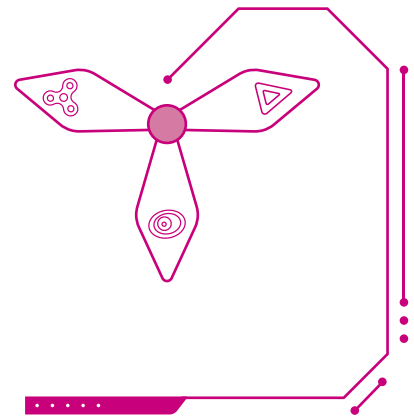


LESSON PLAN | PRIMARY

UAE EXPO ADVENTURE

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

Years: Cycle 1 / Primary



CONNECTING MINDS
• UAE FROM PARTICIPATION TO HOSTING



EXPO CONNECTION

Expo 2020 Dubai is set to bring people from around the world to collaborate, share ideas, and to solve global challenges. Even before the founding of the nation, World Expos have been a platform for highlighting UAE's history, traditions, heritage and culture, as well as its ambitions and futuristic visions.



HOLISTIC AIM

Students will learn about UAE's participation in World Expos and its drive to become one of the developed countries that values its past but embraces the future.



LESSON PLAN SUMMARY

In this lesson, students explore Expos from previous years and use them to chart the journey of the UAE from participant to host. This journey will not only highlight the different Expo hosts but will also showcase the culture and history of the UAE.



LEARNING OBJECTIVES

We are learning to:

- Understand the importance of World Expos for the UAE and other countries
- Explore the culture of the UAE through its participation at World Expos.



MATERIALS/RESOURCES REQUIRED

- **UAE Expo Adventure** PowerPoint presentation
- **UAE Expo Adventure** booklet from the Activities & Handouts sheets – one per student or group
- Optional for potato printing: potato, kitchen knife, paint, paper

Preparation:

- Set up five 'stations' around the classroom.



STARTER:

HISTORY OF EXPO

SLIDES 4-19, 15 MINUTES

Slides 4-17 | 8 minutes

Test your knowledge

- Introduce the fun multiple-choice quiz on **slides 4–17** to students. The questions will test their knowledge of the history of World Expos.

- Organise students into groups. Display each question and ask groups to write the letter of the correct answer on a mini whiteboard or large piece of paper. They then display these to you when everyone is ready to answer. For each correct answer, students can colour in a block in the leader board. Which team can reach the top first?

- Questions and answers are as follows:

1. When was the first Expo, or World Fair held?

D: 1851

2. How many Expos have there been?

B: 44.

Expo 2020 will be number 45.

3. How often do World Expos happen?

A: Every 5 years

There are also sometimes Specialised Expos in between these.

4. Where are World Expos held?

C: All over the world

5. How long do Expos last?

D: About 6 months

6. How many Expos have the UAE participated in?

B: 5

1970 saw the first participation by Abu Dhabi. Since gaining its independence in 1971, the United Arab Emirates has participated in all World Expos

7. How do countries participate in an Expo?

B: Countries participate by hosting pavilions

Slide 18 | 5 minutes

The role of a pavilion

- Following the quiz, lead the students in a discussion of the role of the pavilions in an Expo. Ask them to discuss these questions in groups.
 - What is the aim of a pavilion?
 - Why do countries have a pavilion?
 - What do they showcase?
- In turn, ask each group to share their answers and as a class list the roles of a pavilion. Ensure that students understand that a nation's pavilion is like a snapshot of that country.
- Countries sometimes bring their nation's treasures to display to the world.
- Through this group discussion highlight to students that the pavilions at World Expos have been a platform for highlighting the UAE's history, traditions, heritage and culture, as well as its ambitions and futuristic visions. H.H. Sheikh Khalifa is pictured here visiting the World Expo in Osaka 1970, demonstrating that World Expos have long been a part of the UAE's vision - from participation to hosting Expo 2020.
- Explain that in today's lesson students will explore some parts of the UAE's heritage and culture that have been showcased in previous pavilions through a series of fun challenges.

Slide 19 | 2 minutes

Expo pavilion stamps

- Show students **slide 19**, which shows images of pavilion stamps from previous Expos.
- The idea began in Expo '67 in Montreal.
- You collected a stamp when you visited each pavilion. Each pavilion's stamp represents that country in some way.
- To start with, the stamp designs were basic, with the name of the pavilion in a circle or rectangle.
- Over the years, the designs have become larger, more colourful and more complex. At Vancouver's Expo '86 and Brisbane's Expo '88, Japan featured a stamping robot!



MAIN ACTIVITY:

UAE EXPO ADVENTURE

SLIDES 20-27, 30 MINUTES

Slides 20-26 | 25 minutes

Can you collect all 5 stamps to journey to 2020?

- Create five 'stations' around the room, one for each of the World Expos that the UAE have participated in, which are featured in the **UAE Expo Adventure** PowerPoint presentation.
- Divide the class into groups and give each one a copy of the **UAE Expo Adventure** booklet from the Activities & Handouts sheets. Explain that they are to rotate around the stations as a group and complete the challenge they find there.
- You may wish to print out **slides 20-26** and put the relevant page at each station to help students with their answers.
- **Slide 23** contains the information they will need for the Expo 2000 activity, and **slide 25** contains a video for the 2010 activity.
- Once they have completed the challenge successfully at a station, they earn the 'stamp' by colouring it in. Each stamp depicts a different story about the UAE at World Expos.
- This set of activities will give students the chance to discover new cities and countries, and also discover their own country's heritage and culture as they explore the UAE pavilions.

Slide 27 | 5 minutes

Favourite Pavilions

- Show students **slide 27**. Ask students to compare the photographs of the UAE pavilions from the different Expos. Which is their favourite and why?



PLENARY:

DESIGN YOUR OWN STAMP

SLIDE 28, 15 MINUTES

Slide 28 | 15 minutes

Make your own stamp

- Ask students to design the stamp for the UAE pavilion at Expo 2020. The pavilion stamp should tell something about the country, be connected to the theme of the Expo or be connected to a pavilion's design.
- They can look at the images of the three thematic pavilions (Opportunity, Mobility and Sustainability) and the UAE pavilion for inspiration.
- Students can present their stamps to the class, explaining their design and how they incorporated the theme or pavilion design.
- As an optional extension, students can create a potato stamp with their design.



EXTENSION ACTIVITY:

COMPILE A GUIDE BOOK

- Ask students to work in pairs to compile guide books for two previous Expo sites. They should choose sites from different continents and research their chosen Expo and the UAE pavilion at that Expo. Students should research the important elements of UAE culture and heritage that visitors may expect to see at the UAE pavilion.
- Using their research, students create an itinerary with recommendations on what to visit at each Expo.

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">▪ Understand the importance of World Expos for the UAE and other countries.▪ Explore the culture of the UAE through its participation at World Expos. | 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. |