



## Lesson 6: How Do We Communicate?

### Essential Questions:

- How are people around the world similar?
- How are people around the world different?
- Why should we value our similarities and differences?
- How does the way we communicate affect our relationships?

### Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- build an appreciation for the similarities and differences in traditions and lifestyles between one's own culture and the culture(s) of others.

### Outcomes:

Students will...

- create and interpret a bar graph.
- understand that people are similar.
- understand that people are different.
- understand that people around the world speak different languages.
- understand that being able to communicate affects how people get along.

### Curriculum Ties:

- Social Studies: global awareness, languages
- Maths: bar graphs
- Language Arts: writing, listening

### Time Required:

- 3, 60-minute class sessions (*time may vary according to computers and connection speed*)

### Age Range:

Ages 5 - 7

### Materials/Resources:

- Panwapa Videos
  - *Speaking Like Sheep*
  - *Hannah From Israel*
- *Panwapa Magazine*
  - International Treasure Hunt, p. 7
  - A Warm Welcome, p. 12
- Panwapa Adventure Game Board
- Panwapa Game Cards
- Handouts
- Languages Spoken graph sheet with spaces for students' names

### Day One:

1. Ask students if they know what it means to communicate. Make a list of examples of ways in which we communicate with each other. Tell students that they will be adding to the list throughout the lesson.

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2. In the Panwapa video, *Speaking Like Sheep*, the Panwapa gang learns that they can communicate with each other even if they don't know each other's languages. After watching the video, discuss how the Sheep and the other characters were able to communicate without using language. Add these examples of communication to the lists students started.
3. Ask children to talk about a time they had trouble communicating, and to share their experiences not being able to communicate well, or in speaking multiple languages.

**Closure:**

- Review how the sheep and the Muppets felt in the video. How did they communicate without using language? How did Baabra feel when Athena was able to communicate with her? Why is it important to try to learn other languages?
- Tell the students that tomorrow they will learn more about other languages.

**Day Two:**

1. Review the discussion about communication and languages from the last lesson. Tell students that today they will learn more about languages from other countries.
2. Watch the short video, *Hannah From Israel*. Talk about the different languages that students used on the clock. Why was it important to the community to use multiple languages? Use the Panwapa Video Viewing Guide (Appendix 1) to further discuss the video.
3. Ask students how many of them speak more than one language. Make a visual representation of the number of languages spoken. Write the students' names on the graph sheet. Across the top, add the names of the languages spoken. Colour in the corresponding squares to show what languages are spoken, or how many languages are spoken in class.
4. Using page 15 of the magazine, learn how to say "hello" in several languages. Practise saying the new ways to say "hello" as a class.
5. Make copies of the "A Warm Welcome" sign from page 12 of the Panwapa Magazine. Ask students to finish the sign. Tell students to think of places where they could hang their signs in their homes or apartment buildings, or—if possible—in the school building. Students can also create a class "Welcome Sign" to hang by the classroom door.

**Closure:**

- Review how to say "hello" in several languages. Tell the students that in the next lesson they will learn how to say more words.

**Day Three:**

*Before this lesson, create Panwapa Game Cards with words or phrases from various languages. You may find the Translator widget in Mac OS X helpful for writing words in other languages. You may also use numbers in different languages.*

1. Tell students that today they are going to learn some new words in other languages.
2. Ask students to look at the Panwapa homepage in English. Then show them how to switch the page into another language. Ask students to pay attention to how the text changes. How are different languages similar to their own? How are they different?
3. Play "Koko's Hide and Seek" online. As a class, learn to say one or more of the countdowns.
4. Ask students to make Panwapa Game Cards based on the words they learned during the activity. Ask students to format their cards to say: "How do you say \_\_\_\_ in \_\_\_\_?" on the front, and to have the correct vocabulary word on the back.
5. Practice and/or teach students the words or phrases on the Panwapa Game Cards. Then practice the words by playing the game!

**Closure:**

- Go around the room and ask each child say one word he or she learned in a new language

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during these lessons.

- Ask children ways they have learned to identify different languages. How can they tell the difference between Spanish and English? Arabic and English? Spanish and Arabic? Remind students to talk both about the way the language looks and the way it sounds.
- Discuss how it felt to learn words in new languages. Why is important to learn to communicate with others from around the world?

**Assessment:**

1. Teacher observation
2. Pupil participation
3. Communication lists
4. Welcome sign
5. Creating Game Cards
6. Reading or saying the words on the game cards

**Extension/Enrichment**

- Explore the Panwapa World Information Booths online to learn more about different countries and their languages. Listen to the information in various languages.

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