



Unit 4

Global Citizenry: Social Responsibility on a Global and Local Level

Teacher Directions:

In this unit, students will explore economic disparity and put their knowledge into action through a variety of service-learning activities.

In Lessons 1 through 3, students will examine the difference between needs and wants, looking at several socioeconomic backgrounds.

In Lessons 4 through 6, students will discover differences in education throughout the world, including the aspects of our education that are unique, convenient and beneficial.

In Lesson 7, students will look at the importance of a clean and healthy environment.

In Lessons 8 through 10, students will propose and ultimately implement their own community-based service learning project.

Each lesson will run approximately 40-50 minutes, depending on the age of the students and the level of detail that the teacher would like to cover. It is recommended to complete two to three lessons per week; however, teachers are advised to adapt the length of the unit to meet the needs of their students.

The "cumulative review" section of each lesson is intended to be a *quick* reminder of past work and an introduction to the upcoming concepts. It is designed to highlight key ideas and prepare students for the cumulative assessment. With these questions, what is more critical than "correct" or "wrong" answers is the process that students engage in to arrive at their answers. We encourage teachers to engage the students in such a discussion.

The accompanying cumulative assessment should be administered prior to the first lesson and again after the completion of the unit. Informal assessments are listed throughout the lesson plans in order to give teachers an opportunity to verify mastery and check for understanding.

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Lesson 1: Needs & Wants Around the World (Part 1)

Essential Questions:

- How are needs and wants different around the world?
- How does what we value vary among people?
- How does learning about other countries and cultures help us understand multiple perspectives?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that all people share certain basic needs and that disparities in resources affect individuals' abilities to fulfill these needs.
- cultivate a desire to address disparities.

Outcomes:

Students will...

- recognize and be able to identify basic, universal needs
- discern the difference between values and possessions that are "needs" versus "wants".
- recognize that despite differences between people around the world, everyone shares basic commonalities.
- appreciate that one's circumstances affect one's needs and wants.

Curriculum Ties

- Social Studies: needs and wants; economic conditions; cultural differences; civic ideals and practices

Age Range:

Ages 5 - 7

Materials/Resources

- Computers with Internet Access
- Chart Paper
- Markers
- Index cards

Agenda:

"Needs and Wants" Game

1. Tell students to imagine they are taking a boat to an area of Panwapa Island where no one has ever been before.
2. Divide the students into groups of four. Groups will have ten-to-fifteen minutes to brainstorm items they will take on the trip and write or draw each item on an index card.
3. Once all the groups have finished, tell students that the boat only has enough room for twelve items. As a group, they must choose twelve items to take and leave all the rest behind by sorting their cards into "take" and "leave" piles.
4. As students decide which items to take and leave, remind them to consider the following:
 - Are the items they chose things they will need in order to survive on the island, or things they want and which are not essential to their survival?
 - Are there some other "needs" that they may have missed?
5. Once all the groups have finished, tell students that it turns out the boat is even smaller than they thought! Now there is only room for six items. Repeat the process of creating "take" and

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- "leave" piles, this time reducing the number of items from twelve to six.
6. Ask each of the groups to share the six items they chose with the rest of the class. As each group shares, make a list of the items on the board.
 7. If time permits, play the game twice more. The first time, tell students that Panwapa Island is floating away from the Equator towards Antarctica, and that the temperature is getting colder. The next time, tell students that Panwapa Island is floating closer to the Equator and the weather is getting warmer. Students should make their choices of what to bring using this information. Invent additional scenarios as time permits, and continue to list items students picked on the board. As you make the lists, discuss how climate and geography affects one's needs and wants.
 8. Review the lists on the board from the numerous scenarios. Discuss the needs that we all have in common. Ask students to share what they think other students in the school might need. What might people in the neighborhood need? What might people in other countries need?
 9. Tell students that everybody in the world has the same basic needs: water, clothes, shelter, air and food.
 10. Ask students to share some of the items that they decided to leave. Using a show of hands, find out which groups had similar items. Discuss how these items were not "needs", but "wants". Discuss how and why wants differ between groups. Discuss how wants might differ around the world.

Closure:

- Review how needs and wants are different by going around the room and each naming one need and one want. Remind students that our similarities and differences make us unique.

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Lesson 2: Needs & Wants Around the World (Part 2)

Essential Questions:

- How are needs and wants different around the world?
- How does what we value vary among people?
- How does learning about other countries and cultures help us understand multiple perspectives?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that all people share certain basic needs and that disparities in resources affect individuals' abilities to fulfill these needs.
- cultivate a desire to address disparities.

Outcomes:

Students will...

- recognise and be able to identify basic, universal needs.
- discern the difference between values and possessions that are "needs" versus "wants".
- recognise that despite differences between people around the world, everyone shares basic commonalities.
- appreciate that one's circumstances affect one's needs and wants.
- identify several issues directly affecting people in other countries.

Curriculum Ties

- Social Studies: needs and wants; economic conditions; cultural differences; civic ideals and practices

Age Range:

Ages 5 - 7

Materials/Resources:

Students can view the online movies either as a group or on individual computers. If viewing as a group, make sure the sound either comes out through the speakers of the LCD or a set of speakers is available. If each child will be viewing the movies on individual computers, each child should have his or her own headset.

