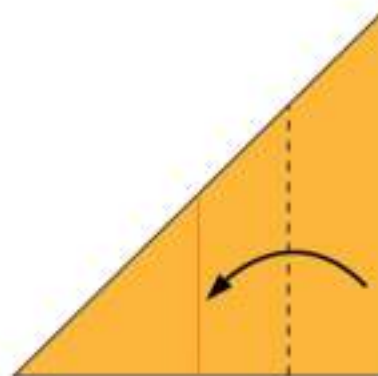
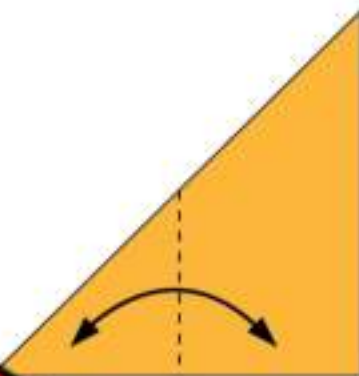
Origami Dinosaur

Instructions

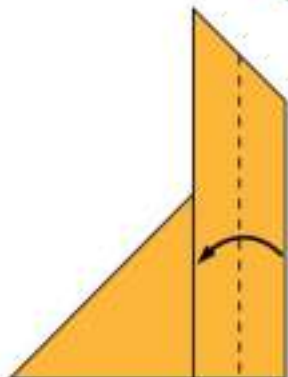
Bend and fold the paper to make a dinosaur



1



3



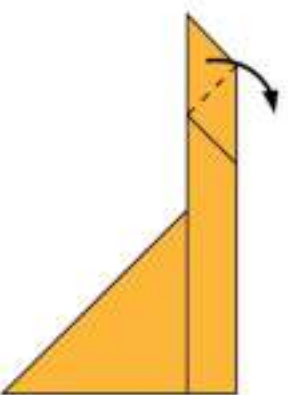
4



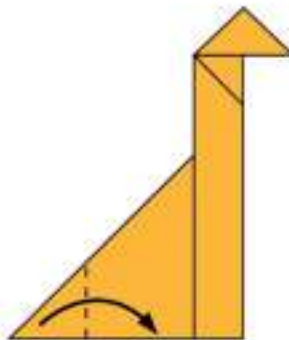
5



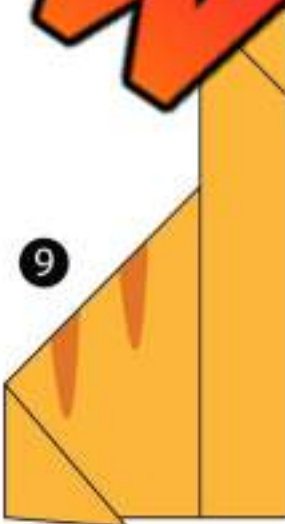
6



7



8



9

A Brachiosaur

Blog Post: The Enchanting World of Kimonos

Kimono: Traditional Japanese Clothing

Date: March 4, 2024

Author: By: Alex Thompson

3-minute read

Kimonos are traditional Japanese garments that have played a significant role in Japan's culture and history. These aren't just ordinary clothes; they are considered works of art and are deeply symbolic in Japanese society.

Kimonos have existed for over a thousand years and were once everyday attire for the people of Japan. However, today they are usually worn on special occasions like weddings, tea ceremonies, and festivals. The process of making a kimono is intricate and can take a year, as they are often hand-sewn and can feature detailed, hand-drawn designs.

The designs and colours of a kimono can indicate the wearer's age, marital status, and the season of the year. For instance, bright colours and floral designs are typically worn by younger women, while more muted shades are for older women.

Let's hear different perspectives in the comments below!

Till next time,
Alex Thompson

Comments:



Charles Brown - March 4, 2024

Kimonos are truly fascinating! Their designs and the craftsmanship involved showcase Japan's rich cultural history and artistic talent.

Like Reply 1h ago



Akari123 - March 4, 2024

While I appreciate the history of kimonos, I think it's essential to note that not everyone in Japan wears them daily. Modern clothing is more common, especially among the younger generation. However, kimonos remain a symbol of Japan's heritage and are celebrated in many cultural events.

Like Reply 3h ago

Questions

Answer the questions below.

1) Describe what the colours on a kimono might represent.

2) What is a modern view on kimonos mentioned in the blog?

True or False

Is each statement true or false?

1) Kimonos are from China.

True

False

2) Kimonos can be made quickly.

True

False

3) Colours in kimonos represent seasons.

True

False

4) Young people in Tokyo wear kimonos daily.

True

False

5) The designs on kimonos can show nature scenes.

True

False

Write

List three differences between kimonos and the clothing you wear daily.

1

2

3

School Life in Rural India

Different Places to Learn

In **rural India**, schools are usually small and might be in buildings that are very different from what we have in Canada. Here, we might go to a big school with lots of rooms and supplies. But in rural India, some children learn in smaller rooms or even outside under a tree because they might not have a big school building.

Ways of Learning

In Canada, we use computers and tablets in our lessons. In rural India, students might not use technology much. They often learn from blackboards and might not have as many games for learning. Teachers there use more talking and writing on the board.

School in the Community

Schools in rural India are very important to their communities. They are places where children learn to read and write, which might not be common for all adults in the area. In

Canada, almost all adults can read and write, and going to school is something every child does. In rural India, going to school can be a big opportunity, and sometimes kids help their families with work instead of going to school.



Important Facts

- Some children in rural India study outside.
- Schools in rural India might not have many books or computers.
- Learning to read and write is a big deal in rural India.

Questions

Answer the questions below.

1) Why might some children in rural India not attend school?

2) How do teachers in rural India usually teach?

True or False

Is the statement true or false?

1) Every child in rural India goes to school.	True	False
2) Teachers in rural India mostly use textbooks.	True	False
3) Schools are not important in rural Indian communities.	True	False
4) Going to school is a unique opportunity in rural India.	True	False
5) In India, almost all adults can read and write.	True	False

Diagram

Draw a picture comparing a Canadian classroom and a rural Indian classroom side by side.

Canadian classroom	A rural Indian outside class under a tree

Story: Soccer in Brazil

Draw

Draw pictures that illustrate the story.

In the heart of Brazil, soccer is not just a sport; it's a community event that brings everyone together. Picture the vibrant streets of a Brazilian city, where children and adults alike share a love for soccer. They play in parks, on beaches, and in crowded streets, using anything as a goal.

PREVIEW

PREVIEW

Brazil's soccer team, known for their bright yellow and green uniforms, has won the FIFA World Cup five times. This fills the hearts of Brazilians with immense pride. Imagine the excitement in the air as families gather around their TVs, cheering for their national heroes during a World Cup match.

In Brazilian culture, soccer is a symbol of unity and joy. Schools often pause lessons so students can watch important games, turning classrooms into mini-stadiums filled with enthusiastic fans. After school, children rush to the nearest field, dreaming of becoming the next soccer legend.

PREVIEW

PREVIEW

During the World Cup, the whole country transforms. Streets, homes, and cars are decorated with the national colours. The festive atmosphere is contagious, with music, dancing, and community gatherings. Soccer in Brazil is more than a game; it's a celebration of life, bringing together people of all ages to share in their national passion.

Show and Tell: Sports Around the World

Objective

What are we learning about?

Students will explore and present a sport from a different country, learning about the cultural significance and community values associated with each sport.

Materials

What you will need for the activity.

- Index cards (with names of countries and corresponding sports written on them)
- Research materials (books, newspapers, or internet access for supervised research)



Instructions

How you will complete the activity.

1. Introduce the Global Sports Day activity, explaining that each student will learn about a sport from a different country.
2. Distribute the index cards randomly among the students. Each card should have the name of a country and a corresponding sport that is culturally significant in that country.
3. Allocate time for the students to research their assigned sport and country. They should find out how the sport is played, its history, and why it is significant in that country.
4. Provide materials and guidance to help each student create a poster that includes information about the sport, how it's played, its history, and its cultural significance in the assigned country. Encourage creativity in their posters.
5. Set a date for the Global Sports Day presentations. Each student will present their poster and talk about the sport, explaining what they learned about how the sport reflects cultural values and brings communities together.

