

Date: _____

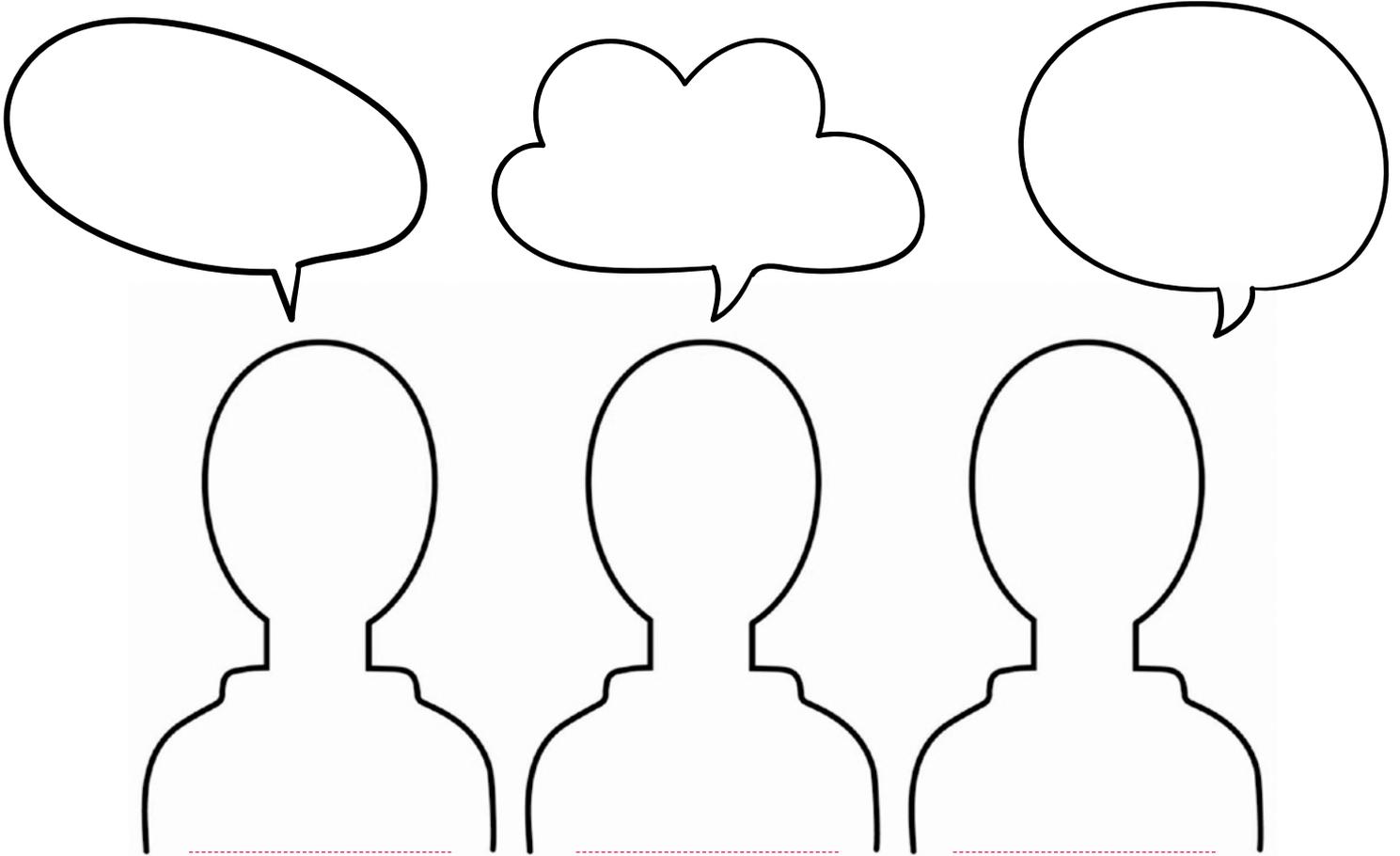
Name: _____



DIVERSITY AND INCLUSION

THREE BEST FRIENDS

1 Read, draw and colour.



- One friend has got short curly hair.
- One friend has got long straight hair.
- One friend has got short wavy hair.
- One friend has got red hair.
- One friend has got brown hair.
- One friend has got blonde hair.
- One friend has got green eyes.
- One friend has got blue eyes.
- One friend has got brown eyes.
- One friend is wearing glasses.
- One friend has got freckles.
- One friend is wearing earrings.
- Each friend has a different pet. Draw the pets on their T-shirts.
- Each friend has a different favourite colour. Colour their T-shirts their favourite colour.
- Each friend has an unusual name. Write their names.

