



Panwapa Community Citizenry Project

What is Panwapa? Panwapa, created by the educational experts behind Sesame Street, and in partnership with the Merrill Lynch Foundation, is a non-commercial, multimedia, global initiative designed to inspire and empower a new generation of children to become responsible global citizens. The Panwapa Curricula are intended to enhance children's learning experiences by reinforcing the educational objectives built into the online, print and video materials available on www.panwapa.com. Most importantly, the curricula provide structured, concrete and accessible avenues for children and adults to participate in the most crucial aspect of the Panwapa mission: creating local and global change.

What are these activities? Global citizenship begins with a connection to local community. For kids, investigating and connecting with their communities is the first step in engaging with the larger world. The Community Citizenry activities are designed to familiarize children with their own communities: instilling a sense of pride in what their communities have accomplished, and a sense of potential about what their communities can become. The curriculum integrates Panwapa online activities into a series of projects that result in the creation of an Information Booth about the community. Ideally, at the end of the project, the completed Information Booth will be displayed in an appropriate place in the community.

Throughout the process of creating the Information Booth, students should frequently engage in reflection about what they are doing. The reflection questions at the end of each section are designed to be used as either journal prompts or discussion prompts. Students should talk or write about at least one of these reflection questions daily. Questions can be repeated, since the answers will change over the course of the project.

The last page of this curriculum contains a reproducible Panwapa Diplomat Certificate that can be given to kids once they have completed these lessons. The certificate is meant to both celebrate what the group has accomplished, and to provide a visual reminder of the group's continuing commitment to global citizenship and involvement in Panwapa World.

Who should use these activities? The Panwapa Community Citizenry Project is suitable for use in formal and informal settings, including: classrooms, after-school organisations, community centers and youth groups. The curriculum is intended to be accessible to caregivers who do not necessarily have formal training in education. Group leaders are encouraged to adapt each

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activity based on available resources. The curriculum is designed for children ages 5-10 years old, and requires access to at least one computer with a working Internet connection. If the curriculum is used in a classroom setting, it can be integrated into social studies and educational technology curricula.

We hope that—as an educator and caregiver—you will find these materials useful in preparing kids to contribute to their communities in positive and lasting ways. Please consider filling out our educator survey by clicking on the appropriate link below. Your feedback will help us improve our capacity to support you.

- **Panwapa Teacher Survey** (for those using Panwapa in a classroom setting): http://www.surveymonkey.com/s.aspx?sm=0CL3zKgC50ekfjYn3cGMDQ_3d_3d
- **Panwapa User Survey** (for those using Panwapa outside of a classroom setting): http://www.surveymonkey.com/s.aspx?sm=ACJQQ8CvXsmp5dSUcyENrw_3d_3d

In a world where people and nations are becoming more interdependent each day, Panwapa’s objectives are vital to every child’s future.

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UNIT 1

Defining Community

Introductory Activities

- **Learn about community (15 minutes).** Begin by defining *community* (a group of people who share something in common). For the purposes of this project, community is further defined as a group of people who share a geographic location. Remind students that they are all also part of religious, ethnic and other communities that are not confined to one location.
- **Watch *Hello Panwapa Island* (25 minutes).** Discuss the following questions after the video:
 - Would you consider Panwapa Island a community? Why or why not?
 - How did the residents of Panwapa Island feel about Azibo when he first arrived? Why did they feel this way?
 - How did Azibo feel about the way he was treated when he first arrived?
 - Have you ever felt like Azibo did? When? Why?
 - Why did the residents of Panwapa Island change their minds about Azibo?
 - Can you think of times during history when members of your community or other communities treated certain individuals differently than others? Why did they do this? If attitudes have changed, why did they change? If they haven't changed, how could you help make them change?
 - Why are people sometimes afraid of individuals outside of their communities?
 - If you see others feeling negatively about new members of your community, how can you help change this?
- **Talk about similarities and differences in your community (10 minutes).** Talk about how communities are made up of people who are similar and different. Discuss how differences can be exciting and shouldn't make people scared.
- **Complete hand Venn diagrams (20 minutes).** Ask students to complete the hand Venn diagram activity on page eight of Panwapa magazine.
- **Create an avatar online (20 minutes).** Each group will begin by accessing the Panwapa web page and creating an avatar for each child. (If the group is too large, you may want to create just one

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avatar for the group, or break children into small groups that create their own avatars).