Items

Countries and their sport

Country (Sport)	Country (Sport)
Canada (Ice Hockey)	Brazil (Football/Soccer)
United States (Basketball)	Japan (Judo)
England (Cricket)	Australia (Surfing)
England (Rugby)	Italy (Volleyball)
China (Judo)	Spain (Tennis)
Russia (Gymnastics)	Iceland (Golf)
Jamaica (Short-Distance Running)	France (Cycling)
Germany (Handball)	South Africa (Rugby Union)
Ethiopia (Long-distance Running)	United Kingdom (Hockey)
Mexico (Taekwondo)	Netherlands (Cycling)
South Korea (Short Track Speed Skating)	Argentina (Pato)
Norway (Biathlon)	Greece (Water Polo)
Switzerland (Skiing)	Turkey (Wrestling)
Egypt (Squash)	Kenya (Marathon Running)
Thailand (Muay Thai)	Colombia (Tejo)

Planning

Answer the questions below.

1) Understanding the sport:

Assigned country: _____

Assigned sport: _____

2) How is the sport played? What equipment is needed to play this sport?

3) In which country did the sport first start? How has the sport changed over time?

4) Why is this sport important in your assigned country? Are there any famous athletes or teams from this country related to this sport?

PREVIEW

Reflection

Answer the questions below.

1) How did you feel about learning about a new sport and country?

2) What new fact did you learn about your assigned sport that you found really interesting?

3) Did you find any part of the sport similar to a game or sport you play?

4) Why do you think sports are an important part of culture and community?

PREVIEW

Farming in the Netherlands

Windmills and Work

Long ago, people in the Netherlands started using **windmills** for farming. These big machines helped pump water off the farmland so crops could grow. Today, windmills are still used, but they also make electricity so farms work better.



Amazing Tulips

The Netherlands is famous for its beautiful **tulips**. Every year, people grow billions of tulips to send all around the world. Here are some cool tulip facts:

- They plant tulip bulbs in the fall.
- The best time to see tulips bloom is in April.
- There are more than 3,000 types of tulips.



Innovative Farming

Farmers in the Netherlands use smart ways to grow more food on less land. This is important because the Netherlands isn't a very big country. They use **greenhouses** to protect plants and make sure they get the right amount of light and water. This helps plants grow faster and healthier.

Cows and Cheese

The Netherlands is also known for its **dairy farms**. They have lots of cows that produce milk. From this milk, they make famous **Dutch cheeses** like Gouda and Edam. These cheeses are enjoyed by people all over the world.

True or False

Is the statement true or false?

1) Windmills in the Netherlands create only electricity.	True	False
2) Tulips are planted in December.	True	False
3) Greenhouses help plants grow by controlling the environment.	True	False
4) Gouda and Edam are types of Dutch fruits.	True	False
5) Windmills were originally used to make ice cream.	True	False

Questions Answer the questions below.

1) What is the purpose of using greenhouses in farming?

2) Why is innovative farming important in the Netherlands?

Define

What do the terms below mean?

Windmill	
Tulip	
Greenhouse	

Why Finland's Schools Shine

What Makes Finland Special?

Finland is known for having one of the best **education systems** in the world.

Students there do really well in reading, mathematics, and science. Here's why:

1. **Happy Students:** In Finland, schools focus a lot on students' happiness and well-being. Kids get free meals, healthcare, and access to counselling. This helps them feel safe and ready to learn.
2. **Homework:** Finnish children get less homework compared to other countries. They have more time to play, rest, and spend with their families.
3. **More Playtime:** Play is an important part of the day. Kids in Finland have 15 minutes of playtime for every 45 minutes of school. This helps them relax and learn better when they return to class.

Innovative Teaching

Teachers in Finland are highly respected and must have a master's degree. They use creative ways to teach, making learning fun and interesting. Classes are not just about reading from textbooks. Instead, students do projects, work in groups, and solve real-life problems.

Key Facts to Remember:

- Finnish students start school at age 7.
- They have less homework and more play.
- Teachers are well-educated and use fun ways to teach.
- Schools care a lot about student happiness.



True or False

Is the statement true or false?

1. Finnish students get free meals.	True	False
2. Kids in Finland have a lot of homework.	True	False
3. Playtime is important in Finnish schools.	True	False
4. Finnish teachers do not need a degree.	True	False
5. Happiness is a key part of Finland's education	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) Why is less homework considered to be a good thing?

2) How do Finnish schools support student well-being?

Newspaper Article: Outdoor Education in Norway

Norwegian Kids Learn Outdoors

Published Date: March 4, 2024

In Norway, kids are learning outside when they are young. They go to forests, mountains, and lakes instead of sitting in classrooms all day. This way of learning is called outdoor education.

In outdoor education, kids spend about one-third of their school time outside, even in cold weather. They learn to respect and care for nature. They build things, play games, and find out about plants and animals. They also learn how to be safe and work together in nature.

An expert, Professor Anna Larsen, says, "Children in Norway learn better and are happier when they learn outside. They understand nature and become

strong and healthy."

A young student, Erik, who is 8 years old, says, "I love learning outside. I have seen animals and plants that I never knew before. It's fun and exciting."

In Norway, kids learn to ski, hike, and camp as part of their school. They also learn about the weather and how to stay warm and dry.

Outdoor education is important in Norway because it helps children love nature and learn important life skills. They grow up knowing how to take care of the environment and themselves.



Questions

Answer the questions below.

1) Why do children in Norway spend time learning outside?

2) What are activities Norwegian children do outside?

Visualizing

Draw what you see in your mind when you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Outdoor education includes learning in forests and mountains.	True	False
2) Kids learn about animals in their classrooms.	True	False
3) Outdoor activities are done only in warm weather.	True	False
4) Kids in Norway learn to respect and care for nature.	True	False
5) Children in Norway learn how to ski at school.	True	False

Story: The Great Pasta Day in Italy

In the heart of Italy, a girl named Mia spent her Saturdays in the bustling kitchen of her family's old stone house. This wasn't just any Saturday; it was Pasta Day, a tradition as rich as the history of Italy itself, where over 310 different pasta shapes danced in the minds and meals of its people.

Mia was excited to create the perfect batch of pasta, a task that her Nonna said taught more than just cooking. As Mia mixed the golden dough, her Nonna shared that pasta wasn't merely food; it was a bridge between people, carrying traditions from one generation to the next. Mia was astonished to learn that the average Italian consumes about 23 kilograms of pasta annually. She imagined stacking pasta boxes to reach the Leaning Tower of Pisa!

The kitchen filled with the aroma of tomato sauce and basil. Mia rolled and cut the dough into strings. She thought about how, in every corner of Italy, families were probably doing the same, preparing for their own Pasta Day. This was more than a meal; it was a moment that connected her to her roots and to the joyous gatherings where laughter was served alongside heaping plates of pasta.

By the time the first stars appeared in the Italian sky, Mia's family sat around the table, ready to indulge in the fruit of their labour. Each forkful was a celebration of culture, family, and the simple joys of life. For Mia, pasta had transformed from a staple food into a symbol of love and unity, teaching her that the essence of Italian tradition was about coming together, sharing, and savouring each moment.



Questions

Answer the questions below.

1) Why is pasta considered more than just food in Italy?

2) Name the ingredients mentioned that are used in making pasta sauce.

True or False

Is each statement true or false?

1) There are over 200 different types of pasta.	True	False
2) Making pasta connects Mia to her heritage.	True	False
3) Italians eat around 15 kilograms of pasta a year.	True	False
4) The main ingredient for pasta is corn.	True	False
5) Pasta is a symbol of family and unity in Italy.	True	False

DiaryImagine you were Mia spending a day making pasta with her family in Italy.
Create a mini-diary entry about your experience.

Role Play: Traditional Family Dinners

Objective

What are we learning about?