2 What are these three friends saying? Complete the sentences in the speech bubbles.

3 Now take turns to show your pictures and talk about the three best friends.
Begin with: *These are three best friends. They are all different, but they are the same too. This is...*

Date: _____

Name: _____



A TO Z OF NATURE

1 Write the missing letters in the words. Then (a) find the things with an asterisk (*) in the picture and (b) draw five of the other things in the picture.



- | | |
|----------------|-----------------|
| 1. __pple* | 14. s__ail* |
| 2. __utterfly* | 15. __wl* |
| 3. __at | 16. __arrot |
| 4. __uck* | 17. __ueen bee* |
| 5. p__ar* | 18. __abbit* |
| 6. __lower* | 19. __nake |
| 7. __rass* | 20. __ree* |
| 8. __edgehog | 21. sq__irrel* |
| 9. sp__der | 22. lea__* |
| 10. __ellyfish | 23. __orm |
| 11. __iwi | 24. fo__ |
| 12. __emon | 25. lad__bird* |
| 13. __ouse | 26. li__ard* |

2 Choose nine words from the list in Activity 1. Write them in the grid. Then listen to your teacher and play Bingo!

| | | |
|--|--|--|
| | | |
| | | |
| | | |



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HOW WE USE TECHNOLOGY

You are going to do a class survey about technology.

1 Choose one technological device.

2 Make a survey sheet.

- Write a heading.
- Count the number of people in your class, for example, 20.
- Make a table with the same number of rows (for example, 20) and five columns.
- Write your friends' names in the first column.
- Copy the headings in the other four columns.

| (Mobile phone) survey | | | | |
|-----------------------|-------|------------------|--------------|-------------------|
| Names | Never | Less than 1 hour | 1 to 3 hours | More than 3 hours |
| Pablo | | | | |
| Sara | | | | |
| Etc. | | | | |

3 Carry out your survey.

- Ask each friend: *How many hours a day do you use a (mobile phone)?*
- Record the answers with a cross in the correct box.

| (Mobile phone) survey | | | | |
|-----------------------|-------|------------------|--------------|-------------------|
| Names | Never | Less than 1 hour | 1 to 3 hours | More than 3 hours |
| Pablo | | ✓ | | |
| Sara | | | ✓ | |
| Etc. | | | | |

4 Add up the numbers in each column and make a note of the numbers.

Example: *1 person never uses a (mobile phone).*
5 people use a (mobile phone) less than one hour a day.
2 people use a (mobile phone) 1-3 hours a day.

5 Draw a chart or graph to show your survey results.

6 Present your information to your teacher and your class.
 Talk about the survey results and say what surprised you!



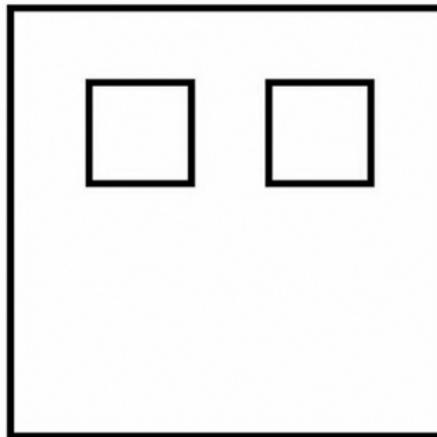
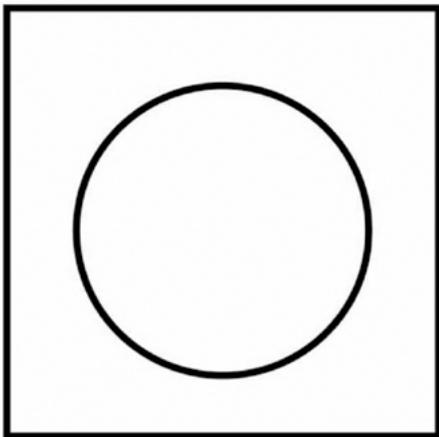
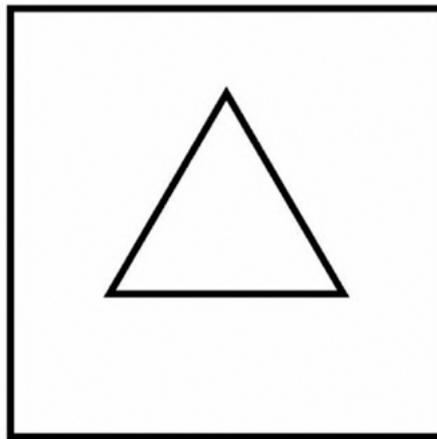
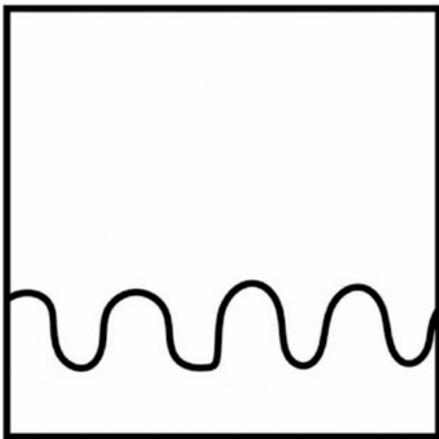
CREATIVITY AND CRITICAL THINKING