- **Make Panwapa Cards online (20 minutes).** Each child will make his or her own Panwapa Card. Print the cards out and have each student develop and write their own personal motto, which should be conceived in the spirit of Panwapa and global citizenry. This motto can be taken from the Panwapa Power Pact or devised independently. Use the sentence starter handout at the end of this section to help guide students. Help students compare cards and discuss how the class is similar and different, yet still a community.

Community Citizenry Project #1

- **Introduce the concept of Information Booths (10 minutes).** Here's the set up: Panwapa Island is floating towards your community; Azibo, Koko, Bill the Bug, Tungar, Athena and Baabra and her family will soon be visiting. What do you want them to know about where you live?
- **Panwapa flags (1 hour):** Make a Panwapa flag for your class or group using cloth, felt, paper or whatever materials are available. The flag should picture the six things that are most important to you as a group, and that you feel best communicate who you are and what you stand for as a community. The flag will be displayed on the completed Information Booth.
- **Complete the activity: "A Warm Welcome." (1 hour)** The magazine presents how to say "welcome" in five languages. Ask students to use language dictionaries and the Internet to find out how to say "welcome" in even more languages. Using pebbles, wood, straw, sand and whatever art supplies are available, create a "welcome" sign or sculpture in multiple languages for public display in your Information Booth.

Reflection Questions

- What can you learn from people who are similar to you? What can you learn from people who are different from you?
- Why is it important to welcome people to your community?
- How can your community benefit from new ideas and different people?
- If you moved somewhere new, how would you like others to welcome you?

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UNIT 2

Community Mapping

Introductory Activities

- **Watch *Speaking Like Sheep* (25 minutes).** Discuss the following questions after the video:
 - Why did Baabra have trouble communicating with the other residents of Panwapa Island?
 - How do you think Baabra felt when she could not speak with the other residents of Panwapa Island?
 - Have you ever had to learn a new language or speak to someone who doesn't know your language? What is it like?
 - What are some things you could do to help someone who doesn't speak the same language as you?
 - How can you welcome someone who doesn't speak the same language as you?
 - How did the residents of Panwapa Island feel when the Sheep family wanted to live on the field?
 - How did they solve the problem?
 - What are some things you could do to help those who, like Baabra and her family, may be homeless or in need of basic things like food and water?
- **Play "Koko's Hide and Seek" online (20 minutes).** In this game, available at www.panwapa.com, students have the opportunity to learn words in any one of five different languages. Each Panwapa Kid may want to set personal goals. For example, students may want to learn at least three words in each of the five languages.

After playing the game, discuss what it was like to learn words in a new language. Discuss how having materials available in multiple languages may help welcome others to a community.
- **Do several "Treasure Hunts" and visit Panwapa Kids around the world online (20 minutes).** Groups can explore *Panwapa World* at www.panwapa.com, leaving Panwapa Cards in as many countries as time permits, and participating in "Treasure Hunts".

After completing these activities, discuss what maps are for. Talk about how different kinds of maps provide different kinds of information. Discuss how having a map might help people who are new to a community.

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- **Introduce the Community Mapping project outlined below (10 minutes).** Explain that in the next project, the class will be producing a map with information in multiple languages.

Community Citizenry Project #2

Community Mapping (time varies based on individual projects). Remind students that there are many types of community, and that one type is made up of the people in the place where we live. Tell students: “Today, we will be making a map of the area where we live: our geographical community. A basic map with a few highlights for our Panwapa friends will be a great place to start.”

Note that the map will be a working document that changes throughout the project. The map will help define what community is, and it can give kids ideas about places to visit for researching future components of the project.

