

Living Together



A curriculum-based
Belizean Social Studies Series
for Primary School Education

Prepared by Cubola Productions
Minerva Aponte-Jolly

The team

Series Editor:

Priscilla Brown-Lopez

Series Consultant:

Dr. Barbara Balboni

Educational Writer:

Minerva Aponte-Jolly

Illustrations:

Joseph Chiang, Sean Gibson, Manuel G. Daza

Publisher:

Montserrat Casademunt, Cubola Productions

Teachers: Rosita Aguallo, Deborah Borland, Jaqueline Jones, Ernelda Maheia, Gloricella Torres, Ezra del Angel, Carol Armstrong, Alicia Murray, Zenaida Obando, Ada Palma, Diane Fortune, Norma Mahung, Felipita Valdez.

Other experts:

The Series draws on the expertise of renown Belizean scholars, educators and curriculum specialists.

Book series philosophy

- **To prepare children for life**
- **To teach transdisciplinarity**
- **To teach education in sustainability**
- **Rooted on the four pillars of education:**
 - **learning to live together**
 - **learning to be**
 - **learning to know**
 - **learning to do**



To prepare children for life

- **Teach ethical behaviours**
- **Develop critical thinking**
- **Develop empathy**
- **Inform children about their rights and responsibilities in order to help them fulfill their potential**

To prepare children for life

Infant 1 Book

Develop Empathy

- We express a caring behaviour for others in a globally understood format-illustration.
- We ask children to analyze their recent caring behaviours.

I care for others

Caring for others is being responsible.

I care for others.

I care for animals.

I care for the Earth.



I help my grandpa.



I take care of Brownie.



It feels good to share.



My friend helps me.

Look at the pictures and tell us what you see.
Have you helped anyone today? Has anyone helped you today?

Teach Rights

- Allow child to make an empowering statement in the first person.
- Visual representations of cared-for children.

I have rights

I am a child. My rights protect me.

Children's rights tell everybody how to treat children.



Right to food



Right to clothes



Right to a house



Right to be loved



Right to speak out



Right to play



Right to go
to school



Right to a doctor



Right to a name
and nationality

Why are children's rights important?

To prepare children for life Standard 1 Book

Develop critical thinking and encourage responsible behaviour

- Leads child to identify an unethical behaviour (fighting), and to act on that observation.
- Leads child to analyze that some persons are strangers and that it is not impolite to say **NO** to an individual whom they do not know and who might cause them harm.

Treating others well

I treat others the same way I like to be treated. When I treat others well, people around me are happy. I also give a good example to others.



Let's talk about why we should walk away from fights. Who do you tell when someone wants to fight you? Let's talk about ways of saying NO to strangers.

Let's make a poster with the words:
TREAT OTHERS THE WAY YOU WANT TO BE TREATED. Each student will draw and colour a letter. Later, we will tape them together and paste them on the wall. We will also draw and color pictures that show how to treat others.

To teach transdisciplinarity

The goal of transdisciplinarity is the holistic understanding of the world and the unity of knowledge that is required for this understanding.

It provides people with the tools to confront the changes taking place around them.
(Morin, 1999).

To teach transdisciplinarity

Standard 1

- Children are exposed to their immediate world by illustrations that show some of the skills and services necessary to help that society to function well.
- Gives an understanding of some of the services that every community should have access to.
- Illustrates the need for training and gaining knowledge.

Services in a community

Communities need services such as health care, water, electricity, and telephones. Large communities provide many more services than small communities. Sometimes families in small communities travel a long way to get the services they need.

Services can make life more pleasant and comfortable. Where these services are provided, more people can be employed.

Services can be provided by the government or by private businesses.

Services provided by government:



Services provided by private businesses:



Sometimes young people start small businesses that provide services to the community.

Talk about the importance of **potable water**, electricity, and telephones. Can you think of a community in Belize that does not have these services? Talk about some government services we use every day. Let's talk about private services we use every day.

Let's invite to speak to our class persons in our community who have set up small businesses. We will ask them to tell us how they started. Let's also invite a government worker who provides a service to the community to speak about that service.

To teach transdisciplinarity

Standard 1

- Teaches ownership of the Earth-our home.
- Encourages discussion on how our acts affect others.
- Leads to discussion on global warming and changes in climate.
- Looks at the real consequences of not protecting the global environment.
- Empowers child with a tool for change by understanding issues.

Working together to take care of the Earth

All the people of the world have a right to breathe clean air, to drink clean water, and to enjoy food that is not contaminated with bad chemicals. This can only happen if everyone in every country works together to keep the Earth clean.

Where would we go if our air became so dirty that we could no longer breathe it? What if our soil could no longer produce food? The Earth is our home, the only home we have. Let's take care of it!



It is very important for governments to work together and make laws that protect the whole Earth. Everyone, in rich countries and poor countries, must take care of the Earth.

Who owns the air we breathe? How long can you hold your breath? What makes the air dirty? What happens when your neighbours burn plastic? How does it affect you? What can you do to recycle plastics or to use fewer items made out of plastic? Do you know what **global warming** is?

Look at the picture. Who do you think lives in this place? List three things that we can do to show respect for the forest. List three things that we can do to show respect for rivers and oceans. Draw a picture of someone or something **polluting** the air.



To educate in sustainability

- **An education in sustainability increases awareness of the complexity and interrelationships of systems**
- **environmental**
- **economic,**
- **social and political and**
- **technical**

It increases respect for the diversity of voice that exists amongst cultures, race, religion, ethnic groups, geographic and intergenerational populations (Wheeler & Byrne, 2003).

To educate in sustainability

Infant 1

Social and environmental sustainability is the idea that future generations will have as many social and natural resources as we have today.

- Increases our awareness of how we are interrelated with each other and the environment.
- Hints at how differently we think and act.
- Gives specific examples of how to save resources.
- Leads discussion to analyze the behaviors of others without pointing fingers.