Date:

Name:

USE YOUR BRAIN

1 Doodle in the 4 squares.



2 Read and answer the riddles.

1. It belongs to me, but my friends use it more than me. What is it?
2. Joe's mother has three sons, Harry, Tom and ___?
3. What invention lets you look through a wall?
4. You can hold me in your right hand, but you can't hold me in your left hand. What am I?
5. You must break me before you can use me. What am I?
6. What goes up but doesn't come down?
7. I can go up a chimney down, but not down a chimney up. What am I?
8. This is the only place in the world where 'yesterday' comes after 'today'. Where is it?



THREE BEST FRIENDS

1 Using the image.

This picture shows five very different-looking people who are all friends. They are sharing an umbrella and looking happy. Everyone is included and no one is left out.

Encourage your learners to understand that we should celebrate diversity and that we should always make sure that everyone is included, and no one is left out.

- Ask the learners to look at the first image in the calendar (January – March) and to talk about what they see. If necessary, ask a few questions and accept any reasonable ideas.

Who are these people?

Are they friends? How do you know?

Where are they?

What are they doing?

How do you think they feel?

- Focus the learners' attention on the physical appearance of the people in the image. Ask them to describe each person in as much detail as possible.
- Encourage learners to view the different features in a positive way and to make comparisons with classmates or people they know. E.g. *She's got lovely blonde hair. Do you know anyone with blonde hair? Look, she's got glasses. Why do some people wear glasses? Who wears glasses in your family?*

2 'Three best friends' project

Give each learner a copy of 'Three Best Friends'. They should work individually, following the steps to draw, colour, write and speak.

Model text for final speaking activity:

These are three best friends. They are all different, but they are the same too. This is Jody. She's got long, straight hair. It's brown. She's got blue eyes and freckles. Jody loves her pet. It's a rabbit. Her favourite colour is orange. Jody says, 'I love dancing with my best friends.'

3 Make a Diversity and Inclusion poster

- Ask learners to bring in some pictures of people who all look different. They can be from magazines, from the internet, photos or drawings.
- Cut out the pictures and use them to make a large poster collage of people.
- Add a heading: 'We are all different but we are all the same'.
- Display the poster on the classroom wall.
- Ask learners to find people in the poster with features that are similar and different to their own.



A TO Z OF NATURE

1 Using the image.

This picture shows two friends enjoying being outdoors in nature.

Encourage your learners to understand that we should look after the environment and show respect towards all living things.

- Ask the learners to look at the second image in the calendar (April – June) and to talk about what they see, briefly.
- Give each learner a copy of 'A to Z of Nature'. Learners work alone or in pairs. First they write the missing letters A to Z to complete the words. Then they find the words with an asterisk (*) in the picture and draw five of the other words in the picture.
- Children compare their pictures when they finish.

Answers: 1. apple, 2. butterfly, 3. cat, 4. duck, 5. pear, 6. flower, 7. grass, 8. hedgehog, 9. spider, 10. jellyfish, 11. kiwi, 12. lemon, 13. mouse, 14. snail, 15. owl, 16. parrot, 17. queen bee, 18. rabbit, 19. snake, 20. tree, 21. squirrel, 22. leaf, 23. worm, 24. fox, 25. ladybird, 26. lizard.