Preparation:

- This is a map for kids. Begin by conducting a brainstorming session about places in the community that are important to kids.
- Find a variety of maps of the area. Teach children how to read maps. Point out legends, cardinal directions and mileage scales.
- As a group, choose a map that is easy to read and understand. Then, after the group meets, copy the map onto a transparency. Project the transparency onto a large piece of butcher paper hung on a wall. Ask older volunteers or teachers to trace an outline of the map that students can fill in with the items below:
 - nature areas
 - hiking and biking trails
 - habitat of a local animal that is unique to the area
 - bodies of water and swimming pools
 - coolest building(s)
 - sports arenas
 - performing arts venues
 - schools
 - libraries
 - zoos and aquariums
 - parks, playgrounds, and amusement parks
 - museums
 - landmarks
 - popular places where children and families convene, like favourite restaurants

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- labels for all of these places in as many languages as possible

Research Guidelines:

- Use the "Map It!" handout below to help guide children in their research. In the "Symbol for Map" square, ask students to draw a picture of the symbol that will represent the place on the map.
- Visit arboretums, botanical gardens and natural parks in the area to learn about the topographical features of the community.

Extension Activities:

- Visit archives and museums to see older maps of the community. Compare these to the new group map.
- Create a guided tour to go with the map. Students might want to make multiple tours for different themes or interests, such as: an art tour, a nature tour and an historical tour.
- Make the map into a "Treasure Hunt Around Town". Ask students to look for various landmarks by following the clues that your group creates.
- Create the map on Google Maps and upload digital pictures of, audio recordings about, and descriptions of the places you include.

Reflection Questions

- What parts of your community are most important to you? Why?
- Are these places on existing maps of your community? Why or why not?
- What did you learn about your community from doing this activity?
- How have your ideas about your community changed after doing this activity?

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Map It!

For every location you pick for your map, create a symbol and find out the following information:

Symbol:

Where is it? (Include Address)

Label:

Label(s) in foreign language(s):

Why should it be on the map?

Why is it important to kids and families?

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UNIT 3

A History Exhibit

Introductory Activities

- **Watch *Baa at the Sun, Sing to the Moon* (25 minutes).** Discuss the following questions after the video:
 - What is a tradition? What are the two traditions shown in this movie?
 - In this story, the sheep baa at the sun to remember a past event. Why is this event important? How did the event change their lives?
 - Why did the residents of Panwapa Island carry-out their tradition?
 - Why did the sheep and Azibo both have problems with each other's traditions?
 - How did the residents of Panwapa Island solve these problems?
 - What are some traditions in your family? Why are they important to you?
 - Why should we respect other people's traditions?
 - What are some events that you remember?
 - How has history affected the traditions in your community?
- **Build a Tradition (20 minutes).** Discuss what makes certain practises "traditions". For instance, talk about how traditions are meaningful and important to people, and are often passed down from one generation to the next. A tradition might involve making certain crafts or foods, is usually repeated periodically and can involve friends and family. Remind students that there are traditions in Panwapa as well. For example, Panwapa residents have a sing-along every Saturday night in the gazebo to honour how they first came together as a community; and the sheep baa at the sun once a week to give thanks for having arrived safely at Panwapa Island.

Invite students to share their family traditions. Then ask them to work together to create a tradition for every time the class or group convenes. Start implementing the tradition during every class.

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Community Citizenry Project #3

A History Exhibit (time varies based on individual projects). Create a museum exhibit with photographs, art and artifacts that represent a timeline of your community, to include:

- timelines of events in your community (use the "Community Timeline" handout to describe single events; then attach handouts chronologically to make a larger timeline);
- artifacts that symbolize historical events or time periods in the community (use the "Artifact Plate" handout to write up museum-style information about the artifacts you choose; ideally, plates should be copied on cardstock and displayed next to artifacts in the exhibit);
- comic book strips or posters illustrating historical events in the community; and
- videotaped, audio-taped or transcribed oral history interviews with members of the community.

Preparation:

- As a group, read about your community in history books.
- Visit archives and libraries and look at old newspapers and other historical documents.
- Interview relatives and friends about their memories of the community.

Research Guidelines:

- Visit museums and archives to learn about historical events in the community and get ideas about how to present your exhibit.
- Interview community members about their memories.

Extension activities:

- Create a history book about your community.
- Create an historical documentary about a place or time in your community.