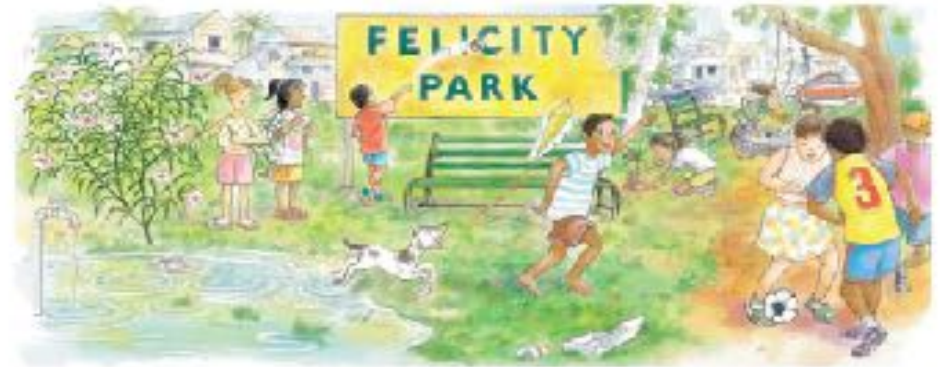
Taking care of our environment

Let us take care of our environment.

The environment is everything around us.

Reusing old things helps the environment.

We must keep it clean. We must save our resources.



We protect the environment



I save water.



I save electricity.



I recycle.

Look at the top picture. What do you see that is not good for the environment? How can you help reduce garbage?

To educate in sustainability

Standard 1

Teaching the water cycle

- Illustrates the importance of forests in preservation of water for future use.
- The role plants and trees play in a natural setting.

The water cycle

Water is used by people, animals, and plants. We cannot live without water.

Water on planet Earth is always moving in a cycle. When it rains, some water seeps underground. Some water runs down from mountains into rivers and lakes. Rivers take some of the water back to the ocean. Some rain falls in the oceans and seas. Water from the land and sea evaporates and falls again as rain.

Trees and plants help slow down rain water so that it has time to seep underground. What can a heavy rainstorm do to a bare mountain?



The water cycle.

Let's put a little water in a plastic container and put it out in the sun. We will check at the end of the day to find out how much has evaporated. Draw three pictures to show how animals, plants, and people use water. What are some of the reasons hills and mountains become bare?

1. Learning to live together

Concept presentation through content at the Lower Division level

Through illustrations and activities, children develop a sense of the importance, as well as the interconnection between families, school, neighbours, country, and the world.

The lessons promote empathy, respect and understanding for self and others, as they relate to:

- **physical differences**
- **family composition**
- **religious beliefs**
- **ethnicity**
- **socioeconomic levels**
- **national origin**
- **cultures**

Learning to live together Infant 1

- Encourages discussion on love of country.
- People of all ethnicities unified in one nation.
- United by common holidays and celebrations.
- Unified by Belizean flag.

What makes us Belizeans

Some people are born in Belize.
Some people become Belizeans.



Let us draw the Belizean flag. What do you like most about Belize?
Name some Belizean holidays.

Learning to live together Infant 2

As interdependent people

- Commerce
 - Play
 - Education
 - Sharing of information
-
- Yellow strip discussion on taking responsibility for the community.

We work together

People in our community need each other. We talk about what is best for our community. When we talk, we understand each other better.



The market lady sells us food. She also sells us eggs from her farm.



Our football coach trains our team so that we can play better.



Parents and teachers meet to talk about what is best for students and the school.



The radio announcer tells us what is happening in other communities around Belize.

Talk about other important people in the community: fire fighter, police officer, alcalde, garbage collector, midwife, baker, and mechanic. What can your family do to make your community a better place to live in? How can you help them?

2. Learning to be

Concept presentation through content at the Lower Division level.

Through illustrations and activities, children develop a sense of the importance of accepting self, the rights of children, and the importance of rules and responsibilities.

The lessons promote:

- a child's acceptance of him or herself independently of his/her life situation.**
- an understanding of the concept of rights and a world fit for children.**
- respect for rules and responsibilities.**

Learning to be Infant 1

- Leads child to ask, “What do I like the most about myself?”
- Provides opportunity for stimulating pride and self-esteem.

Who am I?

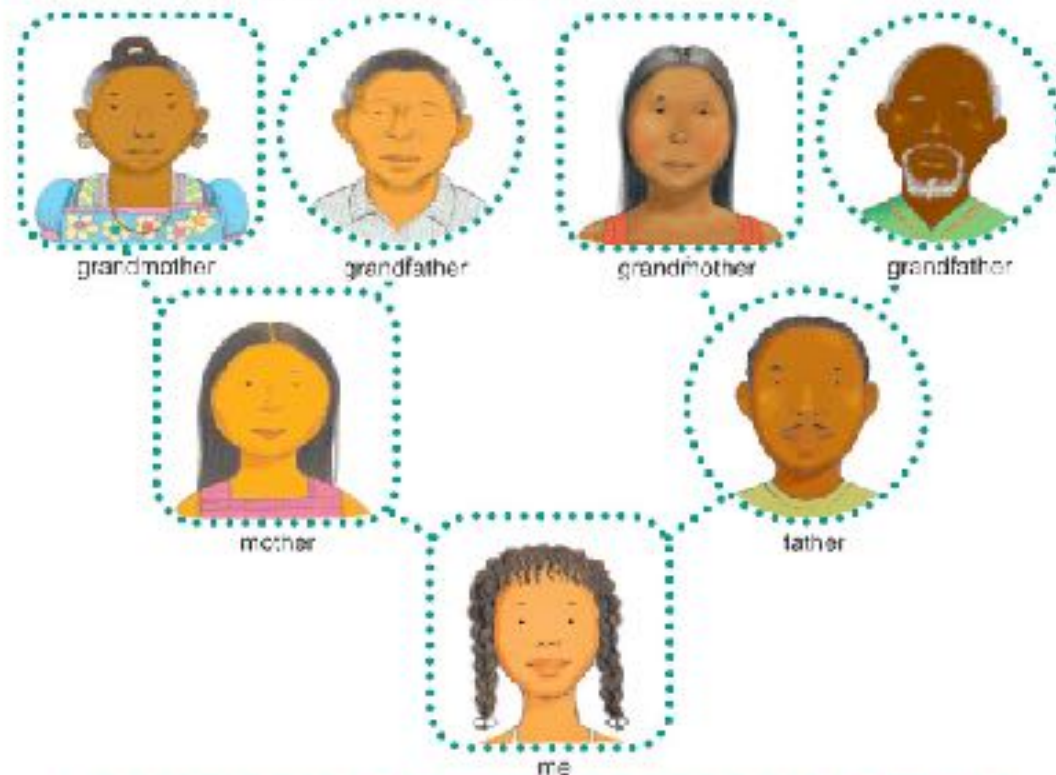
I am Cristina.