To help students understand and appreciate the diversity of food, dining etiquette, and conversation topics in family dinners across different cultures, fostering respect and curiosity about world cultures.

Materials

What you will need for the activity.

- Info cards about family dinners from various cultures
- Dining sets
- Costume items or cultural artifacts



Instructions

How you will complete the activity.

1. Divide the students into small groups and assign each group a different culture to explore.
2. Provide each group with an info card detailing their assigned culture's traditional family dinner, including typical dishes, dining etiquette, and conversation topics.
3. Set up dining areas that mimic the eating environment of each culture, using the appropriate dining sets.
4. Have each group role-play a family dinner, encouraging them to engage with the food, follow the dining etiquette, and discuss the provided conversation topics.
5. Facilitate a group discussion, allowing each group to share their experiences and what they learned about their assigned culture.

Scenario Cards

Cut out the topics below.

	Scenario	Description
1	Italian Family Dinner	The family gathers ingredients and cooks spaghetti together. They set the table, everyone finds their seat, and they share spaghetti and meatballs. They talk about their day, laugh, and enjoy gelato for dessert.
2	Japanese Family Dinner	The family sits at a low table on cushions. They carefully use chopsticks to eat sushi and miso soup. They serve each other, bowing to each other, and share stories from their day in a calm manner.
3	Mexican Family Dinner	The family prepares tacos with a variety of fillings. They laugh and chat while sitting around the table and assembling their tacos. They share stories and jokes during the meal and enjoy churros afterward.
4	Indian Family Dinner	The family cooks a curry dish together, using a variety of spices. They sit cross-legged and eat with their hands. They share stories during the meal and talking about their family and traditions.
5	Chinese Family Dinner	The family enjoys a meal of dumplings and rice, passing dishes around with a lazy Susan. They use chopsticks and discuss the importance of respecting elders, sharing wisdom and stories.
6	Moroccan Family Dinner	The family eats couscous with vegetables and meat from a communal plate, using their hands. They talk about the value of community and helping one another, enjoying the meal together.

Scenario Cards

Cut out the topics below

	Scenario	Description
7	Ethiopian Family Dinner	The family shares injera and stews, eating with their hands from a shared platter. They discuss the importance of sharing and community, enjoying the flavours and each other's company.
8	French Family Dinner	The family starts with baguettes and cheese, moving on to a main dish. They talk about art and music, practicing polite conversation and finish with a small dessert.
9	Greek Family Dinner	The family shares hummus and salad, chatting about their day and sharing jokes. They sit around, enjoying the flavours and the atmosphere, ending with a sweet dessert.
10	Brazilian Family Dinner	The family enjoys a beautiful meal celebrating Brazilian culture and traditions. They share stories, laugh together, and finish the meal with tropical fruit.
11	Turkish Family Dinner	The family gathers to enjoy a meal of meze (small dishes) followed by kebabs. They sit together, sharing the dishes, and talking about the importance of family. The meal ends with Turkish tea and sweet baklava.
12	Canadian Family Dinner	The family prepares a meal of poutine and maple-glazed salmon. They discuss their day and Canadian wildlife, sharing the meal while appreciating the nature around them. The dinner ends with a slice of butter tart, a sweet Canadian dessert.

Reflection

Answer the questions below.

1) What did you find most interesting about the traditional family dinner of the culture you explored?

2) How does the culture you learned about compare to your own family's dining habits?

3) What did you learn about the role of food in bringing families and communities together?

4) Why do you think it's important to learn about and respect different cultural traditions, especially related to food and dining?

Life as a Maasai Child

Daily Duties

In the **Maasai community**, living in Kenya and Tanzania in Africa, children have important responsibilities from a young age. Here are some tasks they do:

- **Herding livestock:** Boys from the age of 5 learn to take care of animals, especially cattle.
- **Fetching water and wood:** Girls help their mothers by collecting water and firewood from nearby sources.
- **Helping with household chores:** Maasai children also help with cooking, cleaning, and taking care of younger siblings.

Education and Learning

Unlike in Canada, where going to school is common, Maasai children might not attend school regularly. They learn from their parents and elders about:

- Taking care of animals.
- Survival skills like finding water and identifying plants.
- Customs and rituals important to their culture.

Cattle: The Heart of the Community

For the Maasai, cattle are very important. They are a sign of wealth and are used in community rituals. Cattle provide milk, meat, and are also part of Maasai celebrations.

Maasai vs. Canadian Children

Compared to Maasai children, Canadian children spend more time in school and have different daily tasks. Canadian kids might do homework, play sports, or learn music. However, both Maasai and Canadian children help their families and learn important life skills.



True or False

Is the statement true or false?

1. The Maasai live in Australia.	True	False
2. Maasai children help herd cattle.	True	False
3. Maasai kids learn mainly in schools.	True	False
4. Maasai children learn to look after animals.	True	False
5. Canadian and Maasai children have the same chores.	True	False

Questions

Answer the questions below.

<https://wordsearchlabs>

1) How do Maasai learn their culture?

2) Describe three differences between Maasai and Canadian children's daily lives.

Word Search

Find the words in the wordsearch.

Maasai	Kenya
Tanzania	Cattle
Herding	Chores
Culture	School
Africa	Clothing
Nature	Community

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

Public Transport in Hong Kong

Getting Around Hong Kong

Hong Kong has a very busy and fast-paced life. People need to move quickly and efficiently, and that's where **public transport** comes in. Public transport in Hong Kong is known for being really efficient, which means it helps people get where they need to go without wasting time.

Type of Transport

In Hong Kong, there are many ways to travel. Here's a list of the main types:

- **MTR (Mass Transit Railway):** It's like a train that runs underground and above ground. It's super fast and can take you to lots of places.
- **Buses:** There are many buses that go all around the city. They are good for reaching places that the MTR doesn't go to.
- **Trams:** These are like small trains that run on tracks along the streets. They are slow but good for short trips and seeing the city.
- **Ferries:** These boats take people across the water to different islands or across the harbour.

Why It's Important

- It helps reduce traffic on the roads.
- It's more **environmentally friendly** than everyone driving their own cars.
- It allows everyone, no matter if they are young or old, to travel around the city easily.



These transport systems help everyone in Hong Kong get to school, work, or anywhere else they need to go, quickly and safely.

True or False

Is the statement true or false?

1) Public transport causes less road traffic.	True	False
2) Everyone in Hong Kong drives their own car.	True	False
3) The public transport system is fast.	True	False
4) Ferries are for swimming across the harbour.	True	False
5) The MTR only runs above ground.	True	False

Questions Answer the questions below.

1) How does public transport help the environment?

2) Explain why public transportation is important in Hong Kong.

Define

What do the terms below mean?

MTR (Mass Transit Railway)	
Trams	
Ferries	

The Significance of Mandarin Chinese

Why Learn Mandarin?

Mandarin Chinese is a very important language in our world today. It is spoken by more than one billion people! That's a lot of people, isn't it? Learning Mandarin can help us communicate with so many individuals and understand different cultures better.

Key Features of Mandarin

- **Most Spoken Language:** Mandarin is the first language for a billion people.
- **Different Writing System:** Unlike English, Mandarin uses characters. There are thousands of characters to learn!
- **Tones Matter:** In Mandarin, the tone you use to say a word can change its meaning.

你好
NI HAO

Global Importance

Mandarin Chinese is not just used in China. It is also spoken in Taiwan, Singapore, and many other places around the world. By learning Mandarin, you can make new friends, travel to different countries, and understand new cultures.

Why It's Useful

- **Business:** Many companies do business with China. Knowing Mandarin can help you in jobs related to business and trade.
- **Travel:** Speaking Mandarin makes travelling in China and other places much easier.
- **Cultural Understanding:** Learning a language helps us understand and respect other cultures.

True or False

Is the statement true or false?

1. English uses more characters than Mandarin.	True	False
2. The tone can change the meaning in Mandarin.	True	False
3. Mandarin is only spoken in China.	True	False
4. Knowing Mandarin can help in business careers.	True	False
5. Characters are not important in Mandarin.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) What makes Mandarin different from English in writing?