- Handout
 - Basic Needs Sheet
- Writing utensils
- Panwapa Movie Play-Along
 - *Kamia from the USA*
- Blank Panwapa Game Cards

Cumulative Review:

- Who can name a universal, basic need?
- Who can name something that you want, but do not need?

Agenda:

Kamia From the USA

1. Inform students that they will be watching a short film about Kamia who lives in the USA. The film will be about how Kamia and his family get their water in the USA.

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2. To view the movie, ask students to first click on Bill's movie projector to choose the Panwapa Movie Play-Along with Bill the Bug. Students should then click on "Movie Library" on the lower left hand corner of the screen. Then students should select *Kamia from the USA*.
3. The film will play through. When the film ends, Bill will ask the students to play a game with him by watching the film again and clicking on the "Panwapa Button", featuring the spiral island design, every time they see water. Whenever students click on the button, they will receive feedback as to whether they are right or wrong.
4. Once the second screening is finished, Bill will announce how many answers the student got right, and offer him or her the chance to play again or move on to "Bill's Big Question". Students should select "Bill's Big Question".
5. Bill will ask the students: "Where do you get most of your water from?"
6. Once the students select an answer, Bill will present a bar graph featuring the percent breakdown of the answers from all the Panwapa World kids who have taken this poll. Students should stop at this point. Discuss the information presented on the graph as a class. (There is the possibility that the graphs differ, reflecting the fact that students will be submitting their answers at different times.)
7. Point out parts of the graph (such as the title and axis labels) and how to read the information.
8. Ask students where their answers fit in with the poll results. How do their answers compare to the answers other Panwapa Kids gave?

Handout

1. Discuss how different people have different ways of getting their water. Some different ways children get their water include:
 - a. Water goes through pipes that go into individual homes through taps.
 - b. Water goes through pipes into taps, but is only available certain times of the day.
 - c. Water must be pumped into buckets from outdoor pumps, after which it must be carried into the house or building, which may be miles away.
 - d. Water comes in through the tap, but must be boiled before it is drinkable.
 - e. Water needs to be purchased for drinking and bathing.
2. Distribute the "Basic Needs" hand out.
3. Students should write "Kamia" in the "Movie Play-Along" box, and write their own names in the "Me" box.
4. Ask students how Kamia meets his need for drinking water. Ask students to write or draw their answers in the "Drinking Water" box in Kamia's column. Now ask students how they get their drinking water. Students should write or draw their answers in the "Me" column.
5. Ask students how Kamia meets his need for food. Ask students to write or draw their answer in the "Food" box in Kamia's column. Now ask students how they get their food. Students should write or draw their answer in the "Me" column.
6. Ask students how Kamia meets his need for shelter. Ask students to write or draw their answer in the "Shelter" box in Kamia's column. Encourage students to use images and evidence they saw in the movie, such as the fact that Kamia lives on a farm in the US, and probably lives in a house. Now ask students how their needs for shelter are met. Students should write or draw their answers in the "Me" column.
7. Discuss how students' answers were similar to, and different from, Kamia's answers.

Closure

- Ask students what they learned by watching the Kamia movie.
- Review that people who live in different places may have their needs met in different ways, but we all have the same basic needs.
- As a class, create Panwapa Game Cards to be used with the Panwapa Game that are based on what the students learned in the lesson. Examples:

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- Identify a basic need for all people.
- Name at least two ways that people around the world get their water.

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Basic Needs

How are needs met in different places around the world? As you watch the Panwapa Movie Play-Along, write or draw in the "Movie Play-Along" boxes about how you think that child's needs are met. In the "Me" boxes, write how you meet the same needs.

Need	Movie Play-Along:	Me:
Drinking Water		
Food		
Shelter		

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Lesson 3: Needs & Wants Around the World (Part 3)

Essential Questions:

- How are needs and wants different around the world?
- How does what we value vary among people?
- How does learning about other countries and cultures help us understand multiple perspectives?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that all people share certain basic needs and that disparities in resources affect individuals' abilities to fulfill these needs.
- cultivate a desire to address disparities.

Outcomes:

Students will...

- recognize and be able to identify basic, universal needs.
- discern the difference between values and possessions that are "needs" versus "wants".
- recognize that despite differences between people around the world, everyone shares basic commonalities.
- appreciate that one's circumstances affect one's needs and wants.
- identify several issues directly affecting people in other countries.

Curriculum Ties

- Social Studies: needs and wants, economic conditions, cultural differences; civic ideals and practices

Age Range:

Ages 5 - 7

Materials/Resources:

Students can view the online movies either as a group or on individual computers. If viewing as a group, make sure the sound either comes out through the speakers of the LCD or a set of speakers is available. If each child will be viewing the movies on individual computers, each child should have his or her own headset.

- Panwapa Movie Play-Along
 - *Joao from Angola*
 - *Oleg from Russia*
- Computers with Internet Access
- Books, magazines and/or travel brochures for research *optional
- *Panwapa Magazine*
 - *Hand Venn Diagrams, p. 8*
- Writing utensils
- Blank Panwapa Game Cards
- Handouts:
 - Basic Needs Sheet

Cumulative Review:

- Who can name a universal, basic need?
- Who can name something that you want, but do not need?
- Does everyone meet their needs the exact same way?