This is my family tree.

My mother is Maya.

My father is East Indian and Garifuna.

I am a bit of each! I am happy!



Describe yourself: age, a boy or girl, languages you speak,
your culture, your parents' ethnic groups.
What do you like the most about yourself?

Learning to be Infant 1

- Acknowledges school as a learning institution.
- Promotes teacher as a protective person.
- Makes an opening for discussion of feelings.
- Recognizes that one of school's roles is to help child become responsible.

I like school!

I go to school to learn.

I learn when I am happy.

In my school I learn to be **responsible**.



My teacher protects my rights.



I am hungry.



I cannot see



I am sad.

Let us talk about these children. What makes you happy in school?
What makes you sad? Who do you tell if you cannot see clearly?

3. Learning to know

Concept presentation through content at the Infant Division level

Through illustrations and activities the lessons promote learning through enjoyable teamwork and skill-building exercises.

- **Students develop social studies skills by gathering, organizing, using, and presenting information.**
- **Students are guided to work in groups that emphasize the importance of cooperation and of learning from each other.**
- **Students become aware of the importance of interrelationships and the need for continuous learning to survive in an ever-changing world.**

Learning to know Standard 1 Workbook

- This activity encourages work between child and family members.
- Between child and classmates.
- Between child and the teacher.
- **Includes learning by seeing, doing, listening, drawing, and data gathering.**
- Guides to the gathering and preservation of ancient knowledge.
- Encourage discussion on natural medicine, which plays a role in the lives of many Belizeans.

Plants that can be used as medicine

Some Maya collect medicinal plants in the forest. They use these plants to help persons who are sick. Sometimes people grow these plants in their gardens.

Ask someone at home to help you find a medicinal plant. Bring it to class. Draw a picture of it and write down its uses. Tell the class everything you know about the plant and what it is good for.

At the end of the class, you and your teacher will press the plant between newspaper pages. In a few weeks, your dry plant will be used for a poster on medicinal plants that grow in your community.



Name of the plant: _____

Uses: _____

Which plant is the most popular in your class? _____

Make a list of all the uses you and your classmates have learned about the most popular plant.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

4. Learning to do

Concept presentation through content at the Lower Division level

- Through the use of illustrations and activities, children are guided through a process of learning that can be applied to other subjects and throughout life.
- Children learn by seeing, hearing, and doing.



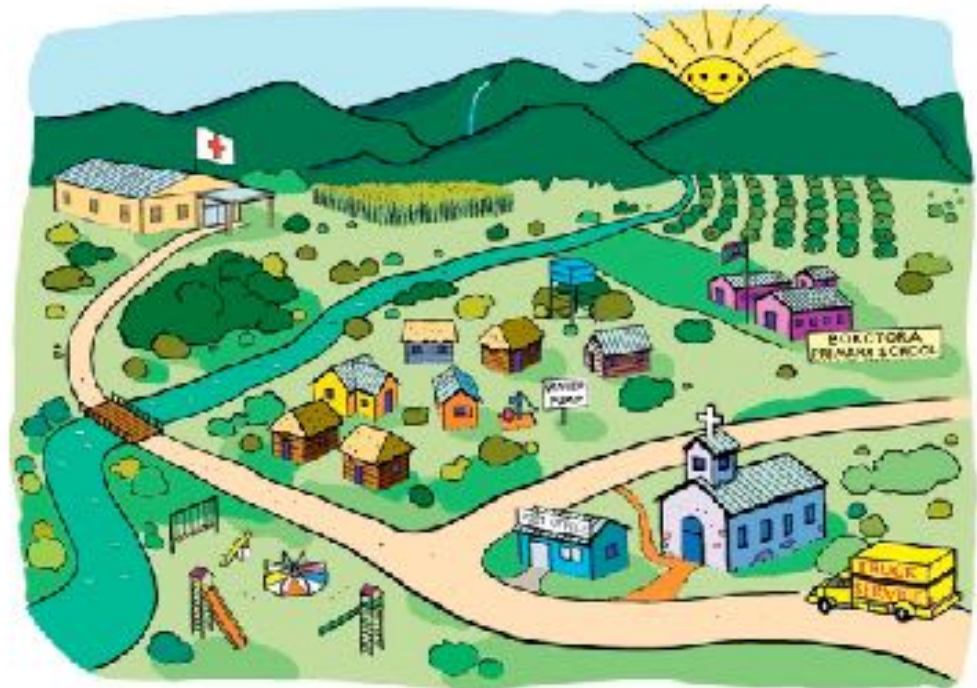
Learning to do Infant 2

Let's look at four slides:

- This page provides a background to familiarize children with the village of Bokotora.
- Its landscape
- Natural resources
- Human-made features of the environment.
- Clear discussion will facilitate their understanding of map concepts.

Bokotora Village

This is a picture of Bokotora Village. It shows houses, fields, rivers, roads, and mountains. You can see that some areas of this community are flat. The flat, rich land is used for farming. The river provides water for the fields. A well and a water tank provide drinking water for the village. Further away we can see mountains and a waterfall.