2) Why is learning Mandarin useful?

Role Play: International Classroom Day

Objective

What are we learning about?

To help students understand and appreciate the diversity in educational settings around the world, fostering empathy and global awareness through role-playing activities.

Materials

What you will need for the activity.

- Country Information Cards Traditional clothing or accessories
- Traditional costumes or props
- Props to simulate classroom settings



Instructions

How you will complete the activity.

1. Introduce the concept of global educational diversity and how schools vary in teaching styles, environments, and student life.
2. Assign students a country to research using Information Cards, focusing on the educational system and culture.
3. Have students prepare and perform a role-play showing a typical school day in their assigned country, using costumes and props.
4. Organize the class into sections for each country and let students present their role-plays, demonstrating educational differences and similarities.
5. Lead a discussion for students to share insights and ask questions about the different educational experiences.
6. Wrap up with a group reflection on the value of respecting and understanding global educational diversity.

Scenario Cards

Cut out the topics below

	Scenario	Description
1	School Life in Japan	In Japan, kids take off their shoes before going into class. This keeps the room clean. They learn things like math, science, and English. They also practice writing beautifully and help clean their school. Everyone works together.
2	Education in Brazil	Brazilian schools are fun and full of colour. Kids learn Portuguese, math, and science. They also sing, dance, and play soccer. Soccer is a favourite game in Brazil. It's part of school.
3	School Life in Canada	In Canada, everyone gets help they need. Learning is fun and caring. They use computers and other tools. Kids do many things like sports, music, and art. There's something for everyone.
4	School Life in Rural India	In the countryside of India, students walk a long way to school. School might be outside. Students may sit on the floor and learn in their own language. They may not have many toys, but they love learning and playing together.
5	School Life in the Sahara Desert	In the Sahara, school moves with the kids' families. They might learn in tents or outside. They learn about living in the desert, like how to take care of animals and save water. School teaches them important desert life lessons.
6	Education in South Korea	South Korean students often have a day filled with studying hard, especially in subjects like math and science. They wear uniforms and respect is very important in school.

Scenario Cards

Cut out the topics below

	Scenario	Description
7	Education in Norway	In Norway, kids learn together and play outside a lot, even if it's cold. They work as a team and make things like wood crafts. School is a safe place where everyone belongs.
8	Education in the Amazon Rainforest	Schools in the Amazon Rainforest are not everywhere, and kids learn a lot about plants and animals. They learn to read and count, and how to live in the rainforest.
9	School Life in Rural Africa	In rural areas of Africa, kids might learn outside and use natural materials. But they love to learn about numbers and science. Teachers help them dream big for their future.
10	Education in Finland	Finnish schools have lots of fun and interesting projects. Kids learn together and teach each other. They learn new things. They play outside a lot.
11	Life in a Maasai Community School	Maasai schools teach old traditions and new lessons. Kids learn from the community and tell stories. They also learn reading and math, and about caring for animals.
12	Education in Mexico	Mexican schools are often colourful and lively. Students might start the day with an assembly and learn about Mexico's rich history. They love celebrations and learning through stories.

Story: Celebrating Diwali

In the heart of India, there's a glowing celebration known as Diwali, the Festival of Lights. Imagine streets and homes twinkling with lights from small oil lamps called diyas. These aren't just any lights; they symbolize hope and victory, the triumph of light over darkness and goodness over evil.



For five wonderful days, families and friends unite, sharing laughter and stories. Homes get a sparkling glow as floors are adorned with beautiful, colourful designs called rangoli, made from coloured powders and flower petals. These designs are not just for beauty; they're symbols of good fortune and luck for all who visit.

Now, think of the excitement of children, just like you, celebrating with their families and dressing in new clothes. The air is filled with the sound of music and the bright bursts of fireworks lighting up the night sky.

But Diwali is more than just fun. It's a time to remember important stories from Indian history, like the adventures of Lord Rama, showing us that no matter what, good always triumphs over evil.

Every year, over one billion people around the globe join in this celebration of light, love, and community. Diwali reminds us to be kind, to share with others, and to bring light into our own lives and the lives of those around us.

Questions

Answer the questions below.

1) List the things families do to prepare for Diwali.

2) How do Diwali teach us about kindness?

True or False

Is each statement true or false?

1) Diwali is known as the Festival of Light.	True	False
2) Diwali celebrations last for two days.	True	False
3) People light candles called diyas during Diwali.	True	False
4) Diwali celebrates the victory of evil over good.	True	False
5) Sharing and kindness are important Diwali themes.	True	False

Card

Create a Diwali postcard for a friend, including a message.

Activity – World Cultures Pictionary

Objective

What are we learning about?

To help students understand and appreciate the diversity of daily life in different cultures around the world.

Materials

What you will need for the activity.

- Index cards or cards
- Cards with various pictures related to different cultural activities



Instructions

How you will complete the activity

1. Split the class into two teams, making two rows of groups 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 piece of paper.
4. Start a timer for 2 minutes. During this time, Team B tries to guess the picture being drawn.
5. If Team A guesses the drawing 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.
8. Continue the game until all the cards have been used. Keep track of points for each team.
9. At the end, count the points. The team with the most points is the winner of world cultures pictionary!

Pictionary Topics

Cut out the topics below.

Pictionary Cards

Pasta

Soccer Ball

Cedar Tree

Elephant

Worm Pole

Eiffel Tower

Wheel

Polar Bear

S

Taco

Pyramid

Hockey

Coffee

Ferry

Mandarin

Lemon

Dragon

Pizza

Chopsticks

School

Kangaroo

Panda

Canoe

Castle

Penguin

Maple Leaf

Sushi

Bollywood

Rice

Tent

Blog Post: Ramadan and Eid Celebrations

Ramadan and Eid Celebrations

Date: March 7, 2024

Author: By: Amina Patel

3-minute read

Ramadan is a special month for Muslims around the world. It's a time when they fast from sunrise to sunset. This means they do not eat or drink anything during daylight hours. The fast teaches patience, humility, and spirituality.

Muslims believe Ramadan is when the Quran was revealed to Prophet Muhammad. They pray more during this month. It's a time for self-reflection and getting closer to Allah.

Eid al-Fitr is the first day after the end of Ramadan. It's a joyful day where Muslims celebrate the completion of their fast. They wear new clothes, give gifts, and share meals with family and friends. It's a time of thanksgiving and happiness.

During Eid, Muslims also give to the poor. This act of giving is called Zakat al-Fitr. It teaches the importance of helping and caring for others in the community.

Wishing you well,
Amina Patel

Comments:



Sarah Khan - March 7, 2024

I love Ramadan and Eid! It's a time when my family comes together. We share meals and enjoy each other's company. It's really about love and peace.

Like Reply 2h ago



Muhammad223 - March 7, 2024

Ramadan is more than just fasting; it's about self-discipline and reflection. It's interesting how it brings families closer. The anticipation for Eid and its celebrations creates such a positive spirit!

Like Reply 3h ago

True or False

Is the statement true or false/

1. Muslims fast during the night in Ramadan.	True	False
2. Fasting teaches patience and spirituality.	True	False
3. Eid al-Fitr lasts for one month.	True	False
4. Charity is an important part of Eid.	True	False
5. Fasting includes not drinking water during daylight.	True	False

Questions

Answer the questions below.

1) What are the purposes of fasting during Ramadan?

2) List the values that Ramadan teaches.

Word Search

Find the words in the wordsearch.

Ramadan	Fasting
Eid	Quran
Sunset	Patience
Spirituality	Prophet
Prayer	Gifts
Meals	Sharing

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

Memory Game: Religious Symbols

Objective

What are we learning about?

To help students recognize and match various religious symbols with their corresponding religions, fostering respect and understanding of different beliefs and cultures.

Material

What you will need for the activity.

- Memory game cards (provided) with the terms on one set and definitions on another set.
- A flat surface (table or floor) to lay out the cards.
- Smartboard to display correct answers so students can refer back to them.