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- Can you name different ways that people might meet their needs for water?

Agenda:

Inform students that now they will be watching two more movies (listed below), each one from a different country, so they can see some other ways that needs are met. *(Depending on the students' ages, teachers should use their judgment as to how many movies to watch. Not all movies are needed to complete this activity.)*

- Joao from Angola
 - Oleg from Russia
2. Before viewing, remind students to pay attention to how each child's needs are met in each movie. How are these similar to, or different from, the ways we meet our needs in this class?
 3. At the end of each movie, ask students to complete a "Basic Needs Sheet" (attached to Lesson 2) and discuss their findings as a group. Students will have to look closely to find how needs are met, and may not be able to complete the sheet based solely on the movie. If possible, make books, magazines or travel brochures available, so that students can research the appropriate part of the world.
 4. After completing all the "Basic Needs Sheets" ask students to describe what they learned about how different needs are met in different places.
 5. Reinforce that despite our differences, all people have the same basic needs.

Closure:

- Each student will create a Panwapa Game Card based on the lesson. For example:
 - Describe at least two different types of houses.
 - Name three different ways in which people get their food.

Assessment (Lessons 1 through 3):

- Class participation
- Teacher observation of the students' abilities to differentiate between needs and wants
- Basic Needs Sheets
- Panwapa Game Cards

Extension/Enrichment:

- Watch all of the Panwapa Movie Play-Alongs, and complete the lesson with all of the movies.
- Ask students to complete hand Venn diagrams for all the movies. This activity is available on page 8 of the magazine. These Venn diagrams may compare different children in different movies, or they may compare students to children in the movie

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Lesson 4: Learning Around the World (Inviting Others)

Essential Questions:

- Why do kids have different educational experiences around the world?
- How does learning about different educational experiences help us understand each other?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.
- promote an understanding that all people share certain basic needs, and that disparities in resources affect individuals' abilities to fulfill these needs.
- cultivate a desire to address these disparities.

Outcomes:

Students will...

- learn that schools differ around the world
- understand that they can learn from family and friends on a daily basis

Curriculum Ties:

- Social Studies: global awareness; culture; civic ideals and practices
- Writing: Letters

Age Range:

Ages 5 - 7

Materials/Resources:

- Writing utensils
- Paper
- Crayons, markers, colored pencils and/or paints

Cumulative Review:

- Does everyone meet their needs in the exact same way?
- Can needs be different in different parts of the world? How?
- Can you name different ways that people might meet their needs for shelter or food?

Agenda:

This lesson involves writing invitations for guests. Teachers should use their judgment about how to teach this lesson based on the age of their students. The directions below are general suggestions.

1. Inform students that they will be learning about how schools differ around the world. Tell them that part of this lesson will involve learning from parents, relatives, friends and teachers.
2. Each student will write a letter inviting a parent, a relative who lives nearby, a friend outside the school or a teacher to come to the classroom to share his or her experience with the class. Remember to include a way to find out how many people will be attending.
3. Model the letter writing process for the students. The letter should include:
 - the date and time of the proposed visit,

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- the purpose of the visit,
 - the anticipated length of visit, and
 - a response card for the invitee to send back to the student.
4. Address and decorate the invitations.
 5. As a class, role-play handing the letter to its recipient. Practice being polite and asking for a response.

Closure:

- Ask each student to read one thing he or she included in his or her letter.
- Remind students to deliver their letters and to get a response for who will be able to attend.

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Lesson 5: Learning Around the World (How Is Our School Unique?)

Essential Questions:

- Why do kids have different educational experiences around the world?
- How does learning about different educational experiences help us understand each other?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.
- promote an understanding that all people share certain basic needs, and that disparities in resources affect individuals' abilities to fulfill these needs.
- cultivate a desire to address these disparities.

Outcomes:

Students will...

- demonstrate a desire to help a person in need.
- understand the concepts of "fair versus unfair" and "right versus wrong".
- begin to understand that monetary value is only one of many values.
- respect that various cultures and countries have a diverse range of values, beyond money.
- identify several issues directly affecting people in other countries around the world.

Curriculum Ties:

- Social Studies: global awareness; culture; civic ideals and practices
- Math: graphing
- Literacy: compare and contrast

Age Range:

Ages 5 - 7

Materials/Resources:

- Panwapa Video Viewing Guide (appendix)
- Computer with Internet access
- Panwapa Movie Play-Alongs
 - *Juan Pablo from Guatemala*
 - *Moses from Tanzania*
- Handouts:
 - Kids and Schools Around the World

Cumulative Review:

- Can needs be different in different parts of the world? How?
- Name someone in our community that you can learn from.
- Are all schools around the world the same? How do you think they are the same or different?

