

# Grade 1 Social Studies IDPC

## Unit Lesson Plan #5

Grade: 1

Strand: Industries, Production, Distribution and Consumption (IDPC) - Economics

Date:

### Standards:

- *IDPC.I. Recognise and demonstrate an understanding of the interrelationship of different economic systems (in the production, exchange, distribution and consumption of goods and services)*
- *IDPC.II. Understand the impact of local, regional and global industries.*
- *IDPC.III. Understand the interrelationship of technology, industry and the environment.*
- *IDPC.IV. Understand and appreciate traditional VI values.*

### Benchmarks:

- *IDPC.I.A. Examine components (production and distribution of goods and services) of the local economy.*
- *IDPC.I.B. Identify factors (supply/demand, media, etc.) that affect how consumers make their choices.*
- *IDPC.II.A. Analyse the conditions and events that led to the development of industries in the VI.*
- *IDPC.II.B. Examine the major industries (Tourism, Finance, Agriculture, Fishing) and their impact on the VI economy.*
- *IDPC.III.A. Investigate the role of technology in improving production, distribution and consumerism.*
- *IDPC.III.B. Explore current economic issues and decisions and analyse their implications for the future.*
- *IDPC.IV.A. Reflect on knowledge and skills and demonstrate positive VI values and attitudes.*

Lesson 1: Local Goods

Lesson 2: Diverse Jobs

Lesson 3: No such thing as waste!

## Grade 1 Social Studies

<b>Strand</b>	Industries, Production, Distribution and Consumption
<b>Lesson Plan</b>	Local Goods
<b>Lesson Duration</b>	
<b>Reference</b>	<i>IDPC.I. Recognise and demonstrate an understanding of the interrelationship of different economic systems (in the production, exchange, distribution and consumption of goods and services)</i> WRT.I. Compose coherent and organised forms of writing for a variety of purposes and for specific audiences using current strategies and technology.

### Objectives

Identify and enjoy locally made products.

### Summary of Tasks

(1) As a class brainstorm locally made products that they know. For example, Sea fans, salt, fruit, baked goods.

(2) In partners, students can identify products that they could make using what is growing in the garden. Students should create an 'advertisement' for their product; a poster, a song, a short skit, or other.

(3) After presentations, conduct an anonymous vote for each student to decide which final product they would buy.

(4) As a class, reflect on why this one was the most desirable.

(5) Bring in a visitor from relevant organisation to identify what local goods or service they provide regarding environment or agriculture

### Materials

Art materials

## Garde 1 Social Studies

<b>Strand</b>	Industries, Production, Distribution and Consumption
<b>Lesson Plan</b>	Diverse Jobs
<b>Lesson Duration</b>	
<b>Reference</b>	<i>IDPC.II. Understand the impact of local, regional and global industries.</i> OCOM.I. Listen and speak effectively in formal and informal situations.

### Objectives

Understand the diversity of jobs that exist to protect our environment

### Summary of Tasks

(1) Introduce the diversity of our workforce. Some jobs are better for the environment than others. Why?

(2) Go home to their parents and ask: What industry does their parent work in? What is your job? How does this job help our territory? How does this job help our environment?

(3) Present and reflect as a class upon the work of parents. If any parent has a particularly relevant job, ask them if they would be happy to come in talk about their work.

### Materials

N/A

## Grade 1 Social Studies

<b>Strand</b>	Industries, Production, Distribution and Consumption
<b>Lesson Plan</b>	No Such Thing as Waste!
<b>Lesson Duration</b>	
<b>Reference</b>	<i>IDPC.III. Understand the interrelationship of technology, industry and the environment.</i>

### Objectives

Understand that what we consider as waste can be an economic resource.

### Summary of Tasks

(1) Introduce the importance of maintaining a clean community. If our towns and cities were not clean, what would our life be like? What would we see? How would we feel?

(2) Take students on a campus tour where they will collect rubbish as they walk.

(3) After school is cleaned, go through resources with students and discuss the concept that even things that we would normally consider as trash can actually be useful if we give them another life. Reinforce the importance of composting and “The Three R’s (Reduce, Reuse, Recycle). Brainstorm creative ways to reuse found materials.

(4) Allow students time for creative construction using found materials. Share creations with each other and describe use.

### Materials

Art materials