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 flat surface.
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

Religious symbols with their corresponding religions

Religious Symbol	Religion
 A cross	Christianity Symbol
 A crescent moon and star	Islam Symbol
 A wheel	Buddhism Symbol
 Star of David	Judaism Symbol
 An Om symbol	Hinduism Symbol

Cards

Religious symbols with their corresponding religions

Religious Symbol	Religion
Jerusalem	Christianity Holiest Place
Lumbini	Islam Holiest Place
The Temple Mount	Judaism Holiest Place
Varanasi	Hinduism Holiest Place

Cards

Religious symbols with their corresponding religions

Religious Symbol	Religion
Jesus Christ	Christianity Significant Figure
Prophet Muhammad	Islam Significant Figure
Buddha	Buddhism Significant Figure
Moses	Judaism Significant Figure
Brahman	Hinduism Significant Figure

Story: The Haka Dance

In the heart of New Zealand, the Maori people carry forward a powerful tradition known as the Haka. This isn't just any dance; it's a fierce display of a community's strength, unity, and pride. Imagine groups of people moving in perfect unison, their voices echoing boldly as they perform. It's the Haka for you!



Originally, the Haka was a way for warriors to show off their might before battles. They would shout and make fierce faces to scare their enemies and pump themselves up. But it's not just about fighting; the Haka is also a warm way to welcome friends or celebrate big life events, like weddings or birthdays.

There's something special about the Haka that's hard to explain: each move and word has a deep meaning. It could be a tribute to a great person, a message to the community, or a celebration of life's joys and challenges.

Kids, did you know? The famous New Zealand rugby team, the All Blacks, perform their own Haka before games. It's a thrilling sight and shows how sports and tradition can come together.

Through the Haka, the Maori keep their language and stories alive, passing them from one generation to the next. It's more than a dance; it's a way of life that teaches respect, teamwork, and courage.

True or False

Is the statement true or false?

1. The Haka was originally a war dance.	True	False
2. Only warriors perform the Haka.	True	False
3. The Haka can welcome friends and celebrate events.	True	False
4. Performing the Haka helps preserve Maori language.	True	False
5. The Haka teaches values like isolation and fear.	True	False

Questions Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) Describe what makes the Haka unique compared to other dances.

2) Why was the Haka originally performed by Maori warriors?

Geography Bee – Cultural Landmarks

Objective

What are we learning about?

To enhance students' knowledge of world geography and cultural landmarks by having them identify and colour the countries on a map where these landmarks are located, while learning interesting facts about each landmark.

Materials

What you will need for the activity.

- Blank world map (one per student)
- Coloured paper, glue sticks and scissors
- Pictures of cultural landmarks with brief descriptions (provided by teacher)



Instructions

How you will complete the activity

1. Introduce the activity by explaining that each student will receive a picture of a cultural landmark along with some interesting information about it.
2. Distribute a blank world map and a set of colored paper, glue sticks and scissors to each student.
3. Present the first cultural landmark to the class by showing the picture and reading the accompanying information aloud. Ask students to guess which country the landmark is in. Give clues until they guess the country, then locate the country on the map.
4. Instruct the students to find the country where the landmark is located on their blank world map and colour it. Have students cut out the landmark and glue it on the edge of the page near the country, then using a ruler, have students draw a line from the landmark to the country.
5. Repeat for each cultural landmark you have prepared.
6. After all landmarks have been covered, facilitate a discussion where students share what they learned and found interesting.

Handout

Pictures of various cultural landmarks with brief descriptions

Cultural Landmark	Description & Hint	Picture
The Great Wall	A very long wall built long ago; the country is famous for panda bears.	
Eiffel Tower	A tall metal tower in a city now known for love and art; the country is famous for croissants.	
Taj Mahal	A beautiful white building made as a sign of love, in a country known for its yummy spicy food and Bollywood movies.	
Statue of Liberty	A huge statue that stands for freedom, in a country with a city called the "Big Apple."	
Pyramids of Giza	Big triangle-shaped buildings made by ancient people, in a country with a long river.	

Handout

Pictures of various cultural landmarks with brief descriptions

Cultural Landmark	Description & Hint	Picture
Sydney Opera House	A building that looks like sails on the water, in a country with kangaroos.	
Christ the Redeemer	A large statue of Jesus with arms spread over a city, known for a carnival, in a country known for soccer.	
Colosseum	An ancient Roman building where people watched games and shows, in a country that's also the capital of its country.	
Burj Khalifa	The tallest building in the whole world, located in a city known for its amazing skyscrapers and deserts.	
CN Tower	A really tall tower that you can see all over the city, in a country known for its maple syrup and hockey.	

Handout

Colour and label the countries for the 10 landmarks on the map



Saving the Irish Language

What is Gaelic?

Gaelic, or **Irish**, is a very old language from **Ireland**. Long ago, most people in Ireland spoke Gaelic. Now, fewer people speak it, and it's special to Irish culture.

Why Keep It Alive?

Keeping Gaelic alive is important because:

- It shares Irish history and stories.
- It teaches us about Irish traditions.
- It helps people in Ireland feel like they are.



How to Save Gaelic

Many people are working hard to keep Gaelic from disappearing. Here's what they're doing:

- Teaching Gaelic in schools to kids like you.
- Creating TV shows, radio programs, and books in Gaelic.
- Having fun events and festivals where everyone speaks Gaelic.

Fun Facts

- There are special areas in Ireland called "Gaeltacht" where people speak Gaelic every day.
- Only over 100,000 people in Ireland use Gaelic daily.

By learning and using Gaelic, people in Ireland keep their unique culture alive. It's like a treasure from the past, passed down through generations.

Questions

Answer the questions below.

1) Why is the Gaelic language special to Ireland?

2) How can schools help preserve Gaelic?

True or False

Is each statement true or false?

1) Gaelic is a new language in Ireland.	True	False
2) Everyone in Ireland speaks Gaelic.	True	False
3) There are special Gaelic speaking areas in Ireland.	True	False
4) Learning Gaelic helps us understand Irish history.	True	False
5) Over 200,000 people use Gaelic daily.	True	False

Diary

Write a diary entry about participating in a Gaelic festival.

Memory Game: Language Match-Up

Objective

What are we learning about?

To enhance students' memory skills while introducing them to key terms in different languages, emphasizing the significance of language in cultural identity.

Materials

What you will need for the activity.

- Memory Game cards (provided) with the terms on one set and the definitions on another set.
- A flat surface (table or floor) to lay out the cards.
- Smartboard to display correct matches so students can refer back to them.



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 flat surface.
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

Language Match-Up Memory Game Cards

English	Translation
Hello	Konnichiwa (Japanese)
I Love You	Shukran (Arabic)
No	Nein (German)
Good Morning	Bonjour (French)

Cards

Language Match-Up Memory Game Cards

English	Translation
Please	Por favor (Spanish)
	Da (Russian)
Friend	Amigo (Spanish)
Family	Famiglia (Italian)
No Worries	Hakuna matata (Swahili)

Cards

Language Match-Up Memory Game Cards

English	Translation
Music	Musik (German)
Dance	Adiós (Spanish)
School	Skola (Swedish)
Moon	Måne (Danish)

Newspaper Article: Chinese New Year Fun**Chinese New Year Celebrations***Publish Date: March 5, 2024*

Chinese New Year, also known as Lunar New Year, is a festival celebrated by millions of people around the world. It's like a big birthday for everyone!

Dr. Mei Lin, a cultural expert, says, "Chinese New Year is special because it brings families together. People travel far to be with loved ones." During this time, families have big meals with foods like dumplings, which are shaped like old Chinese money and mean good luck.

The celebrations last 15 days, starting with the new moon. Each year is named after one of 12 animals, like the Dragon or the Monkey. This year is the Year of the Rabbit, which means peace and luck.

Kids love Chinese New Year because

they get red envelopes with money inside. This is a way to share happiness and good fortune. Dr. Lin explains, "The colour red scares away bad luck."

There are also parades with dragon dances. The dragon is a sign of strength and good luck. People wear new clothes and decorate their homes with red lanterns and banners.

