

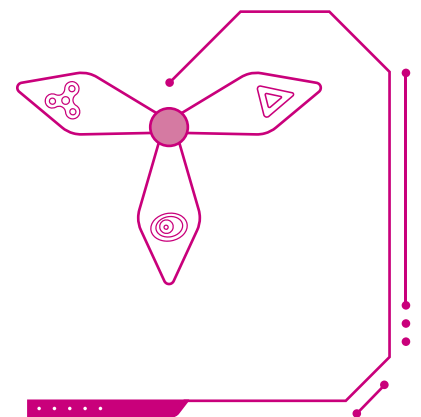


LESSON PLAN | SECONDARY

# HOSTING THE WORLD IN 2020

**Subject:** Humanities, Geography,  
Science, Technology,  
Social Studies

**Years:** Cycle 3 / Secondary



CONNECTING MINDS  
• UAE FROM PARTICIPATION  
TO HOSTING

Visit [schools.expo2020dubai.com](https://schools.expo2020dubai.com) to download these resources.



## 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 Union, 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

The lesson begins with a fun game that allows students to discover many of the countries that will have pavilions at Expo 2020. This leads into a discussion about the importance of pavilions for a country. Students explore the journey visitors to Expo 2020 will take and choose a country to investigate through the plans for their pavilion.



## LEARNING OBJECTIVES

We are learning to:

- Understand the role of pavilions and their importance for the UAE and other countries at World Expos
- Explore the opportunities Expo 2020 is providing to countries with the assisted and self-build pavilion scheme.



## MATERIALS/RESOURCES REQUIRED

- **Hosting the World in 2020** PowerPoint presentation



## STARTER:

# PAVILION POP QUIZ

SLIDES 4-32, 18 MINUTES

### Slides 4-31 | 10 minutes

#### Pavilion pop quiz

- Using **slides 4-6**, introduce the concepts of sub-themes, districts and pavilions. Explain that at Expo 2020 Dubai other countries will host their own pavilions within one of the three sub-theme districts.
- Explain to students that you are going to play a quiz show style game that will allow them to discover the many different countries that will have a pavilion at Expo 2020.
- Students take it in turns to pick a question from the board. Keep a tally of the points students earn for a correct answer. Question 1 = 10 points, Question 2 = 20 points, Question 3 = 30 points, Question 4 = 50 points.
- To continue the game further, ask students to create their own questions for other countries participating at Expo 2020. There are 190 of them! See <https://www.expo2020dubai.com/en/discover/pavilions> for the countries taking part.

### Slide 32 | 8 minutes

#### The importance of pavilions

- Ask students why they think countries have pavilions at Expos. Why do they think it's important? Allow a couple of minutes for students to discuss in pairs and then share their answers with the rest of the class.
- Ask students what opportunities pavilions provide. Ensure that students understand that pavilions showcase a country's heritage and culture.
- Ask students to discuss how a pavilion could change the way you see that country, or indeed the world.



## MAIN ACTIVITY: HISTORY MAKERS

SLIDES 33-38, 30 MINUTES

**Slides 33-37 | 20 minutes**

### Let's go on a journey

- Use **slides 33-36** and the video clip on **slide 37** to facilitate a class discussion/ Activities & Handouts sheet of the journey visitors will be able to experience in four significant pavilions at Expo 2020:
  - The UAE Pavilion
  - The Sustainability Pavilion
  - The Mobility Pavilion
  - The Opportunity Pavilion
- For each pavilion ask students to think about the inspiration for the design.
- At Expo 2020, countries' pavilions will be arranged by them (Opportunity, Mobility, Sustainability) rather than their geographical region.
- Have students watch the video of 16 countries' pavilions on **slide 37**: [https://www.youtube.com/watch?v=2N\\_X7Mur6IM](https://www.youtube.com/watch?v=2N_X7Mur6IM).
- Ask students to pick a country to investigate through their pavilion design. This could include a comparison between their current pavilion design and their design from past Expos.

**Slide 38 | 10 minutes**

### History makers

- Tell students that for the first time in history every participating country will have a pavilion of their own.
- Display the terms 'Assisted' and 'Self-build', and ask students what they think these terms mean in relation to the pavilions at Expo 2020.
- Explain that 'Assisted' means that the structure is provided so that the country is only responsible for the interior. This is an example of the theme of Opportunity running through Expo 2020. Assisted pavilions offer countries the opportunity to participate which wouldn't otherwise be possible.



## PLENARY:

# WHAT IS YOUR VISION?

SLIDE 39, 15 MINUTES

**Slide 39 | 15 minutes**

### Visionary

- Ask students to imagine that they are one of the organisers at Expo 2020 Dubai. What kind of content would they highlight in UAE's pavilion to teach visitors more about the country? How would they showcase this content?
- In their groups, students present their ideas for their pavilion. Encourage students to model their ideas.
- Display the student's creations in the class.



## EXTENSION ACTIVITY:

# EXPO 2020'S LEGACY

### Expo 2020's legacy

- Ask students to work in groups to predict what long-term effects Expo 2020 will have on the UAE. They should cover topics such as the effect on culture, industry, tourism, the environment and how the UAE is seen by the rest of the world.
- What will people say 50 years from now about Expo 2020?
- Ask students to design a poster showing their ideas.

**EVALUATION:**

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

<b>Outcome/objective</b>	<b>Emerging (fair)</b>	<b>Developing (good)</b>	<b>Mastery (very good)</b>
<ul style="list-style-type: none"><li>▪ Understand the role of pavilions and their importance for the UAE and other countries at World Expos.</li><li>▪ Explore the opportunities Expo 2020 is providing to countries with the assisted and self-build pavilion scheme.</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.