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Agenda:

1. Inform the students that they will be watching the Panwapa movie play-along video *Juan Pablo from Guatemala*. In this movie, Juan Pablo meets a boy who is unable to go to school because he has to help his family. Juan Pablo and his teacher come up with a plan of how they can help Chato and his brothers and sisters learn to read.
2. Discuss the following with the students:
 - Why don't Chato and his brothers and sisters go to school?
 - How did students answer "Bill's Big Question" at the end of the video?
 - How did other kids around the world answer the question? Discuss the graphs.
 - Use the "Panwapa Video Viewing Guide" (Appendix 1) to further discuss the video.
3. Remind students about the difference between needs and wants (see Lessons 1-3). Tell the students that not all people in the world have an opportunity to go to school.
4. Tell the students that the next movie they will be watching will also be about children going to school, but this movie will be slightly different.
5. Watch the Panwapa movie play-along video *Moses from Tanzania*. In this movie, Moses has to run an hour to get to his school. Once there, he must learn to speak a different language, because the language he speaks is not used in school.
6. Discuss the following with the students:
 - Why does Moses have to go so far to school?
 - Why does Moses run?
 - Why might Moses have to speak a different language?
 - Why does Moses go to school?
 - How does Moses' school differ from the students'?
 - How did students answer "Bill's Big Question" at the end of the video?
 - How did other kids around the world answer the question? Discuss the graphs.
 - Use the "Panwapa Video Viewing Guide" (Appendix 1) to further discuss the video.
7. As a class, compare your school experience with Juan Pablo's and Moses' experiences. Draw a three circle Venn diagram and label one circle with "Juan Pablo's School", one circle with "Moses' School", and one circle with the name of your school. Ask students to think about the similarities and differences in each of the three school experiences. Place each description in the appropriate section of the Venn diagram.
8. Review the Venn diagram with the students. Ask students what they learned about their school experience compared to Juan Pablo's and Moses' experiences.
9. Ask the students what children "need" to be able to learn. Do they need a building? Do they need books? Do they need pencils?
10. Now ask the students what they would "want" to have to help them learn? Would they want a comfortable school? Would they want teachers? Would they want books? Why? Did students in the movie have these things?
11. Discuss with the students that different countries have different traditions for learning. Inform students that during the next lesson they will have an opportunity to interview parents, relatives and friends to learn about their school experiences.
12. Using what they've learned from creating their Venn diagrams, ask students to brainstorm a list of questions they could ask their guests together. For example:
 - How did you go to school?
 - How did you dress for school?
 - What did your school look like?
13. Once students finish their list, display it in the classroom.
14. Remind the students that their guests will be newcomers to the classroom. Discuss how students should make their guests feel welcome. Encourage students to remember the suggestions they brainstormed in other lessons.

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"Kids & Schools Around the World" enrichment activity

- Ask students to use the Panwapa site to find the countries from the "Kids & Schools Around the World" handout. To help students narrow down where to look for the country, provide them with the continent on which the country is located. When all the students have found the country, read the schooling information to them. Leave Panwapa Cards for kids living in that country.
- If the Internet is unavailable, ask students to use a map to find the countries from the "Kids & Schools Around the World" handout. To help students narrow down where to look for the country, give them the continent on which the country is located. When all the students have found the country, read the schooling information to them.

Closure: Tell students that their guests will be in school tomorrow to share their learning experiences!

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Kids & Schools Around the World

Country	Schooling	Interesting Fact
Brazil	The school year runs from February through December. Kids attend school for about four hours in the morning or the afternoon. Most schools require uniforms.	An estimated one-quarter of children in Brazil do not attend school at all, but work instead, especially in cities.
Cambodia	Only about 45% of Cambodian kids finish elementary school. The figure is much lower for children who live in rural villages. Most students wear uniforms.	Cambodian children study maths, history, geography, science, <u>Khmer</u> (Cambodia's official language), English, and French, as well as art, music and dance.
China	Most schools in China run from about 7:30 a.m. to 5:00 p.m., including a two-hour break for lunch. Uniforms are typically required.	Besides subjects such as language and maths, schools teach moral education-values and attitudes that are believed to be important for all citizens.
Costa Rica	Children start school at age six. They have six years of primary school and three years of secondary school. Students enter college at age 15, and attend one of Costa Rica's six universities. All students wear uniforms.	Costa Rica takes education very seriously. It was one of the first countries in Latin America to offer free and mandatory education for all children.
Egypt	School attendance is required for six years, generally beginning at age six or seven. However, many do not attend; literacy in Egypt is less than 60%.	Besides lessons in reading and writing, the school week includes religious education. Muslim and Christian children receive separate instruction.
Ethiopia	Because much of Ethiopia is rural, kids who attend school may have to walk several miles each way.	Unlike in most African nations, school in Ethiopia is free. However, many kids work to help support their families. Less than half are still enrolled by grade 5.
France	The school day typically runs from 8:00 a.m. to 4:00 p.m., with a two-hour lunch break. Schools close Wednesday and Sunday, and have a half-day on Saturday.	There are no uniforms in public schools; however, religious dress, such as headscarves for Muslim girls or yarmulkes for Jewish boys, is banned.
India	The school year begins in April in most of north and east India, and in June in most of south and west India.	Barely half of children in India finish primary school. Drop-out rates are higher for girls; only about 40% of adult women in India can read.
Iran	Girls and boys are educated separately until the university level. In addition, girls typically have only female teachers, and boys typically have only male teachers.	Since Iran has an official religion— <u>Islam</u> - religious study is part of public-school education at all grades.
Japan	Schools in Japan are very competitive and the pressure to score well begins early. Even preschoolers may attend "cram schools" to prepare for exams.	The Japanese school year typically begins in April and lasts until March. There is a summer break of about six weeks, but kids have homework during that time.
Mexico	Large schools hold two shifts—one group of children attends in the morning, and one attends in the afternoon. Uniforms are usually required.	The school year typically runs from the beginning of September through the end of June.
Nigeria	The school year in Nigeria runs from January through December. Typically, there are three semesters, with a month off following each one.	Most schools have strict dress codes. There are not only required uniforms but also rules about hairstyles, jewellery and accessories.
Russia	Russian children have nine years of elementary education. The school day usually runs from 8:30 a.m. to 2:30 p.m.; lunch is eaten at school.	School uniforms were abolished in the 1990s. For attire, the emphasis is on warmth-children may even wear fur coats.
South Africa	Children ages 7 through 15 are required to attend school. Parents must pay fees for their children to attend school, even public schools. All students wear uniforms.	Schools in South Africa are packed with kids. In fact, some schools have two or three sessions to accommodate all the kids.