Sara Zhang, 8 years old, loves the festival. She says, "I love seeing the dragon dance and eating yummy food with my family."

Remember, Chinese New Year is about fresh starts and spending time with family. It's a time of joy and hope for the future.



Questions

Answer the questions below.

1) Describe what might happen in a dragon dance.

2) How do Chinese New Year help bring families together?

Visualizing

Draw what you remember from the picture you were reading. Explain the picture

True or False

Is the statement true or false?

1) Dumplings symbolize good luck.	True	False
2) The dragon dance brings bad luck.	True	False
3) Celebrations start with the full moon.	True	False
4) The colour red is important because it means happiness.	True	False
5) People wear old clothes during the festival.	True	False

Tableau - Cultural Traditions Around the World

Objective

What are we learning about?

To help students appreciate and understand the diversity of cultural traditions around the world by creating and observing tableaus that represent significant cultural traditions or festivals from various communities.

Materials What you will need for the activity.

- Information or brief summaries of cultural traditions from around the world
- Simple costumes or props
- A camera or smartphone to capture the tableaux



Instructions

How you will complete the activity

1. Divide the class into small groups, assigning each group a different topic provided by the teacher.
2. Give the students time to read about their assigned topic and create a tableau. They should decide who will represent each character, the scenes they will use and how they will physically represent the scene.
3. If costumes or props are available, allow time for the students to select and prepare these items to enhance their tableau.
4. Have each group present their tableau to the class. While one group performs, the others should observe quietly.
5. Allow the performing group to hold each pose for about 20 seconds before transitioning to the next scene.
6. After each performance, allow the class to ask questions about the event and the choices made in the tableau.
7. If available, take photos of each tableau for future reference and reflection.

Tableaus**Tableau scenes for international cultural traditions or festivals**

#	Tradition	Description of Scene for Tableau
1	Diwali in India	Children can portray a family setting up Diwali decorations, showing excitement as they hang lights and create colourful rangoli patterns on the floor. Another scene could capture the moment of lighting diyas, with everyone's faces lit by the gentle glow. Imagine a family gathering for a prayer, offering sweets to a deity. Finally, envision the sky ablaze with fireworks, with children looking up in wonder.
2	Chinese New Year	Illustrate the bustling preparation of a feast, with children mimicking cooking and setting the table. Capture the energy of the lion dance, with some students crouched down, moving like a dragon. Show a moment of giving and receiving red envelopes, with happy smiles and gratitude. Include a scene with a group of family and friends watching fireworks, capturing the joy and excitement.
3	Christmas in Canada	Depict a family working together to decorate a Christmas tree, hanging ornaments and stringing lights. Show children caroling, holding songbooks and singing joyfully. Present a gift exchange, with kids unwrapping presents. Include a festive dinner scene around a table with imaginary dishes and a family sharing a meal.
4	Eid al-Fitr	Portray a family preparing a special meal, with children pretending to cook and decorate the house. Show a scene of a family dressed in their finest clothes, heading to a mosque or gathering in prayer. Imagine children excitedly receiving gifts and playing with new toys. Capture a moment of families visiting each other, sharing food and stories.
5	Thanksgiving in the USA	Create a kitchen scene with family members cooking together, mimicking the preparation of various dishes. Show the family sitting around the table, each person sharing something they're thankful for. Include a living room scene with family watching a parade or football game on TV, cheering and enjoying snacks.

Tableaus**Tableau scenes for international cultural traditions or festivals**

#	Impact	Description of Scene for Tableau
6	Bastille Day in France	Visualize a dramatic reenactment of the storming of the Bastille, with children pretending to march and chant. Show a parade scene, with kids marching solemnly or playing instruments. Depict families gathered to watch fireworks, showing expressions of awe and excitement. Include a festive dance, with children holding hands and dancing in a circle.
7	Hanukkah	Illustrate a family lighting the menorah, with each child pretending to light a candle. Show a game of dreidel, with children sitting in a circle, spinning the dreidel and reacting to the results. Depict the preparation and enjoyment of latkes, with children helping in the kitchen. Conclude with a gift-giving scene, with children pretending to open presents.
8	Carnival in Brazil	Create a parade scene, with children dressed in colourful costumes, dancing to rhythmic music. Show the construction and display of elaborate floats, with children pretending to build and decorate. Include a street performance, with children dancing and playing instruments. Show a scene of families watching the parade from a balcony or street.
9	Midsummer in Sweden	Depict children picking flowers and making crowns, showing concentration and delight. Show a scene of the maypole, with kids pretending to lift and decorate the pole. Include a dance scene around the maypole, with children holding ribbons and dancing in patterns. Conclude with a cozy picnic scene, with children sitting on blankets, pretending to eat and enjoy the long daylight hours.
10	Holi in India	Show children pretending to mix and throw vibrant coloured powders, with expressions of joy and laughter. Include a dance scene, with children moving to lively music. Depict a bonfire scene, where children gather around, symbolizing the victory of good over evil. Show a family enjoying festive foods, mimicking the act of eating and sharing.

Reflection

Answer the questions below.

1) What tradition did your group represent and why did you choose it?

2) What did you learn about this tradition that you didn't know before?

3) What are some similarities and differences you noticed between the tradition you represented and your own traditions?

4) Why do you think it's important to learn about and respect different cultural traditions?

Newspaper Article: Bollywood's Big Beat**Bollywood's Influence on Indian Culture***Publish Date: March 6, 2024*

Bollywood is India's film industry. It is a big part of Indian culture. It's not just movies about love, music, and stories too. People love to watch Bollywood movies and learn about dances and songs from India.

Dr. Anjali Gupta, a culture expert, says, "Bollywood movies show us different parts of Indian life and history. They help people learn about each other." That means when someone watches a Bollywood movie, they can see stories from far away places in India.

In Bollywood movies, there are usually a lot of songs and dances. These dances mix traditional Indian styles with modern moves. Kids and adults try to copy these dances at home and at parties. It's a fun way to stay connected to Indian traditions.

Also, Bollywood stories often talk about important things like love, family, and respect. Rahul Kumar, is a famous Indian actor who loves watching these movies. He shared, "When I watch Bollywood films, I feel proud of where I come from and learn lessons about life."

Did you know that

Bollywood makes over 1,000 movies every year?

More than 100 countries love Bollywood! America! This shows how popular Bollywood is in India and for people to share their culture and learn new things.

So, Bollywood is more than just entertainment. It's a big part of Indian culture that teaches people about dance, music, and life.



Questions

Answer the questions below.

1) What makes Bollywood different from other movie industries?

2) How do Bollywood help people learn about different parts of India?

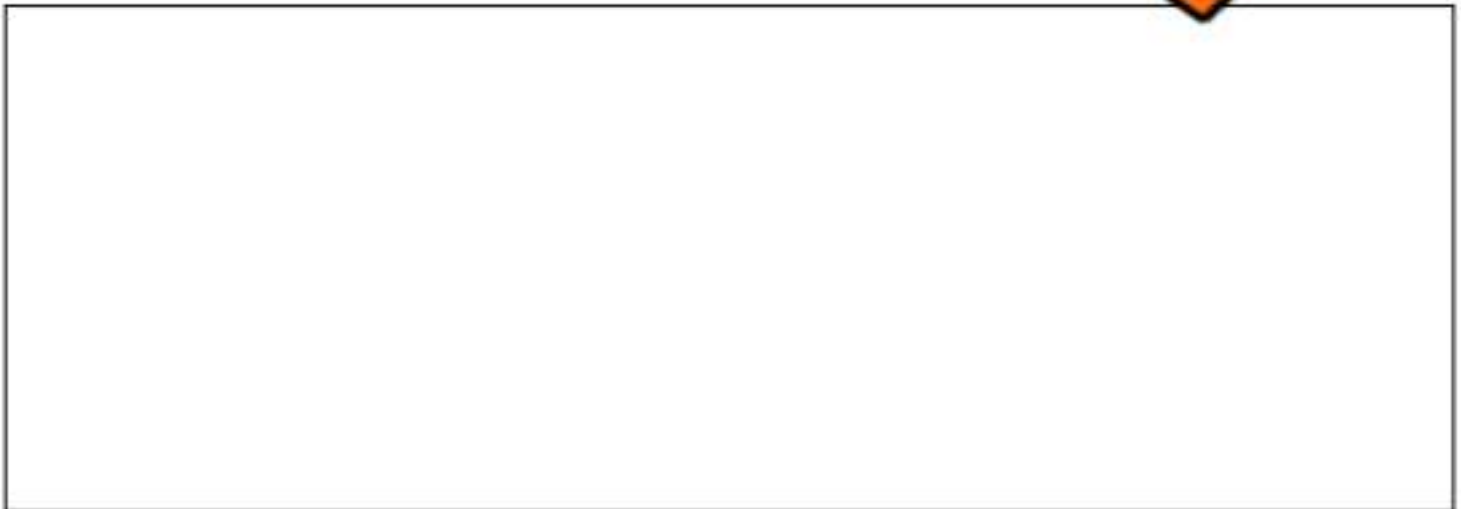
True or False

Is _____ true or false?