Reflection Questions

- What did you learn about your community that you didn't know before?
- How does what you learned change your view of your community?
- What information did you find out that surprised you? Why was it surprising?

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Community Timeline

What happened and why:

When it happened:

Who was there:

Where it happened:

How it affects us now:

Artifact Plate

Name of Object:

Date Object Was Created:

Description of Object:

What the Object Teaches Us About History:





UNIT 4

A Community Portrait

Introductory Activities

- **Watch *Snow Story* (25 minutes).** Discuss the following questions after the video:
 - What are the residents of Panwapa Island preparing for? What does each one do to prepare?
 - What happens when all the residents of Panwapa Island try to prepare for the storm by themselves? Why does this happen?
 - How do the residents of Panwapa Island solve the problem?
 - When have you used teamwork to solve a problem? Tell us about it.
 - How does teamwork strengthen community?
 - What makes the residents of Panwapa Island into a community?
- **"I'll Trade You," adapted from the *Panwapa Magazine* activity (1 hour)**
 - Explain that people or groups of people often trade things that they have too much of, for things that they don't have enough of, in order to improve their lives. Explain that today students will be trading goods and skills with each other.
 - Brainstorm goods and skills available on Panwapa Island. Clarify that goods are things, and skills are abilities. For example, grass is a good that is available on Panwapa Island; playing soccer is a skill that the Panwapa Muppets have. Talk about how the goods and services available affect the way people in the community live and what their traditions are. For example, because grass is available on Panwapa Island, and because residents have the skill of soccer, soccer is a traditional game on the Island. Divide students into small groups. Ask each student to identify a group he or she belongs to: it might be his or her family, school, neighbourhood or community. Then ask each student to think about goods that the group has (these might include toys, kinds of food or materials for building or

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making things), and skills that the group has (these might include knowing how to read, cook, sing or hunt). Each group should come up with four goods and four skills. Draw pictures of these goods and skills on the cards on the "I'll Trade You! Trading Cards" handout attached.

- **Preparation Note:** Copy the "I'll Trade You! Trading Cards", and the "I Traded With You! Trading Cards" handouts on cardstock. Ideally, the skills cards should be on one colour of cardstock and the goods cards should be on another. This will help students visualise what they are trading. Note that there is space for students to either draw or write about their skill.
- Ask students to look at some of the things the group needs. Write or draw those things on a piece of paper.
- Now, walk around the class and identify who might have those things the group needs. Set up what you think might be a fair trade. Students can role-play both sides, figuring out the best way to make an exchange that is good for everyone, and exchanging cards appropriately. Ask students to keep track of what they swapped on the "I Traded With You!" handout.
- At the end of the activity, discuss whether students feel each group is better off. Were they trading for needs or for wants? How did needs and wants influence the trades children made? How did the trades affect what members of the community were able to do or wanted to do?
- **Introduce the community portrait project (10 minutes).** Tell students that the next piece of the Information Booth is a portrait of the traditions and resources available in their community. Students will be researching what makes their community unique. Often, these are the goods and skills that community members have to offer.

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I'll Trade You! Trading Cards Skills Cards



Skill:



Skill:



Skill:



Skill:



Skill:



Skill:





















I'll Trade You! Trading Cards
Goods Cards

 <p>Good:</p>	 <p>Good:</p>	 <p>Good:</p>
 <p>Good:</p>	 <p>Good:</p>	 <p>Good:</p>



I Traded With You!

Directions: Keep track of your trades! Draw a picture of what you traded in the first column and a picture of what you got in the second column. Make sure to check off whether each item was a skill or a good.