School information from: <http://www.factmonster.com/ipka/.html>. Fact Monster.

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03 Sep. 2007 <<http://www.factmonster.com/ipka/A0930058.html>>.

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Lesson 6: Learning From Our Guests!

Essential Questions:

- Why do kids have different educational experiences around the world?
- How does learning about different educational experiences help us understand each other?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.
- promote an understanding that all people share certain basic needs, and that disparities in resources affect individuals' abilities to fulfill these needs.
- cultivate a desire to address these disparities.

Outcomes:

Students will...

- understand the concepts of "fair versus unfair" and "right versus wrong".
- respect that various cultures and countries have a diverse range of values, beyond money.
- identify several issues directly affecting people in other countries around the world.
- understand that they can learn from family and friends on a daily basis

Curriculum Ties:

- Social Studies: global awareness; civic ideals and practices; culture

Age Range:

Ages 5 - 7

Materials/Resources:

- Blank Panwapa Game Cards
- Paper/Construction Paper (for Thank-You cards)
- Art Supplies
- Writing Utensils
- Handouts:
 - My School Experience

Cumulative Review:

- What is the difference between a need and a want?
- Do you think your education is a need or a want?
- Are all schools around the world the same?
- How is our school different from other schools around the world?

Agenda:

Prior to the guests' arrival, discuss how to greet them. The class can create a welcome sign that asks the guests to wait at the door. Children can escort their guests to seats in the classroom.

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1. Welcome the guests. Inform the guests that the class has been studying what learning is like for people around the world.
2. Tell the students and guests that in the previous lesson the students created a list of questions they would like to ask their guests about their school experiences. Review the list of questions.
3. Inform students and guests that they will be drawing a three-paneled picture that illustrates three things about the guests' schooling. Give each student and their guest a "My School Experience" sheet. Each team will have approximately 10-to-15 minutes to create, color and label their pictures.
4. When time is up, group two-to-three of the teams together. Each student should present their guest's drawing to the other teams. The groups will have fifteen minutes to share. *(As an option, students can create a Venn diagram organizing what they learn from the other teams.)*
5. If time permits, regroup the teams into new groups, and once again share the drawings.
6. After rotating the groups several times, have a whole group discussion. Ask the students to discuss what they learned about their guests' school experiences. How were their guests' experiences similar to their own? How were they different?

Closure:

- As a closing activity, ask students and their guests to create Panwapa Game Cards. Game cards might include:
 - What are different ways of traveling to school?
 - Why do some schools require uniforms?
 - Describe what a school in another country might look like.
- Also give students time to prepare thank you cards in which they list one or two things they enjoyed learning from their guests.

Assessment (Lessons 4 through 6):

- Teacher observation
- Pupil participation
- Panwapa Game Cards

Extension / Enrichment:

- Post the drawings around the room. Discuss what the students learned from their guests. Ask students to predict what schools might look like in the future. Draw and write about their predictions.
- Use the Azibo and Koko cut-outs from the *Panwapa Magazine*. Send them off to another school. Ask the children in that school to decorate the Azibo and Koko cutouts, and write a description of a typical school day to send back to your school. Remember to include an envelope with the correct return postage!

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My School Experience

Directions: Draw one picture in each panel showing something about your school experience. The picture may show how you went to school, what the school looked like, or what you wore to school. Write a caption under each picture describing that panel.

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Lesson 7: Litterbug

Litterbug

Panwapa Power Pact: Panwapa Kids believe their actions, large and small, have the power to change the way things are in their communities, their nations and around the world.

Description

In the next two lessons, students will make a Litterbug container to make picking up litter fun! Children can use the container to clean up around their desks or in the hallway at school. Students can work as a team to make cleaning go faster. Students can surprise others in their homes, school or neighborhood by cleaning up litter. Students can make a difference in the community, help save the environment and be proud of the group's contribution!

Essential Questions:

- How do the choices I make affect my community and my world?
- How can I make the world a better place?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.

Outcomes:

Students will...

- learn to keep the earth clean by properly disposing of litter
- realise the importance of a healthy environment
- make concrete suggestions for ways to positively affect the world.

Curriculum Ties

- Social Studies: global awareness; culture; civic ideals and practices; people, places & environment
- Science: ecology, recycling

Age Range:

Ages 5 - 7

Materials Needed

- Handouts
 - Bill Cut Out (attached)
- Scissors
- Tape
- Felt-tipped pens
- Clean, 5-litre milk container or any other container with a handle (a bucket, ice cream bucket, a box: try to reuse something you might normally throw away)

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Cumulative Review:

- How is our school different from other schools around the world?
- Name one thing you learned from our guests!
- How has the passage of time changed how we learn?

