

# LESSON 12

## Time Zones

Timing: 1 x 45  
minute blocks

**CROSS-CURRICULAR:** Mathematics, Social Studies

**LEARNING OUTCOMES:** Sample Grade 5, see p 76

**OVERVIEW:** This lesson explores time zones and how it impacts travelling around the world.

**CURRICULUM SKILLS / KNOWLEDGE / VALUES:**

Students will:

- read and interpret the information provided on a world map outlining time zones
- be able to give concrete examples of what time of day it would be in the home country compared to a specific time at the present host city for an international event such as a World Championships or Paralympic Games.

**TEACHING MATERIALS:**

- computer and printer access
- pencils, pens, paper
- websites for world maps:
  - [www.geology.com/world/](http://www.geology.com/world/)
- websites for maps with time zones:
  - [www.worldtimezones.com](http://www.worldtimezones.com)



## Teaching Activities

- 1** With the class, brainstorm situations where knowledge of time zones would be required (e.g. catching a plane, phoning another country, watching the Wheelchair Rugby Championships on television or in the home country).
- 2** Discuss the time zones in Canada and locate the International Date Line on the world map. Talk about a time when travelling that students (or their parents) arrived at their destination and had to change their watches or noticed they had lost or gained a whole day.
- 3** In small groups, have students calculate the time in competing countries based on a specific time in British Columbia, Canada.
- 4** In small groups, have students make up 5 quiz cards for classmates; e.g. “What time will it be in (country of origin) \_\_\_\_\_ when the (team’s name) \_\_\_\_\_ are playing in the current World Championships or Paralympic Games?” or “How many time zones did (team’s name) \_\_\_\_\_ travel to get to the host city?”