Let's talk about the landscape in this picture. Why are mountains important? Why is the river important? Let's talk about the natural resources in this picture. Let's talk about how farmers can help keep the river clean.

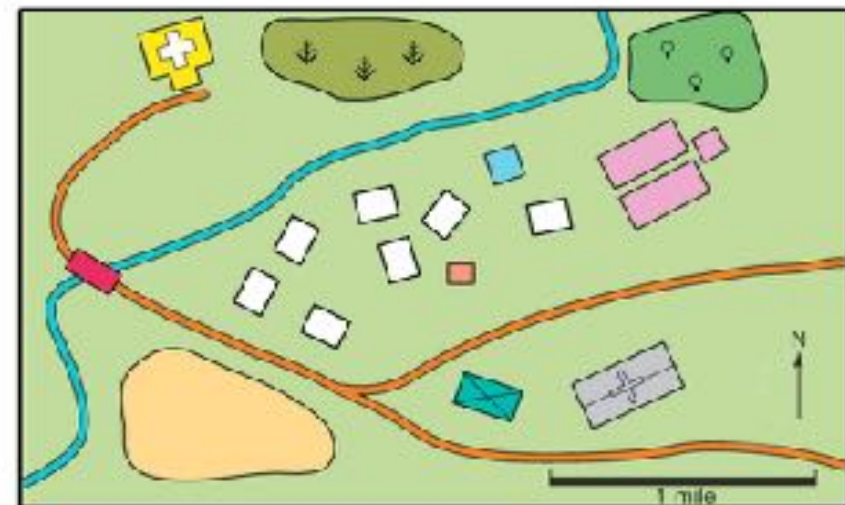
Learning to do Infant 2

This page teaches
map reading and the
use of symbols.

A map of Bokatora Village

This is a **map** of Bokatora Village. The map shows where North is. Can you find East and West?

There is a key at the bottom of this map. A key has symbols that show what the colours and shapes on the map mean. A map also has a scale. The scale shows the distance between two places on the map.



KEY		Hospital	Water Pump	Bridge	Orange Grove
Church	Post Office	River	Corn Field		
School	Houses	Water Tank	Road	Park	

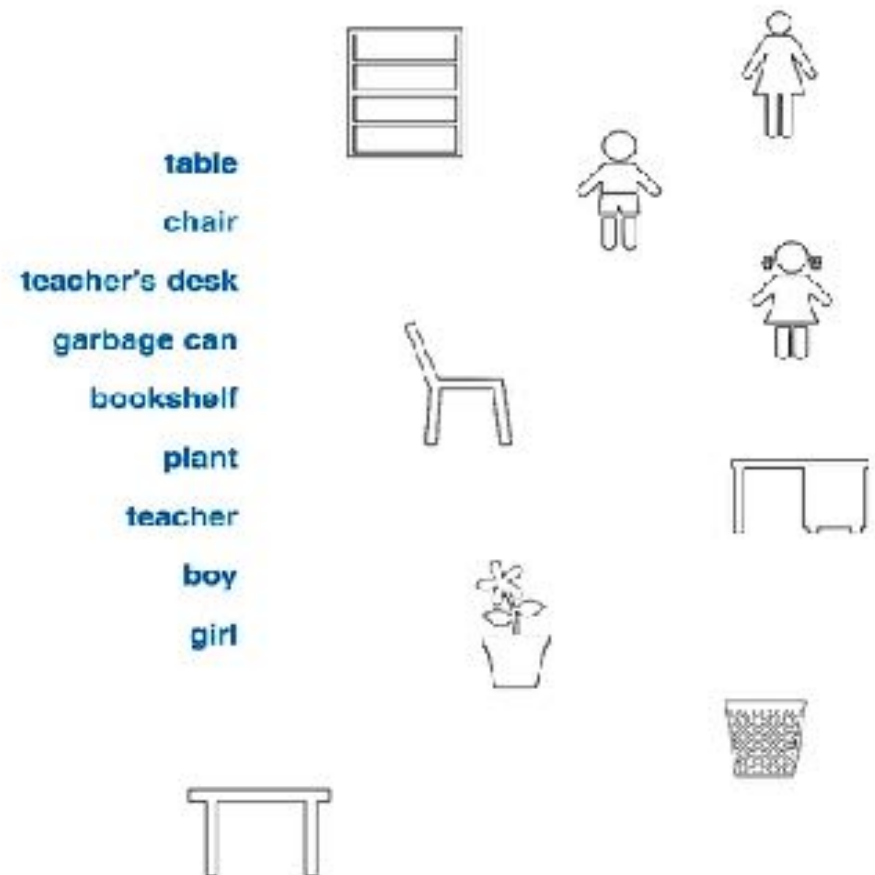
Let's talk about the ways in which a picture and a map of a place are different. Using the symbols, find the water tank, the river, the roads, and the areas used for farming. How far is the school from the river?

Learning to do Infant 2

This page provides the child with an opportunity to practice creating map symbols.

Talking about symbols

Symbols are drawings that represent real things, people or places. These symbols represent things and people you find in a classroom. Match the symbol to the person or thing.

