



What Do We Need To Survive?

Grade 1 Lesson Plan

Lesson #1: What do We Need to Survive?
Subject: Social Studies, Science

Duration: 60 mins
Topic: Basic Needs of Living Things

Overview

Students are introduced to the basic needs of all human beings on Earth. They then explore the Tumbler Ridge UNESCO Global Geopark (TRUGG) and compare their basic needs to those of animals in the Geopark and region.

Lesson Objectives

Students will be able to:

- Access prior knowledge regarding basic human needs
- Make connections to self and their family's basic needs
- Identify animal residents of the TRUGG
- Make comparisons to discover similarities and differences between the basic needs of humans and those of other animals in the TRUGG

Curriculum Connections

Please see the *TRUGG Education Toolkit Curriculum Connections Matrix* for specific connections of this lesson to the B.C. Curriculum for Grade 1.

Materials

- Computer and digital projector
- Glass of water, lunch item, image of a home/shelter
- *Life in the TRUGG* Slideshow and Teacher Notes
- *Basic Needs of Living Things* Student Handout

Teacher Prep

- Set up the computer and digital projector.
- Print out and photocopy a class set of *Basic Needs of Living Things* Student Handout.
- Prepare chart paper or a white board to model the Venn Diagram process for students.
- Review the *Life in the TRUGG* Slideshow and Teacher Notes.
- Review the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder.

Background Information

In 2014, the Tumbler Ridge Geopark became a UNESCO Global Geopark, an area recognized as having internationally significant geological heritage. Geoparks aim to reconnect people to the earth, whether through hiking trails, learning about mountain building, eating food grown in the local soils, or celebrating the stories of the people who have lived here since time immemorial. The geology in a Geopark may be linked to sites with interesting archaeology, wildlife, history, folklore and culture.

The Tumbler Ridge UNESCO Global Geopark (TRUGG) is notable for its remote, wilderness location. It is the first Global Geopark in western North America, and the first to represent the plate tectonics that led to the formation of the Rocky Mountains. Mountain and foothill geology spans a Precambrian to Cretaceous time range (4600 to 66 million years ago). The site also contains an abundance of palaeontological phenomena, which form the basis for ongoing scientific research. Cretaceous dinosaur tracks (many of which are of global significance), a Cretaceous dinosaur bone bed with unusual features, and Triassic fish and marine reptiles are of particular importance.

The Tumbler Ridge UNESCO Global Geopark is a community-driven initiative that depends on local passion and “sense-of-place”. It is a major attraction in the region, with a network of hiking trails leads to numerous geosites, including spectacular waterfalls, dinosaur tracks, mountain summits, sedimentary rock formations, caves and canyons. The Geopark also informs us about the sustainable use and need for natural resources, whether they are mined (we’re famous for metallurgical coal), quarried or harnessed (like wind power) from the surrounding environment, while at the same time promoting respect for the environment and the integrity of the landscape.

Please see the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder for more background and details on the Geopark.

This lesson explores the basic needs of all living things including those that live in the TRUGG. While there are other needs that could be identified, the basic needs are generally agreed to include:

1. Oxygen/Air
2. Sunlight/Appropriate Temperature
3. Food
4. Shelter
5. Water

Students should think critically about their basic needs and how these compare with the basic needs of other animals on Earth, including those in the TRUGG.

Lesson Activities

Introduction/Hook:

1. At the front of the class, place a glass of water, some type of food (e.g. something from your lunch) and a picture of a home or a shelter of some sort. Show the students these objects and ask if they can think what these three things have in common. Discuss how these objects all represent basic human needs.
2. As a class, brainstorm human needs for survival (e.g. food, shelter, water, etc.) List these needs on the board and draw pictures next to the words so that students can see the different basic needs. Ask students if they can think of any other basic needs that they (and their family) have. Emphasize that these are needs for us to survive (vs. wants or things that we might like but are not essential for survival).

Activity 1:

1. Present the *Life in the TRUGG* Slideshow using the Teacher Notes. Discuss where the TRUGG is located in B.C. and ask students for examples of animals that might live there. Make a list of these on the board. Brainstorm a new list of basic survival needs for these and other animals (next to the list for humans).
2. Looking at the brainstorm lists and drawings, help students to identify the similarities (and potential differences) between the basic needs of humans and other animals in the TRUGG. Model the use of a Venn Diagram on a white board or chart paper to identify similarities and differences between the basic needs of humans and other animals. List these in the relevant sections of the diagram.

Activity 2:

1. Distribute and review the *Basic Needs of Living Things* Student Handout with students. Ask students to draw a picture of themselves meeting one or more needs and add a sentence describing their picture and what need is being met.
2. When ready, ask students to choose an animal from the TRUGG and draw a picture of it meeting one or more of its needs, in its natural setting.

Closure

1. Ask students to share their drawings with a partner. Discuss how the basic needs of humans and other animals are very similar.

Assessment/Evaluation

- Observe students and assess their ability to identify basic needs and make connections to their own lives in the opening activities.
- Review and assess the *Basic Needs of Living Things* Student Handout.

Extensions

- Students can choose another animal in the TRUGG and compare this to the one they explored in Activity 2.
- Invite students to more deeply inquire about an animal of their choice by researching its basic needs, habitat and other topics of interest.