Agenda:

1. Find a clean plastic 5-litre milk container or any other container with a handle.

- Make sure the top has a large opening.
- If the opening for the top is small, an adult can help children cut a wider top. Make sure to cut the container so that the handle remains attached.

2. Decorate the container using felt-tipped pens and other art supplies.

- Use scraps of tin foil, paper, felt or other materials that might otherwise be thrown out to decorate the containers.

3. Cut out and tape Bill on the container.

- Tell children that the picture of **Bill** is there to remind them not to be a litterbug!

4. Fill the Litterbug container with litter from around the classroom, school or home.

- Empty the Litterbug container into a rubbish bin when it is full.
- Surprise others at home, school or neighbourhood by cleaning up litter. (Remind children that when they pick up litter outside, they should use gloves.)

Closure: Tell students that tomorrow they will be able to write letters to politicians in order to promote laws and regulations that support a healthier environment.

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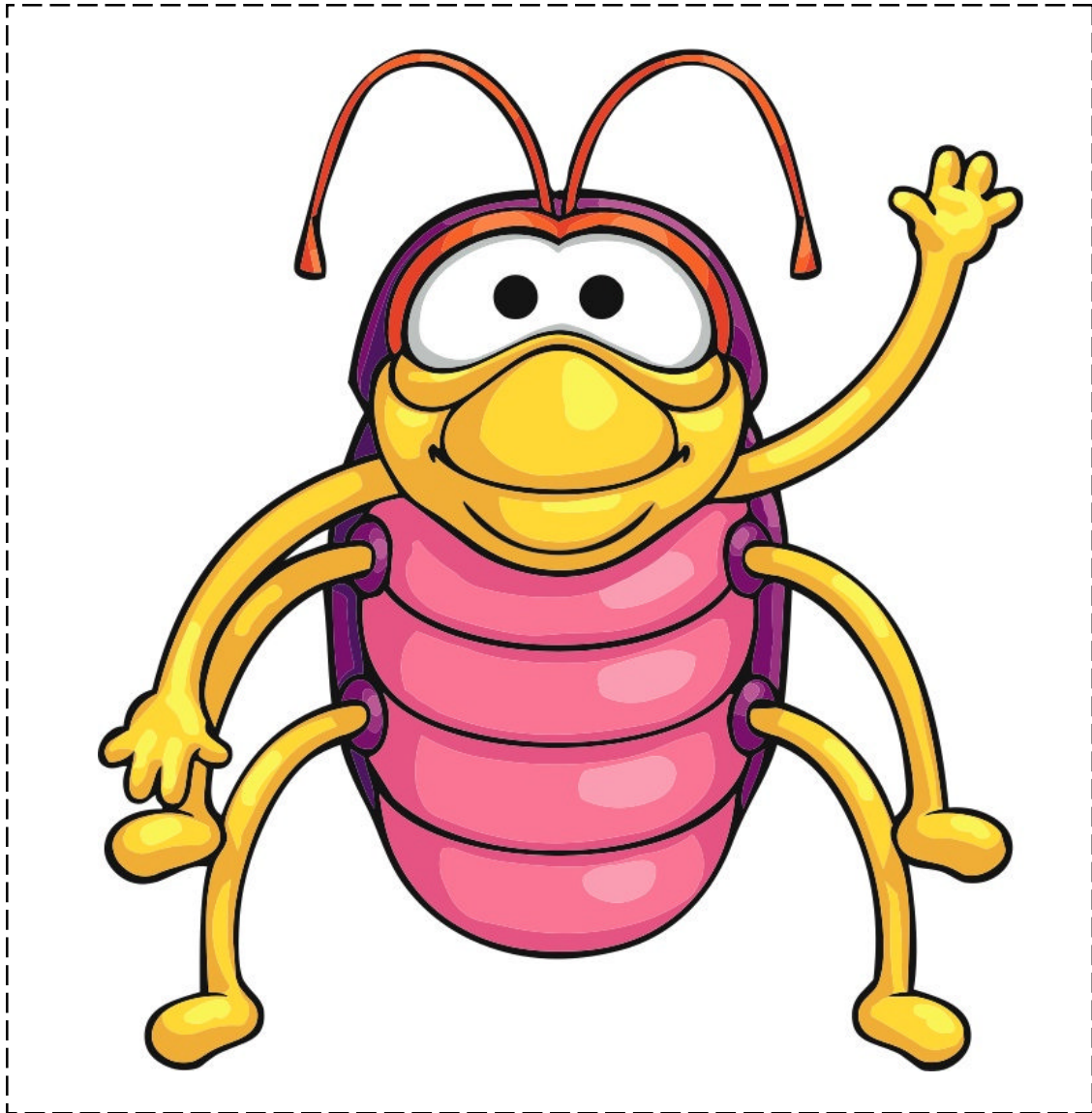


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Litterbug Handout



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Lesson 8: How Can We Help? (Identifying Needs)

How Can We Help?

Power Pact: Panwapa Kids know that they should do their best to help make the world a fairer, safer place for all people.