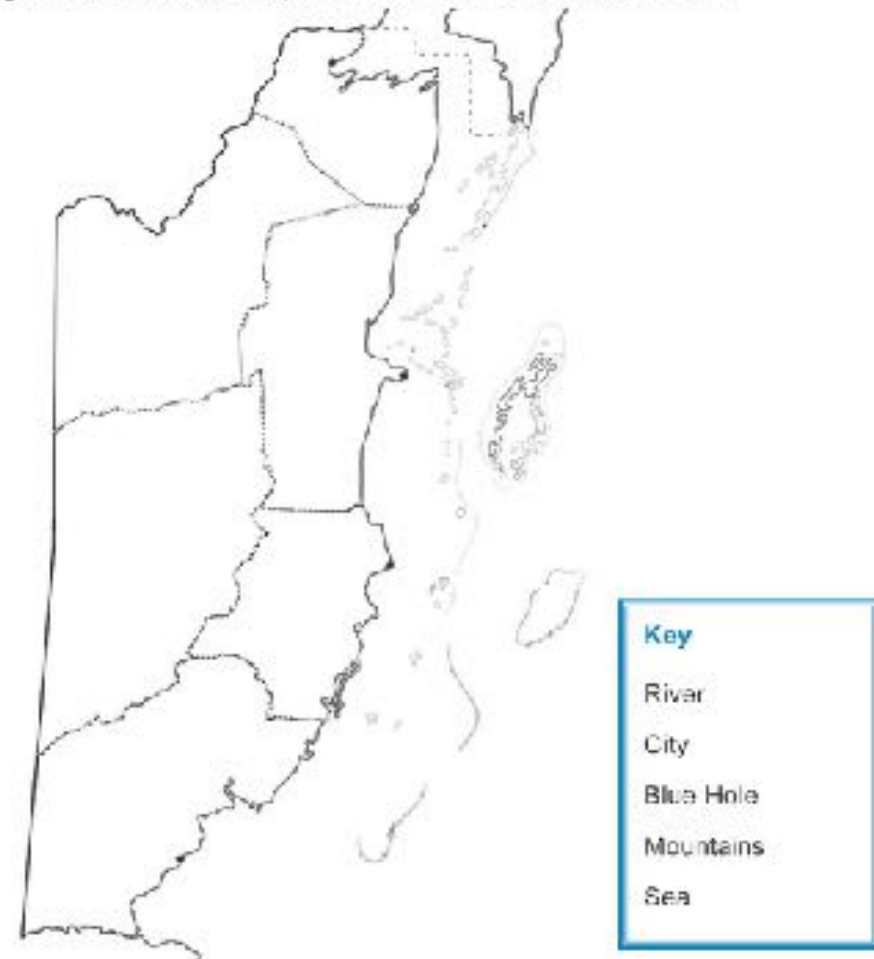


Learning to do Infant 2

- Page 30 on the workbook provides practice with the creation of a map of the classroom.
- After having practiced with simple maps, the knowledge is applied to the map of Belize on workbook page 31.

A map of Belize

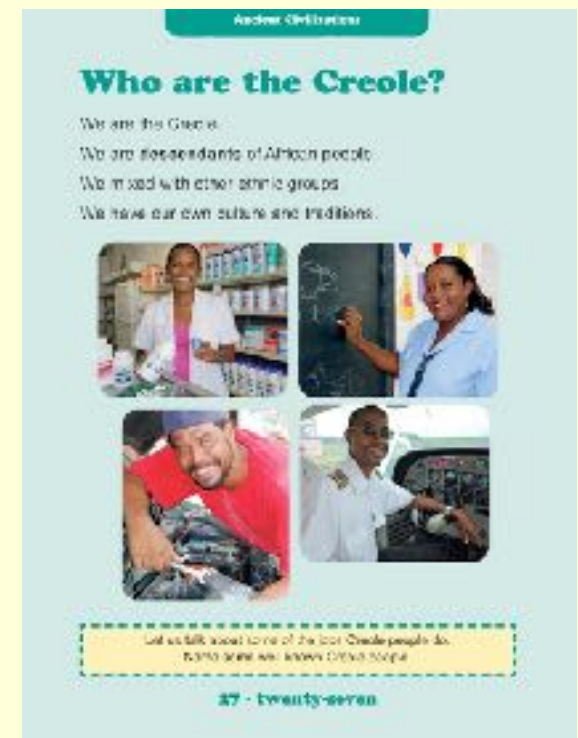
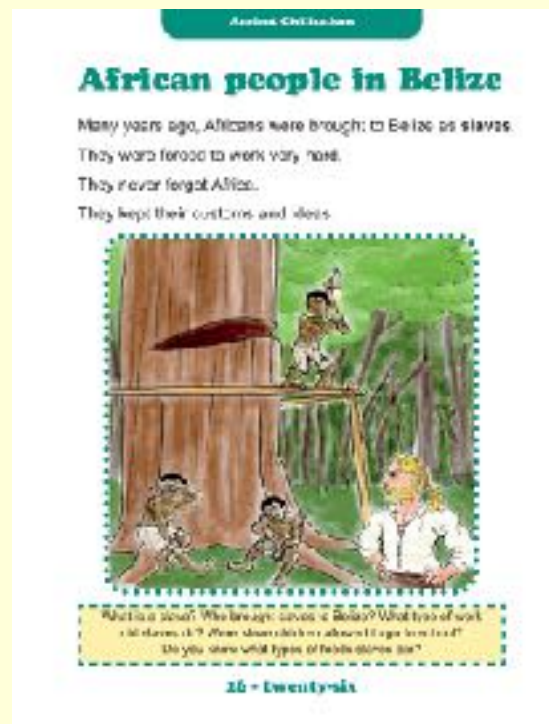
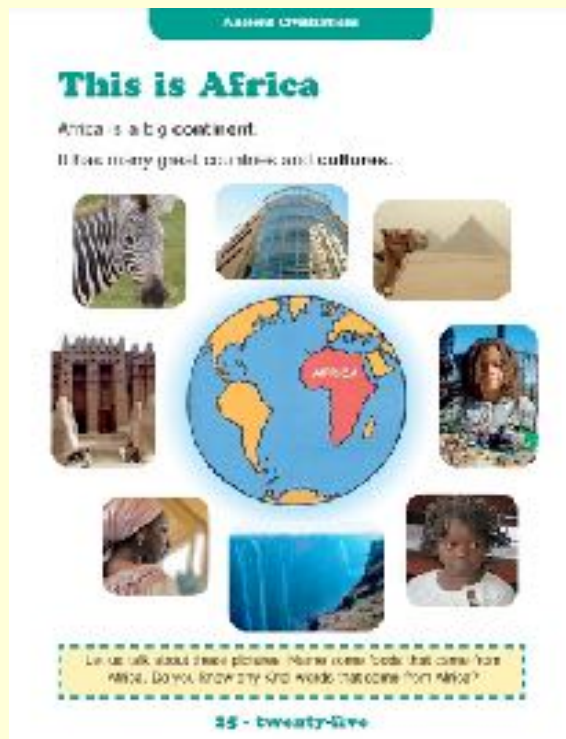
This is a map of Belize. Using the list below, find the location of each place on the map. Make a symbol and label it. Draw the symbol for that feature in the key. Do you recognise some of these places from our national anthem?