- Ask learners to choose nine words from the list and to write them in their grid. Then play Bingo! Call out the words in a random order. Learners listen and cross out the words they hear. When a learner has crossed out all nine words, they shout 'Bingo!'

2 'The Environment' homework project

- Ask each learner to choose one of the A to Z words from the picture. Ask them to find out five interesting facts about their animal, plant, fruit or vegetable. They should write the facts in a fact file, on a small piece of card or paper. They can illustrate their fact file with a picture, too.
- Display the fact files on the classroom wall for learners to read and learn some exciting things about the natural world.

3 Speaking activity

Ask learners to think of a beautiful outdoor place that they know, a garden, a beach, a park, a forest, etc. Ask them to close their eyes and imagine they are in this place. Then guide them to share their imaginings by asking some prompt questions.

E.g. *What can you see in this place?*
What can you hear in this place?
What can you smell in this place?
How do you feel in this place?
What's the best thing about this place?



HOW WE USE TECHNOLOGY

1 Using the image.

This picture shows some friends using several technological devices, such as: a tablet and pencil, a mobile phone, headphones, ear pods, a VR (virtual reality) headset, and a desktop computer. Behind the learners, on the wall, are two posters: 'Stay safe online' and 'Use tech carefully'.

- Ask the learners to name all the technological devices they can see in the picture. Then ask them to discuss these questions.
Which devices do you use?
How do you use each device?
How much time do you spend looking at screens?
- Draw the learners' attention to the two posters and ask them what they show.
- In groups, ask the learners to share their ideas about what information is on each poster. If necessary, provide some prompts that they can use to speculate:

E.g. *I think there is something about passwords on this poster.*
Maybe there is a list of things to do.

2 'Technology' project

- Give each learner a copy of 'How we use technology'.
- Learners work in pairs, following the steps on their project sheet.
- Monitor the learners as they create and then carry out their surveys. Help where necessary.
- Organise presentations. Encourage learners to respond to each other with positive comments.

3 Posters

Organise learners into groups to make posters about technology. Refer back to the posters in the calendar image. Learners should focus on one message or the other: 'Stay safe online' or 'Use tech carefully'.

First brainstorm ideas for both posters and write them on the board.

Encourage everyone to share their ideas and provide time for learners to find information and ideas on the internet if necessary.

To make the poster, learners should:

1. Decide what to include in the poster (heading, sub-headings, text, information, images, etc.)
2. Draw a plan of the poster design.
3. Write the text in a notebook and check vocabulary and spelling.
4. Make the poster, following the plan and using the corrected text.



USE YOUR BRAIN

1 Using the image.

This picture shows two friends thinking about what to do in their free time. They are thinking about several activities, some of which are creative and some of which involve critical thinking.

- Ask the learners to describe the activities they can see in the thought bubbles. Then ask them to discuss these questions.
Which of these activities would you like / not like to do?
What skills do you need to do each of these activities?

E.g. *You need to be good at using your hands / doing Maths.*

Expand on the activities.

- Ask learners to brainstorm a list of activities which involve 'being creative'. Write them on the board. Then ask them to order the activities in one of the following ways:
 - a. The most difficult to the easiest.
 - b. The most fun to the least fun.

2 Doodles and Riddles (part 1)

- Give each learner a copy of 'Doodles and Riddles'.
- Learners start with part 1. They work individually, doodling in each of the four squares, creating their pictures.
Note: To doodle is to draw absent-mindedly. In this activity learners think creatively to make pictures from the lines and shapes.
- When they finish, ask learners to compare their pictures with their friends. Encourage them to give each other praise.

3 Doodles and Riddles (part 2)

- Explain to learners that a riddle is a kind of word puzzle.
- Learners work in pairs. They read each of the riddles in part 2, trying to guess the answers. If necessary, provide them with some language for speculating.
I think the answer is ...
The answer could be ...
Maybe it's ...

- Check answers as a whole class.

Answers:

- 1 *My name*
- 2 *Joe*
- 3 *A window*
- 4 *Your left elbow*
- 5 *An egg*
- 6 *Your age*
- 7 *An umbrella*
- 8 *A dictionary*