Description

Communities come in many shapes and sizes, and almost everyone belongs to lots of communities. Your group's community might be their homes, schools, neighborhoods, or town. Everyone is part of many different communities. Throughout the next three lessons, ask children to consider what they would like to contribute to their community. They will also find ways to make their community a better place.

Essential Questions:

- How do the choices I make affect my community and my world?
- How can I make the world a better place?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.

Outcomes:

Students will...

- consider what they could contribute to their community
- learn the value of brainstorming with classmates

Curriculum Ties

- Social Studies: global awareness; culture; civic ideals and practices

Age Range:

Ages 5 - 7

Materials Needed*

***Unless otherwise indicated, all materials are available on www.panwapa.com.**

Panwapa Video Viewing Guide (appendix)

Panwapa Movie Play-Alongs

- *Snow Story*
- *Hannah from Israel*

Cumulative Review:

- Why should we keep our school and community clean?
- What are some things we can do to keep our school and community clean?

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- How much of a difference can you make in your community?

Agenda:

Watch the Panwapa video Snow Story.

- Discuss the video as a group. Why did the characters decide to work together? How did this decision help their community? Use the Panwapa Video Viewing Guide (Appendix 1) to discuss the video further.

Watch the Panwapa video Hannah from Israel.

- Discuss the video as a group. How did Hannah and her friends help their community? Use the Panwapa Video Viewing Guide (Appendix 1) to discuss the video further.

Make a chart of ideas.

- The class began their community service by cleaning up around the school. Now, it is time to extend that thinking to the larger community in the same way that Hannah and her friends recognized a way that they could contribute to their community.
- After completing Lessons 1 through 3 on “needs” and “wants,” students should be aware of universal, basic needs. Brainstorm areas in the school or community that could be improved. Is there a place in your community that could be cleaner? Can you think of community places that may need some flowers or a fresh coat of paint? Think about your play area or an area which is used by others. How could you make the place better?
- Write down your ideas on a chart or piece of paper.

Closure: Tell students that tomorrow they will decide on their contribution to their community.

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Lesson 9: How Can We Help? (Communicating with Our Community)

Essential Questions:

- How do the choices I make affect my community and my world?
- How can I make the world a better place?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.

Outcomes:

Students will...

- identify areas of their community that could be improved.
- create plans for improving their community.
- make concrete suggestions for ways to positively affect the world.

Curriculum Ties

- Social Studies: global awareness; culture; civic ideals and practices
- Science: ecology, recycling

Age Range:

Ages 5 - 7

Cumulative Review:

- What are some things we can do to improve our school and community?
- How much of a difference can you make in your community?
- Why is it important to engage in making your community better?

Agenda:

- Using the chart of ideas from the previous lesson, have the class pick one idea that they think they can follow through on.
- Then ask students to share their thoughts about their community by writing to local, regional and national representatives about what they would like to see changed, added, memorialized, or acknowledged in their neighbourhood. Be sure to model an appropriate letter, including how to make a heading and signature. Explain to students that their letters may help change laws and make the earth a cleaner place.
- Encourage students to draw a picture to accompany their words. Invite them to share their thoughts with a partner or, time permitting, with the whole group.

Closure: Tell students that tomorrow they will work together on a plan to help in their school or community.

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Lesson 10: Making a Plan

Essential Questions:

- How do the choices I make affect my community and my world?
- How can I make the world a better place?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.

Outcomes:

Students will...

- identify areas of their community that could be improved.
- create plans for improving their community.
- make concrete suggestions for ways to positively affect the world.

Curriculum Ties

- Social Studies: global awareness; culture; civic ideals and practices
- Science: ecology, recycling

Age Range:

Ages 5 - 7

Materials / Resources:

- Handouts:
 - Let's Make a Plan
 - A Model Plan

Cumulative Review:

- What are some things we can do to improve our school and community?
- How much of a difference can you make in your community?
- Why is it important to engage in making your community better?

Agenda:

1. In small groups, students can come up with an idea for something they can do to improve their school or community.
2. Using the "A Model Plan" handout as an example, go over the necessary steps for creating the plan.

Closure:

- Each group shares the plans with the class. Determine if the plan would be possible for the class to follow. As a class, select the most appropriate plan. Then, implement your project!

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Let's Make a Plan!

What will we do?	How will it be done?	Who will be in charge?	Who will help?	What supplies are needed?

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A Model Plan

What are we going to do?	How will it be done?	Who will be in charge?	Who will help?	What supplies do we need?
We will plant a garden in the empty field next to the community center.	We will ask permission to plant a garden. We will each bring a seedling to plant. We will invite friends bring seedlings too.	Ms. Lopez	Layla Amelia Joseph Mohammed Shahnaz	Seedlings Spades Fertilizer Water

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Lesson 11: How Can We Help? (Let's Do It!)

Essential Questions:

- How do the choices I make affect my community and my world?
- How can I make the world a better place?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.
- promote an understanding that one's actions impact others.
- build a willingness to take responsibility for one's actions.
- encourage children to participate in their communities both locally and globally.

Outcomes:

Students will...