Rio Hondo, Belize City, Blue Hole, Maya Mountains, Caribbean Sea, Sarstoon River, Dangriga, Ambergris Caye.

The theme “Africa” in Infant 1, Infant 2 and Standard 1 Continuity of subject through the Lower Division

- **Infant 1 Book** - A glimpse of Africa, introduction to slavery and the Creole people. Connection to Kriol language.



- Illustrations provide text-related information.
- Follows National Curriculum and outcomes.
- Topics are progressively expanded.

- Expands from Infant 1.
- Expands on African landscape, countries, languages, animals.
- Details of African continent.
- Mentions civil wars in Africa.
- Makes connection with Madagascar as many children are familiar with the movie.

Africa is a big continent

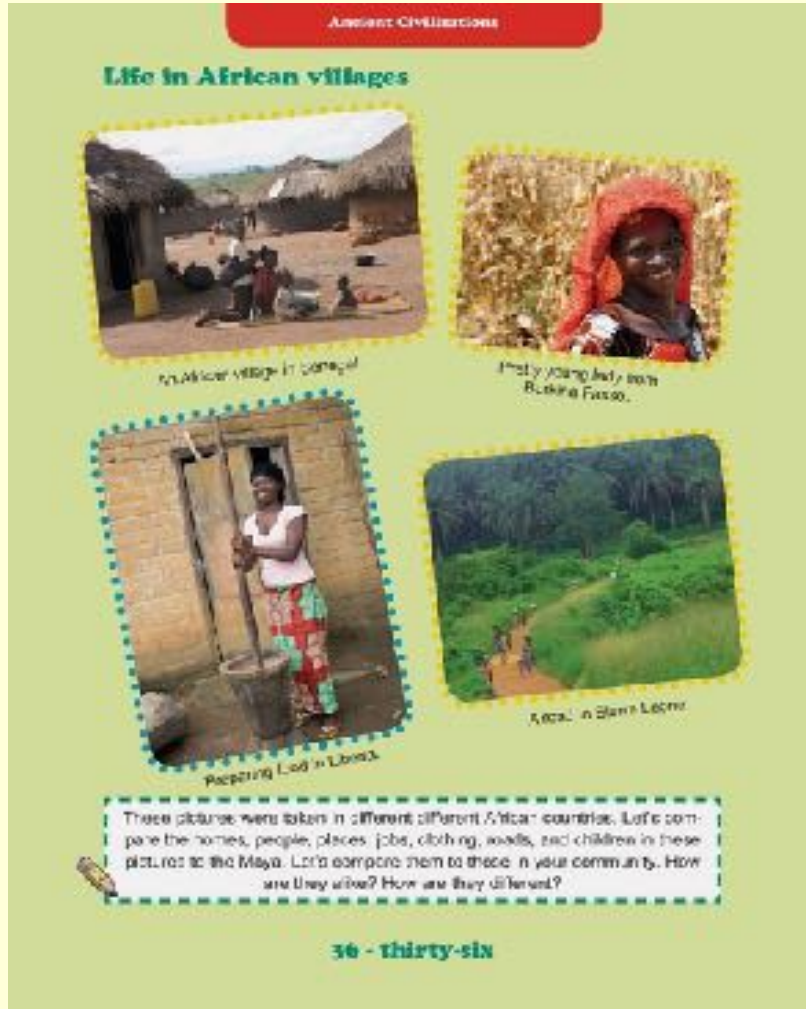
The African continent is made up of 54 countries. Some of those countries are tropical like Belize. More than 2,000 languages are spoken in Africa!

Africa has great plains and high mountains. It has lakes, rivers, and waterfalls. It also has **deserts**. The vast Sahara Desert spreads over many countries in Northern Africa. Africa is also very rich in natural resources such as diamonds.