1) Bollywood movies have no songs or dances.	True	False
2) Bollywood teaches about love, family and respect.	True	False
3) Rahul Kumar is a famous Bollywood actor.	True	False
4) Bollywood makes fewer movies than Hollywood.	True	False
5) Bollywood films can teach us about Indian history.	True	False

Draw

Create a Bollywood movie poster featuring a hero.



Jeopardy Question

Ask students the questions below

1 Points	2 Points	3 Points	4 Points	5 Points
Country known for pizza (Italy)	Country where sushi comes from (Japan)	Country where the Taj Mahal is (India)	Canadian province known for its French heritage (Quebec)	City known for its iconic opera house (Sydney)
Country famous for kangaroos (Australia)	Country where the family an... (Italy)	Festival of lights in India (Diwali)	Country known for kilts (Scotland)	Country where the sun never sets in summer (Iceland)
Animal symbol of Canada (Beaver)	Brazilian dance festival (Carnival)	Land of the Rising Sun (Japan)	Birthplace of democracy (Greece)	Most spoken first language in the world (Mandarin)
Language spoken in Brazil (Portuguese)	Country known for the Leaning Tower (Italy)	Continent of the Sahara Desert (Africa)	Country known for the origin of coffee (Ethiopia)	Country in the Caribbean known for reggae (Jamaica)
Famous tower in Paris (Eiffel)	Smallest continent (Australia)	Country with the largest population (India)	Home country of the Vikings (Norway)	The country that first used paper money (China)

What is Fair Trade Chocolate?

Fair Trade Meaning

Fair trade is when people agree to pay fair prices for things like chocolate. This helps the farmers who grow **cocoa beans** live better lives.

Why Fair Trade is Good

- **Better Pay:** Farmers get more money for their cocoa beans.
- **Schools and Communities:** Money from fair trade can build schools and health centers in farming communities.
- **Healthy Environment:** Fair trade helps keep the land and water clean.



Fair Trade in Ghana and Ivory Coast

Many of the world's cocoa beans come from Ghana and Ivory Coast. When we buy **fair trade chocolate**, farmers in these countries can pay a little more to help improve their towns.

Key Facts to Remember

- Fair trade helps farmers and their families.
- Fair trade money can build schools.
- Buying fair trade chocolate supports cleaner environments.
- Children in farming families can attend school regularly thanks to fair trade.

By choosing fair trade chocolate, you are helping farmers and their communities in countries like Ghana and Ivory Coast have better lives!

True or False

Is the statement true or false?

1. Fair trade helps cocoa farmers earn more.	True	False
2. Ghana and the Ivory Coast produce many cocoa beans.	True	False
3. Children of farmers benefit from fair trade.	True	False
4. Buying fair trade chocolate supports fair wages.	True	False
5. Fair trade chocolate costs less than regular chocolate.	True	False

Questions

Answer the questions below.

1) How does fair trade help cocoa farmers?

2) How does fair trade protect the environment?

Word Search

Find the words in the wordsearch.

Fair	Trade
Chocolate	Cocoa
Farmers	Ghana
Sustainable	Community
Healthcare	Organic
Harvest	Economy

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

Exploring Global Trade with Our Map

Objective

What are we learning about?

To help you explore how countries trade goods and connect with each other, you'll create a map using an information sheet about major trade routes and products. This will show you the importance of trading and how it helps countries get what they need.

Materials

What you will need for the activity.

- Information sheet about major trade routes and products
- Large world map
- Coloured markers or pens
- Small pictures of different products
- Glue sticks scissors



Instructions

How you will complete the activity

1. Start by looking at the information sheet. Find out which countries are listed and what products they trade.
2. Locate the countries on your world map.
3. Using the information sheet, draw lines between the countries that trade with each other. Use different colours for each product traded. These lines represent the trade routes.
4. Next, cut out your pictures of products and glue them along the trade routes, showing what products are traded between which countries.
5. Look at your map and see how many connections you've made, showing how countries help each other by trading.
6. Discuss why trading goods is important.

Reference Sheet

Global Trade Reference Sheet for Students

Major Trade Routes and Goods Traded**1. North America to Europe**

- **Goods traded:** Cars, technology, and clothing.
- Think of the cars we see on the streets, the gadgets we use, and the clothes we wear. Many of these come from or go to places across the ocean in Europe!

2. Asia to North America

- **Goods traded:** Electronics and clothing.
- Many of the toys you play with, the cool electronics at home, and even some of your t-shirts have traveled all the way from countries in Asia!

3. Europe to Asia

- **Goods traded:** Machinery, pharmaceuticals, and luxury goods.
- Big machines that help make things, medicines to help people stay healthy, and some really fancy items travel between Europe and Asia.

4. South America to North America

- **Goods traded:** Fruits, coffee, and textiles.
- Yummy fruits, the coffee that your parents might drink, and materials used for making clothes come from friends in South America.

5. Australia to Asia

- **Goods traded:** Minerals, beef, and wool.
- Rocks and minerals from the ground, beef which might end up as burgers or steaks, and wool for warm sweaters travel from Australia to countries in Asia.

Reference Sheet

Global Trade Reference Sheet for Students

Major Trade Routes and Goods Traded**6. Africa to Europe**

- **Goods traded:** Cocoa, precious metals, and textiles.
- Delicious cocoa that's used to make chocolate, shiny metals, and more materials for clothes go from Africa to Europe.

7. Middle East to Europe and Asia

- **Goods traded:** Oil, spices, and crafts.
- Oil that powers cars and planes, beautiful fabrics, and handmade items travel from the Middle East to Europe and Asia.

8. North America to Asia

- **Goods traded:** Agricultural products, airplanes, and machinery.
- Foods that farmers grow, big airplanes, and tools that help us feel better are sent from North America to countries in Asia.

9. Europe to Africa

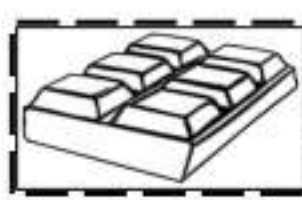
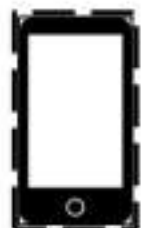
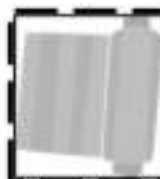
- **Goods traded:** Cars, technology, and clothing.
- Just like with North America, cars that we drive, gadgets like computers and phones, and different kinds of clothes are sent from Europe to Africa.

10. Asia to Africa

- **Goods traded:** Electronics, machinery, and textiles.
- Cool gadgets, big machines that help in making things, and lots of different fabrics used to make clothes travel from Asia to Africa.

Products

Product for trade



Handout

Colour and label the countries for the 10 landmarks on the map



Newspaper Article: The Journey of a T-Shirt

The Global Journey of a T-Shirt

Publish Date: March 6, 2024

Do you know where your t-shirt comes from? It's a teamwork from around the world!