- identify areas of their community that can be improved
- begin to understand the benefits of environmental activism

Curriculum Ties

- Social Studies: global awareness; culture; civic ideals and practices
- Science: ecology, recycling

Age Range:

Ages 5 - 7

Materials Needed*

*Additional supplies will be needed once group decides on a project.

Cumulative Review

- How can we make a plan to improve our school/community?

Agenda:

Before going into the community, be sure to...

- **Visit the project area and get permission to carry out your project.**
- **Get the supplies needed.**
- **Set up a time to complete the improvement.**

Today...

- **Have fun doing the project!**
- **Enjoy the new area or event!**

Service Learning Extension

- Invite students to define the word "volunteer" and to think about what it means to help others. Ask students to share their experiences of volunteering and how they can make a difference at home, at school, and in their community. Discuss with students that by volunteering to participate in service projects, we all have an opportunity to make a positive difference in the world. Service projects may include donating items, raising money for a cause, or making or doing something that helps others. Introduce students to *Children for Children*[®]

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(www.childrenforchildren.org) a website with information on volunteering and community service.

Additional Activities

- Take photos of the process and create a book about how your group helped the community.
- Write thank you notes to everyone who helped with the project.

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Appendix 1

Panwapa Video Viewing Guide

Viewer's Guide to Panwapa Videos: Questions for Discussion

Story #1: *Hello Panwapa Island!*

- 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 change their minds about Azibo?
- What can you do to make new people feel welcome in your community?

Story #2: *Speaking Like Sheep*

- 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 speak your language? What is it like?
- What are some things you could do to help someone who doesn't speak the same language you do?
- How can you welcome someone who doesn't speak the same language you do?
- How did the residents of Panwapa Island feel when the Sheep family wanted to live on the field?
- How did everyone solve the problem?
- What are some things you could do to help people who may be homeless, or need basic things like food and water, like Baabra and her family?

Story #3: *Baa to the Sun, Sing to the Moon*

- What is a tradition? What are the two traditions shown in this movie?
- Why did the sheep carry-out their tradition?
- 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 families? Why are they important to you?
- Why should we respect other people's traditions?

Story #4: *Snow Story*

- 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 can we use teamwork today to do a community service project?

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Story #5: *Juan Pablo from Guatemala*

- Where does Juan Pablo live? Try to find the country he lives on a map.
- How are Juan Pablo and Chato similar? How are they different?
- What problem did Juan Pablo identify? How did he solve the problem? Who helped him?
- Why do you think Chato could not go to school? Why do you think other children around the world cannot go to school?
- Why is it important to go to school?
- What can you do to help children like Chato who cannot attend school?

Story #6: *Oleg from Russia*

- Where does Oleg live? Try to find the country he lives on a map.
- What is Oleg's home like? Why is it important for him to be able to pack his home up and move it?
- How is Oleg's home similar to your home? How is it different?

Story #7: *Moses from Tanzania*

- Where does Moses live? Try to find the country he lives in on a map.
- How is Moses' life similar to your life? How is it different?
- What language does Moses speak at home? What language does he speak at school? Do you speak a different language at home than at school?
- Moses is not allowed to speak Masai at school. How do you think this affects his life?
- When would it be helpful to know more than one language?
- How is Moses' school similar to your school? How is it different?
- Many children cannot go to school, or they have to run to school, like Moses. What are the benefits of going to school? Why do you think some children do not go to school?
- How can you help children who cannot attend school?

Story #8: *Kamia from USA*

- Where does Kamia live? Try to find the country he lives in on a map.
- Kamia lives in the desert. How does this affect his life?
- How is the desert similar to where you live? How is it different?
- Where does Kamia get water? Where do you get water?
- What does Kamia's family use water for? What does your family use water for?
- How do other children around the world get water?
- What can you do at home to save water?

Story #9: *Joao from Angola*

- Where does Joao live? Try to find the country he lives in on a map.
- How do Joao and his family get food? Where do you get food?
- Why are Joao and his family celebrating?
- How do they celebrate?
- What do you celebrate with your family? How do you celebrate?
- How is the celebration in Joao's village similar to your celebrations? How is it different?

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Story #10: *Hannah from Israel*

- Where does Hannah live? Try to find the country she lives in on a map.
- What problem did Hannah identify?
- How did Hannah's class decide to solve the problem?
- What are some examples of teamwork in the video?
- What is a petition? Why did Hannah and her classmates create one?
- Why did the clock have four faces? How was each clock face different?
- How did Hannah's class feel when they finished the project? Why did they feel this way?
- What is an improvement you would like to make in your community? What steps would you take to get this improvement done?

Story #11: *Shahinoor from Bangladesh*

- Where does Shahinoor live? Try to find the country she lives in on a map.
- What does Shahinoor use to make a toy?
- How does Shahinoor's brother help her?
- How are Shahinoor's toys similar to your toys? How are they different?
- Have you ever made a toy before? If so, what did you make? What did you use to make it? If not, what could you make, and what could you use to make it?

Story #12: *Shem Ping from China*

- Where does Shem Ping live? Try to find the country he lives in on a map.
- How did Shem Ping meet his new friend?
- What did Shem Ping try to eat?
- How is the food Shem Ping ate similar to the food you eat? How is it different?
- What did Shem Ping learn during his visit?
- Have you ever tried something new before? What was it like? What did you learn?
- Why is it important to meet new people and try new things?

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