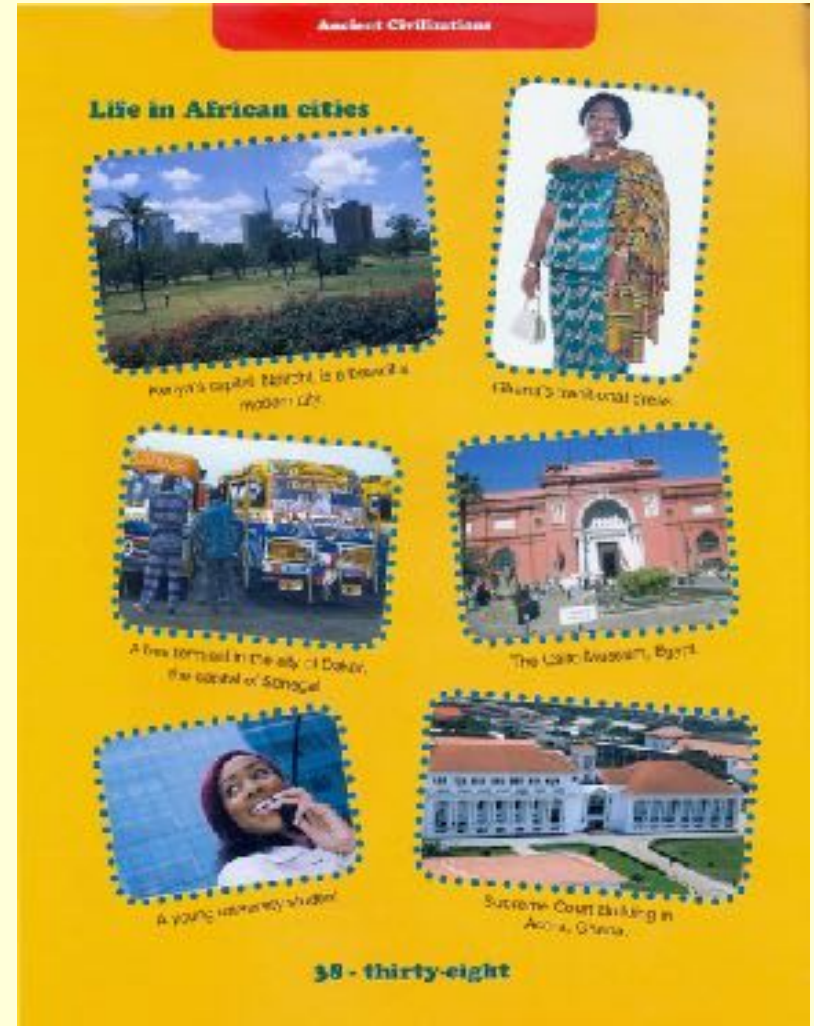


Let's talk about the differences between a continent and a country. Which continent is Belize located in? Let's compare life in Belize with life in the desert. Let's talk about three animals that live in the African savannah. Let's talk about life along the Nile River. Do you know anything about Madagascar?

Africa - Standard 1 Book



Introduces village life and compares it to Belize's rural life.

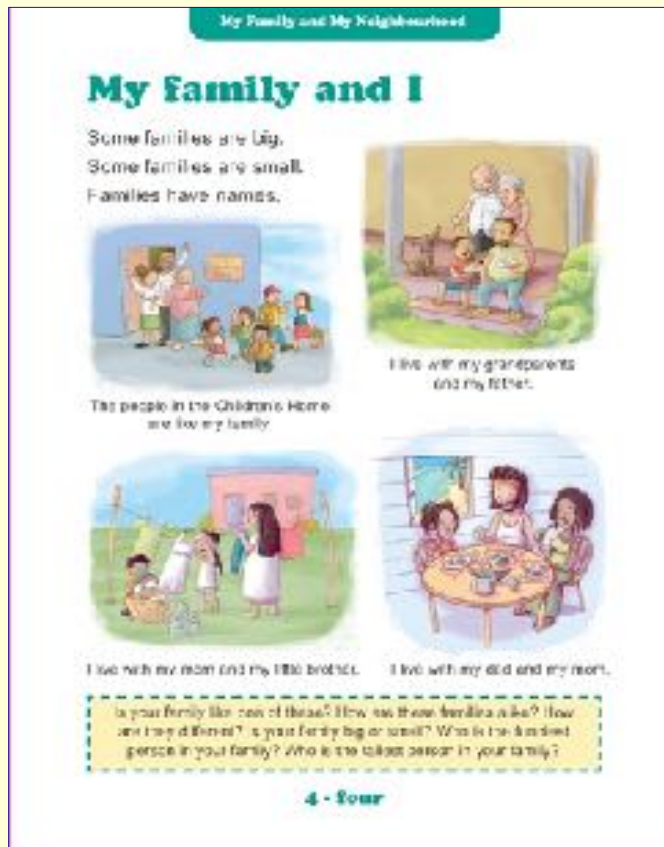


Compares African cities to Belize City.

Lower Division Workbooks

- Provides students with exercises that expand and complement the lessons.
- Promote values such as honesty, self-discipline, respect for self, for others, and for property.
- Provide students with relevant and current Social Studies concepts.

Families Infant 1 Workbook



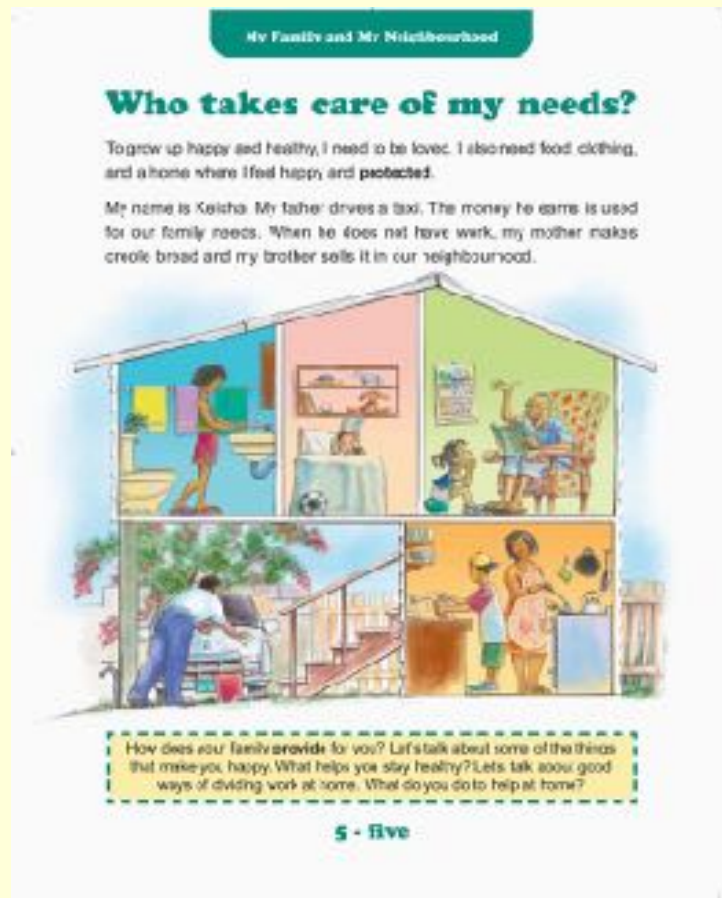
- Looks at families & identifies differences.
- Identify differences other than composition.