First, farmers in countries like India or the United States grow cotton.

Cotton is a fluffy, soft plant that is perfect for making t-shirts. It takes a lot of sunshine and water to grow. "Cotton is like the foundation of a t-shirt," says Dr. Alice Williams, a clothing expert.

After the cotton is picked, it's sent to factories, often in China or Bangladesh.

There, workers clean the cotton and spin it into yarn. This yarn is then woven

into fabric. "Every t-shirt starts as a tiny cotton seed," shares Raj, a cotton farmer.

Next, the fabric is dyed in different colours. Blue, brown, or any colour you choose! Then, the coloured fabric is cut into pieces and sewn together to make a t-shirt.

Finally, t-shirts are packed and shipped to stores all over the world, even to you! When you buy a t-shirt, you're connected to people from many places.



This journey shows how countries depend on each other. From the cotton farmer to the store, many hands work together to make your t-shirt.

Remember, every t-shirt has a story!

True or False

Is the statement true or false?

1) Cotton comes from a fluffy plant.	True	False
2) T-shirts grow on trees.	True	False
3) Cotton needs a lot of sunlight.	True	False
4) Workers sew t-shirts together in factories.	True	False
5) T-shirts are made without fabric.	True	False

Question Answer the questions below.

1) How are communities around the world connected by t-shirt production?

2) What happens to the fabric before it is sewn into a shirt?

Investigate

Answer the questions below

1) What material is your shirt made of?

2) Where was your shirt made?

3) Did your shirt travel a long distance? Explain.

Technology: Made in China

Why Electronics are Made in China

Many of our **electronic devices**, like phones and computers, are made in China. But why is that? Let's find out.

Special Skills and Parts

- China has many **factories** that can build electronics quickly.
- There are a lot of **workers** who know how to make these devices.
- China also has the **materials** needed to make electronics.

Lower Costs

Making electronics in China is **expensive** in many other countries. This means companies can save money by making their products made there.

Global Business

When electronics are made in China, they are sent to **countries** all over the world. This helps different countries work together and share products.

Key Facts to Remember

- Many electronic devices are made in China.
- China has many factories and skilled workers.
- It costs less to make electronics in China.
- Electronics made in China are used globally.

Remember these points, and you'll understand why so many of our electronic devices come from China!



True or False

Is the statement true or false?

1) Making electronics in China saves companies money.	True	False
2) China lacks materials for making electronics.	True	False
3) Chinese workers are skilled in manufacturing electronics.	True	False
4) Electronics from China are sent all around the world.	True	False
5) Global business is not affected by electronics from China.	True	False

Question: Answer the questions below.

1) Why do many companies choose to make electronics in China?

2) How does making electronics in China affect global businesses?

Draw

Draw an electronic with a Made in China label



Plastic Problems Around the World

What's the Problem?

Every year, people all over the world use a lot of **plastic items** like water bottles, straws, and bags. Sadly, not all of this plastic is thrown away properly. This can harm animals, nature, and even people.

Facts to Remember

- Over 100 million tons of plastic are produced every year.
- Less than 10% of plastic is recycled.
- Plastic can take more than 100 years to decompose.



How Plastic Hurts Us

Plastic waste can travel far and pollute rivers, oceans, and lakes. This makes life tough for animals and plants. In some places, there is so much plastic in the water that it forms a "**plastic soup**." This is bad for fish and birds, and even people can get sick too.

Being Part of the Solution

We can help by using less plastic and recycling more. Here are three simple ways:

- Use reusable bags, bottles, and containers.
- Recycle plastic items instead of throwing them away.
- Pick up plastic waste to keep our environment clean.

Every little bit helps! We can protect the environment by making wise decisions.

Questions

Answer the questions below.

1) Why is it important to use less plastic?

2) What is meant by "plastic soup"?

Visualizing

Draw what you see in your mind when you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Over 500 million tonnes of plastic are made yearly.	True	False
2) Plastic can decompose in under 100 years.	True	False
3) Plastic waste can harm animals and the environment.	True	False
4) Plastic soup is good for marine life.	True	False
5) Using reusable bags helps reduce plastic waste.	True	False

Fact or Fiction – Global Myths About Consumption

Objective

What are we learning about?

Students will explore common myths about consumption, recycling, and global economic practices.

Materials

What you will need for the activity.

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

FACT

OR
FICTION?

Instructions

How you will complete the activity.

1. Your teacher will read statements from cards. Listen attentively 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	You can recycle paper as many times as you want.	Fiction
2	Recycling one plastic bottle can save enough energy to power a lightbulb for 3 hours.	Fact
3	All types of plastic bottles can be recycled into new bottles.	Fiction
4	Glass can be recycled forever without losing its quality.	Fact
5	Only one type of plastic can be recycled.	Fiction
6	Recycling helps protect animals by keeping their homes clean.	Fact
7	Every piece of plastic ever made is still on the planet today.	Fact
8	You can't recycle materials more than once.	Fiction
9	Making products from recycled materials uses less energy than making them from new materials.	Fact
10	Recycling is only important for cities, not all towns or the countryside.	Fiction
11	Plants can grow faster in soil that has compost in it.	Fact
12	You can make a new tire from 12 recycled tires.	Fiction
13	Composting food waste can help make the soil better for plants.	Fact
14	If we don't recycle, all garbage will decompose eventually so it's not a big problem.	Fiction
15	Recycling one aluminum can save enough energy to run a TV for two hours.	Fact
16	It's okay to throw batteries in the trash since they're so small.	Fiction
17	Recycling helps save important resources like water and minerals.	Fact
18	All paper is made from trees.	Fiction
19	Throwing away a single aluminum can is like pouring out six cans of water.	Fact
20	You can recycle food by turning it into compost.	Fact

Unit Test – Interactions and Interdependence

Multiple Choice

/10

1) How do Japanese people use kimonos? a) Casual wear b) Sports gear c) Artistic symbols d) Work uniforms	2) What does the festival of Eid celebrate? a) The end of fasting b) The start of school c) A harvest d) A new year
3) What is typical of British schools? a) Lots of homework b) Focus on happiness c) Uniforms required d) Only math classes	4) Bollywood is a part of? a) Indian culture b) American culture c) British culture d) Australian culture
5) What does public transport in big cities help to reduce? a) Noise b) Traffic c) Comfort d) Punctuation	6) In many cultures, totem poles represent? a) Stories b) Legends c) Adventures d) Music
7) Where does the cocoa for fair trade chocolate come from? a) Europe b) South America c) Africa d) Asia	8) What is a benefit of modern electronics in China? a) Lower costs b) Better quality c) Faster shipping d) Brighter colours
9) What is a benefit of fair trade? a) More pollution b) Helping other communities c) Higher costs d) Reduced quality	10) What is the benefit of eating local foods? a) Saves energy b) Decreases cost c) Promotes freshness d) All of the above

Matching

Draw a line from the term to its matching definitions

Greenhouse

Maasai
Community

Mandarin

Kimonos

Ramadan

Haka Dance

Fair Trade

Bollywood

Chinese New
Year

- A festival of lights celebrated by Hindus to show the victory of light over darkness and good over evil.
- A special month for Muslims where they fast from sunrise to sunset to practice patience and kindness.
- Traditional long robes worn in Japan, often for special occasions or ceremonies.
- A group of people in Africa known for their unique culture, colourful clothes, and herding cattle.
- A house made of glass where plants can grow in winter because it stays warm.
- A language spoken by many people in China and is one of the most spoken there.
- The movie industry in India, known for making a lot of colourful films.
- A big festival to celebrate the beginning of the new year according to the Chinese calendar.
- A traditional dance from the Maori people of New Zealand, often performed in groups with chanting.
- A way of buying and selling products that makes sure the people who make them are treated well.

Define

What do the terms below mean?

Term	Definition – What does it mean?
Fair Trade	
Recycling	
High	

Short Answer

Answer the questions below – Each question is worth 3 marks.

1) How does public transport help the environment?

2) Why is eating local foods a good choice?

3) Why is it important to use less plastic?
