

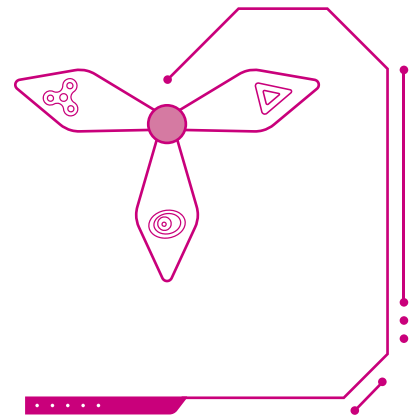


LESSON PLAN | PRIMARY

# BRINGING THE WORLD TOGETHER

**Subject:** Moral Education, Arts & Design, Humanities, Social Studies

**Years:** Cycle 1 / Primary



• **CONNECTING MINDS**  
UAE FROM PARTICIPATION TO HOSTING



## EXPO CONNECTION

Expo 2020 Dubai is bringing the world together to share ideas and work together to try and find solutions to the world's challenges. When we communicate openly and with empathy, new dialogues can open the door to amazing opportunities for all.



## HOLISTIC AIM

To help students recognise and appreciate that we are all similar and different, and that our differences are positive.



## LESSON PLAN SUMMARY

Students explore the similarities and differences in their ideas, and their excitement about Expo 2020 and the future. They consider how when we really listen, we begin to understand and help each other. In a practical task they learn that by helping one another, they can achieve their dreams, and help others to do the same. Students identify that to help one another they need to connect, they then generate ideas about how listening can make their community a better place.



## LEARNING OBJECTIVES

We are learning to:

- Articulate ideas and excitement about the future Expo 2020 could help create
- Identify a personal goal for the future, and understand how by listening and connecting, we can help one another
- Describe a positive change we would like to see in our community and, by understanding the importance of listening, identify a question which could help create this change.



## MATERIALS/RESOURCES REQUIRED

- **Expo 2020 Statements** Activities & Handouts sheets – one set, enlarging each sentence to fill one sheet of paper
- **My Goal for the Future** Activities & Handouts sheets – one per student
- **A Change for Good sheet** Activities & Handouts sheets – one per pair or small group
- A ball of yarn or string
- Students will need access to an online translator for the extension activity
- Expo 2020 Champions programme (download the cycle 1 information):  
<https://schools.expo2020dubai.com/en/teachers/expo-2020-dubai-champions>

### Preparation:

- You may want to arrange your classroom furniture so students have space to form a line across the room, or complete this activity in another location.



## STARTER:

# SIMILAR... AND DIFFERENT

22 MINUTES

### 12 minutes

#### Similar... and different

- With your hand, draw an imaginary line from one side of your classroom to the other and ask students to visualise it.
- Ask students to stand up. If you wish, energise students by asking them to shake their arms and legs for 30 seconds. Students stand along the line.
- Explain that you are going to show students some statements. Students are going to change their position along the line to show how much they agree with one statement or its opposite. If they fully agree with one statement, they should move to that end of the line. But if they are less sure, then they should choose a spot somewhere along the line that reflects their view. Students should ignore everyone else and choose a spot that is an honest reflection of their opinion.
- Introduce the topic of Expo 2020. Ask if students have heard of Expo 2020 Dubai and if so, what they think it is.
- Explore students' reactions to each pair of statements from the **Expo 2020 Statements** Activities & Handouts sheets. As you read each pair of statements, place the printed out statements at either end of the line, then ask students to move to reflect their opinion.

### 5 minutes

#### Discovering and appreciating

- After you have explored all the statements, highlight that taking part showed that students have some opinions in common, and some that are different – but that's OK!
- Ask students:
  - Which statement was easiest to know where to stand, and which was the hardest?
  - Did it surprise you when other students stood somewhere else along the line?
  - How did it feel to stand in the same place as other students? What about if you stood in a much smaller group, or even on your own?
- Explain that we all have opinions we share with others, and often we will have opinions that will be different to everyone else's.
- Ask students to share some reasons why it's positive to have the same opinions as other people, like friends or family.
- Ask students to share some reasons why it's positive to have your own opinions.
- Briefly discuss some examples of when it might not be OK to have opinions that are the same or different to everyone else's (be sensitive to any religious or cultural issues).

## 5 minutes

### Helping one another

- Explain that it would be great for all students to be at the same end of the line for some statements, such as:
  - Everyone is excited about the future
  - Everyone knows about Expo 2020's themes
  - Everyone knows what they would like to be in the future.
- What could students do to help one another? Share ideas about how students could help those who aren't sure, or don't know as much as they would like about Expo 2020. For example, they could ask questions, help them find answers on the internet etc.
- Highlight that even though we may each have different ideas, we can all help one another.

## 5 minutes

### Alternative delivery: what do we have in common?

- Instead of the line activity above, ask students to form small groups of 2-4.
- Introduce the topic of Expo 2020 as above. Ask students to find out one thing they have in common with each other about Expo 2020, and one thing where their opinions or ideas differ (this may be something they know, an opinion, or something they would like to find out or experience).
- Students share what they discovered, and find out how many other students in the class also share these similarities or differences.