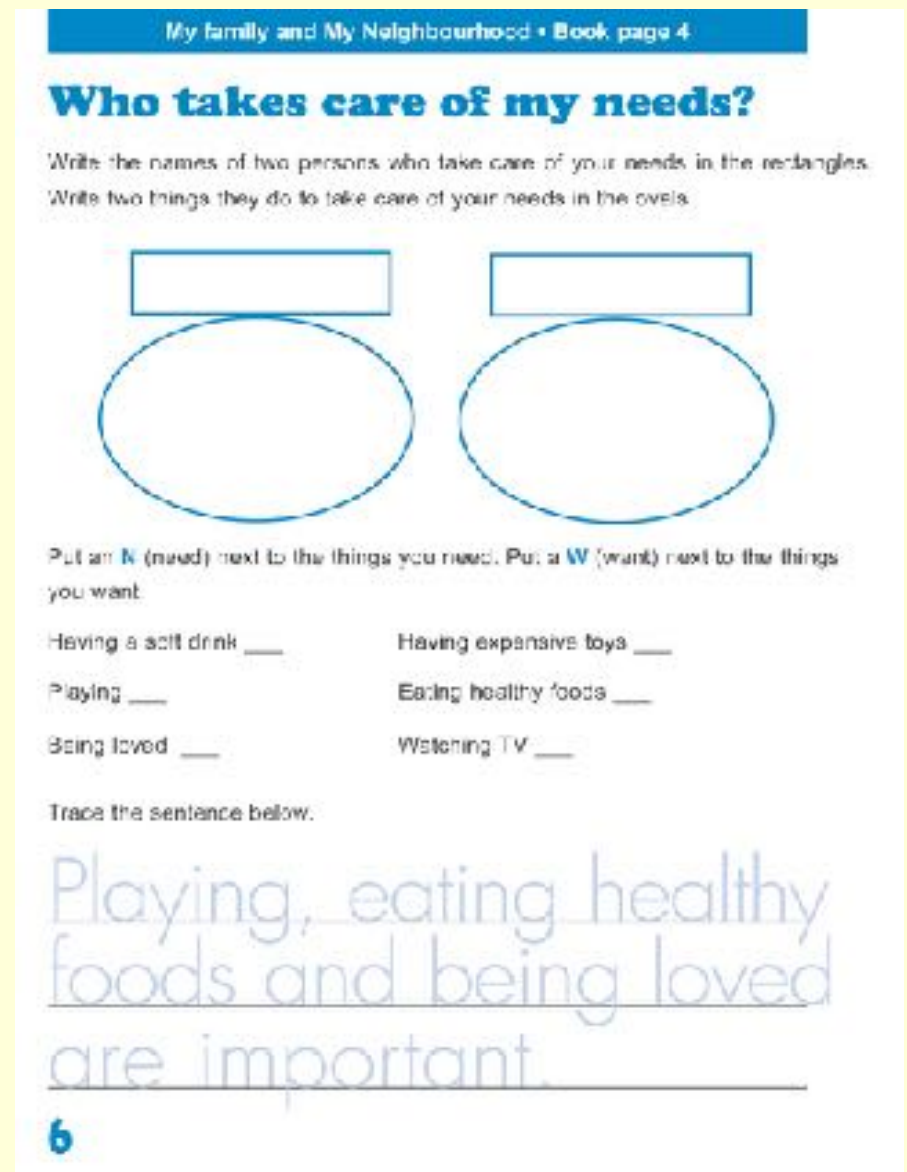
- Workbook expands on lesson.
- Looks at the child's own family.

Families

Infant 2 Workbook



- Reinforces importance of family.



Workbook allows children to personalize learning by applying what they have learned in the textbook to their own family.

Families Standard 1 Workbook

My Family and My Community

Going through hard times

Most of the time families are happy, but sometimes they have problems that make them unhappy.

Many things can make a family unhappy. For example, when an adult gets sick and loses his or her job, there might not be enough money for food, rent, or clothes. Or maybe the family just hasn't enough money for their basic needs, but not for their wants.

Sometimes a family has problems that have nothing to do with money. These problems can be difficult to solve. When this happens, family members can talk about their problems with a social worker, a doctor, a minister or a priest, or a good family friend. Together they can figure out what to do.

What can youth do to help when you are sad?

Form groups. Make a list of a family's needs and wants. Share it with the class. Prepare a list that shows ways of helping your family during unhappy times. Make your own list of people in your community who can help your family during unhappy times. Ask your family to add to your list.

• • •

My Family and My Community • Back page 6

Hard times

All families go through hard times. Make up a story about a family that had a hard time.

One day a little boy was sad because his family had many problems.

He said that _____

I gave him a hug and told him that _____

Circle how you feel when something bad happens to you or your family.

I feel:

angry sad sorry jealous lost that it was my fault his/her

like crying other _____

I don't feel like:

crying laughing talking waking up going to school

other _____

8

- More complex discussion on families.
- Illustration of **rainbow** people to show anyone of any color can be affected by bad times.
- Discussion on community resources.

Workbook exercise encourages empathy and allows child to express concern for those less fortunate.

The Teachers Guide

Provides new and experienced teachers with:

- **Innovative approaches for teaching Social Studies.**
- **Linkages across others areas of the Primary Curriculum.**
- **Facilitates the making of lesson plans.**
- **Links to verified websites.**

Organization of the Teachers' Guide

- Instructional objectives
- Picture reading
- Introducing new words
- Reading the text
- Workbook activities
- Cross curricular skills
- Skills and Attitudes
- Background information for teachers
- On-line links
- References (textbooks)

A Social Studies course: A five-year plan

Cubola Productions is beginning production on the Middle and Upper Division materials. Work for the remaining five books in the Series is expected to be completed in three years.

The books will continue to be:

- **Relevant to the socio-cultural reality of Belizean children.**
- **Aligned to the Social Studies curriculum.**
- **Of good quality, attractive and in full colour.**
- **Affordable.**



***Thank you
very much
for your
support***

*Please feel free to contact us at:
Cubola Productions
823 -2083 or at cubolabz@btl.net*