What I Traded:	What I Got:
<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>	<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>
<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>	<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>
<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>	<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>
<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>	<p>Circle One:</p> <p>Skill: </p> <p>Good: </p>



Community Citizenry Project #4

A Community Portrait (time varies based on individual projects): Create a booklet that focuses on the fun activities, skills, goods, opportunities and traditions that make the community unique, and includes:

- **Traditions:** What are some of the traditions that are unique to this town or area? Ask students to find pictures of themselves and their families participating in these traditions, or ask students to take photographs of the traditions as they occur. Encourage students to go to archives and look for historical records of these traditions or others.
- **Celebrations:** What do kids do on their birthdays? What are the most popular holidays, and how does your community celebrate them? Again, try to find photographic evidence of these celebrations, and interview members of your community about them.
- **Food:** What do people in your community like to eat? What do people eat for every meal? Collect favourite recipes, or create menus reflecting what people eat for breakfast, lunch and dinner.
- **Music:** What do people sing? When people dance, what music do they put on, and what dances do they do? Find or make recordings of songs that many people learned as kids. Try to find sheet music or someone to transcribe the songs for you.
- **Art:** Is there a local craft that is popular in your area? Include instructions on how to make it.
- **School:** What are kids' favourite things to do in school and after school? Take pictures and conduct interviews about these.
- **Game:** What are kids' favourite board games? Ball games? Card games? Ask students to include pictures of people playing each game and a short list of rules and procedures for the game.
- **Sports:** What are the most popular sports for boys and girls? Encourage children to find newspaper clippings or other reports of these sporting events, or to write reports themselves.
- **Toy or Gift:** What is the thing that kids most want in your area? Ask students to poll classmates, or ask classmates to fill out wish lists.
- **Business:** Are there one or two local businesses that dominate the local economy or that employ a lot of the adults in that community? Are there small businesses that have a strong presence in the community? Ask students to interview members of these businesses and record the history of the businesses.

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Preparation:

- Look through cookbooks, music books and craft books from the community. Discuss which books the group likes best and why. Brainstorm ideas about formatting your portrait.

Research Guidelines:

- Visit the local Chamber of Commerce or Town Hall to get information about important annual events.
- Visit local religious institutions like churches, synagogues, mosques and temples to learn more about their roles in the community. The same goes for other community-orientated organisations.
- Interview local people about traditions and celebrations they remember that may no longer exist, or exist in different forms.
- Conduct a poll to get a sense of the various "favourites" categories listed below.
- Visit local restaurants and ask chefs about the possibility of collecting recipes from them.
- Visit local performing arts venues to interview performers and theatre staff about the Arts in the community.
- Use the "Community Portrait Page" handout as a template for this activity, or to generate ideas for templates.

Extension Activities

- Partner with another community and exchange community portraits. Try out recipes or crafts in your partner's book, or learn music from the book. Document the results and exchange.
- Bind and publish a version of the book and make multiple copies to sell. Design a community service project and use the proceeds from book sales to fund the project.
- Have a fair displaying the crafts and recipes you created. Perform the music you found.
- Create a photography exhibit with the photographs you collected.

Reflection Questions

- What have you learned about your classmates and people in your community?
- How does what you learned change the way you feel about your community?
- How do these activities reflect the uniqueness of your community?
- What are some sources of knowledge in your community that you discovered that you didn't know about?
- How can you tie these activities to historical research you have already

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done?

Community Portrait Page

Description of Activity:



How does this page help others understand your community?



UNIT 5

Putting the Booth Together

Introductory Activities

- **Visit Information Booths in *Panwapa World* (30 minutes).** Divide students into groups and ask each group to visit two different Information Booths in *Panwapa World*. Ask students to write down two facts that they learned from each booth and to present these facts to the group. Remind students to leave Panwapa cards for at least one Panwapa kid in each country he or she visits. Ask students how these countries are different from their own country, and how the countries are similar. Also ask students to think about how the different facts they learned teach them about communities. Did they learn about religious festivals? What about traditions among children and adults? How do these help students learn about community?
- **Introduce the “Putting the Booth Together” activity (10 minutes).** Tell students that today, we will be putting together all of the pieces of the Information Booth that we made as a class. This booth will be on display so that others can learn about our community.

Community Citizenry Project #5

Putting the Booth Together (time varies based on individual projects):

Assemble the projects that you have completed into an Information Booth. The Booth could include the class flag, welcome sculpture, community map, history exhibit and community portrait. These projects can be displayed in many ways, including the hallways of a school, a room in a community center or a table in the local government buildings.