## MAIN ACTIVITY:

# BRINGING US ALL TOGETHER

20 MINUTES

### 5 minutes

#### My Expo 2020 goal for the future

- Can students name Expo 2020's theme? (It is 'Connecting Minds, Creating the Future'.)
- Explain that Expo 2020 has three sub-themes. Each one will have its own pavilion – a unique building filled with exhibits and activities which both bring the theme to life, and show how each one is helping to create a better future.
- Can students name Expo 2020's three sub-themes? They are:
  - Opportunity – helping individuals and communities meet their current needs and future aspirations (a hope or ambition of achieving something)
  - Mobility – connecting people, goods and ideas, and making it easier to access knowledge, markets (people who will buy goods and services), and innovation (new ideas)
- Sustainability – helping us all do more with less, while protecting and preserving our environment for future generations.
- Ask students to each think of one thing they would really like to achieve in the future, which is:
  - An opportunity, like achieving a career or other life goal
  - Travelling to new places or meeting new people
  - An action to protect our environment.
- Students write their idea on the **My Goal for the Future** Activities & Handouts sheet.

## 15 minutes

### Helping each other achieve our goals

- Show students the ball of yarn or string. Explain that you're going to show how, when we help one another, we connect. People in families, classes, communities, countries and groups all become connected when they help one another. Expo 2020 is bringing people together to connect so we can create a better future for all.
- Invite a student to read out their goal for the future from their **My Goal for the Future** Activities & Handouts sheet and hand them the ball of yarn. Ask students to think about how they might help this student (now or in the future) by using their own skills or knowledge. Share ideas and show how there are lots of ways that students could help one another. The first student chooses the response they think is most helpful and, holding the end, passes the yarn to this student, connecting them. (You can even clap or cheer every time a new connection is made.)
- That student now reads out their own goal, and the process continues.
  - Once most students are connected there will be fewer left to help, so you may need to provide some help and stimulus.
  - If you have a smaller group, more time, and a long ball of yarn, try connecting more than one student each time!
- Once all students have read out their goal and become connected to another student, ask the class to stand up, still holding the yarn. Ask students to look around and take in all the connections they have created through their ideas for help. Ask some students in the middle of the group to try to move – it's hard! But this shows how strong our connections can be when we help each other.
- At the end, their network of connections could be hung on the wall as a classroom display.



## PLENARY:

# A CHANGE FOR GOOD

20 MINUTES

**10 minutes**

### Expo Champions

- Explain that each example of help was one way of 'connecting minds to create the future', and remind students that Expo 2020 will bring people together from all over the world to explore important ideas that help shape the future.
- Ask if students can name any young people who are already changing the world.
- Explain that Expo 2020 Dubai Champions programme is an excellent opportunity for students to be involved in the journey to Expo 2020. It aims to empower students to build their leadership skills, communicate their vision for Expo 2020 and be inspired by the UAE's efforts to build a better future for everyone. Could one of your students become an Expo 2020 Champion?

**10 minutes**

### How could listening make our community a better place?

- Students think of one way they would like to become a better friend, family member or student, and share ideas.
- They consider a question they could ask to help them. Remind them that they'll also need to listen carefully to the answer. For example, they could become a better friend by remembering to ask, 'How are you feeling?', and listening attentively to the answer.
- Students record their questions using the **A change for good** Activities & Handouts sheet.
- They share their ideas, thinking about how listening carefully will help them connect to those they would like to help.
- What difference might people see in their community if this happens? Students share their ideas as words or images at the bottom of the **A change for good** Activities & Handouts sheet.
- Congratulate students on all their amazing ideas to create a better future in your community!



### EXTENSION ACTIVITY 1:

## SAY 'HELLO'

### Students learn how to say 'hello' in as many languages as possible

- Students use an online translator to find out how to say 'hello' in as many languages as possible.
- Invite students to share their greetings. Can students guess each language? How many can they remember?
- Use a large map to help display their findings, or ask students to write 'hello' in each language to create a display.
- Discuss why taking the time to learn some simple phrases in another person's language can help to bring people together.



### EXTENSION ACTIVITY 2:

## EXPO 2020 CLUB AND CHAMPIONS

### Students join an Expo 2020 Club and enter the current term's Expo 2020 Challenge

- Download the resources from the [Expo 2020 Champions](#) programme and explore the ideas for starting an Expo 2020 Club at your school.
- Students can enter the current term's challenge for the chance to become an Expo 2020 Champion!



## EVALUATION:

Use this grid to help you evaluate students' understanding of the Lesson Plan.

Outcome/objective	Emerging (fair)	Developing (good)	Mastery (very good)
<ul style="list-style-type: none"><li>▪ Articulate ideas and excitement about the future Expo 2020 could help create.</li><li>▪ Identify a personal goal for the future, and understand how by listening and connecting, we can help one another.</li><li>▪ Describe a positive change we would like to see in our community and, by understanding the importance of listening, identify a question which could help create this change.</li></ul>	Students can follow directions and repeat information back accurately, showing a basic understanding of content.	Students can confidently use the vocabulary and content in familiar contexts.	Students demonstrate clear understanding of the vocabulary and content by using it confidently, and applying it to unfamiliar contexts.