Tips for Displaying the Booth:

- Choose a day on which the booth will be displayed and have an opening party. Invite friends, family and teachers. Don't forget to invite the community members who helped you gather information for the booth!
- Provide materials for visitors to try making some of the crafts in the community portrait.
- Record songs you gathered while researching the community portrait. Play the recording at the booth, or invite visitors to join in a sing-along.
- Take pictures of visitors coming to the booth and display them.

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- Provide blank Panwapa Cards. Ask visitors to fill in Panwapa Cards when they visit the booth. Display the Panwapa Cards around the booth.

Reflection Questions

- How did visitors react to the Information Booth? Did these reactions surprise you? Why or why not?
- What did others learn about your community that they didn't know before?
- What did you learn about your community that you didn't know before?
- How does what you learned change your view of your community?
- What information did you find out that surprised you? Why was it surprising?
- If you could do the project again, what would you do differently? Why?

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UNIT 6

Serving the Community

Introductory Activities

- **Play the “Panwapa Movie Playalong” online (45 minutes).** This activity, available on the Panwapa Web site, presents eight interactive films designed to raise questions about how children around the world fulfill basic needs ranging from food, water and shelter, to obtaining literacy and education. Discuss how students fulfill their needs. How are students’ lives different from the students on the videos?
- **“Needs and Wants Game,” Full description available in magazine (1 hour).**
 - Ask students to imagine they are on a boat heading to an area of Panwapa Island where no one has been before.
 - Think of all the things they will need to take with them to live on Panwapa Island. Ask children to take turns naming one thing they will take. Ask children to make lists of what they will take on index cards.
 - It looks like the boat does not have much room! Choose 12 things from this list to take; leave the rest behind. Write down the items children choose. Separate the cards into “take” and “leave” piles.
 - Oh dear, the little boat is STILL overloaded. There is only room for six things. Ask children which six things they will keep, and which six they will leave behind.
 - Help children consider: are the “keep” items things they will need in order to survive on the island, or things they want, which are not actually essential for their survival? Are there some other needs that they may have missed?
 - Now ask children to think about the children in the videos. What are their needs? What are their wants? How are these different than the needs and wants children expressed in the game?
- **Introduce the “Serving the Community” activity (10 minutes).** Ask students to think back on the projects they have completed so far. Ask them to identify parts of their community they thought could use improvement, or that provided opportunities for community service. During the mapping activity, did they see any empty lots that needed to be cleaned out? During the history timeline activity, did they uncover any events that should be commemorated through art, sculpture or celebration? During the community portrait activity, did they find organisations like soup kitchens that need help serving the community? As a class, work together to develop a plan to address the issue. Execute the plan, and celebrate the results!

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Reflection Questions

- What did you learn about your community that you didn't know before?
- How does what you learned change your view of your community?
- What information did you find out that surprised you? Why was it surprising?
- If you could do the project again, what would you do differently? Why?
- Do you think other communities face challenges similar to those facing your community? Why or why not?
- What advice would you give other kids who want to improve their communities?

Teacher and User Feedback

Thank you for completing the Panwapa Community Citizenry Project! We hope that these activities helped your group learn more about what it means to be global citizens, and that children will continue to use their skills to learn about and improve their communities.

We also encourage you to please fill out the Panwapa Teacher Survey and/or the Panwapa User Survey. Your feedback is invaluable to us as we continue to develop new materials and improve existing materials on www.Panwapa.com.

- **Panwapa Teacher Survey** (for those using Panwapa in a classroom setting):
http://www.surveymonkey.com/s.aspx?sm=0CL3zKgC50ekfjYn3cGMDQ_3d_3d
- **Panwapa User Survey** (for those using Panwapa outside of a classroom setting):
http://www.surveymonkey.com/s.aspx?sm=ACJQQ8CvXsmp5dSUcyENrw3d_3d

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The Panwapa Diplomat Certificate

Once students have completed the Panwapa curriculum, pass out the Panwapa Diplomat Certificates. Students can decorate the certificates after they receive them, and the decorated certificates can be displayed around the room. These certificates are reminders of students' commitment to global citizenship and to making a difference in their communities.

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