



YEAR 1





Intercultural Activities

Teachers' E-book

1st grade

Our surroundings



Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task	A1, B1, NS	A1, B1, NS		A1, B1, NS
2 nd task	A1, B1, NS	A1, B1, NS		A1, B1, NS
3 rd task	A1, B1, NS	A1, B1, NS		A1, B1, NS

This booklet includes seven different tasks which include several activities per task. In this respect, to understand better, Task relates to the activity outline, which in Year 1 is seven, whilst Code relates to the number of activities within that task. Station refers to which area the various tasks could be assigned.

Example for Task 1

- ML – Malta
- SL – Second Language
- Year - 1
- Task – 1
- Activity – 1.1, 1.2
- Code – 1.1, 1.2
- Station – What tasks will work according to language competency level

[Type here]

TASK ONE – Different Homes

Description

SL.ICC.1, 1.1

SL.ICC.1, 1.2

Materials Needed:

- Pictures of homes from around the world (houses, yurts, igloos, huts, stilt houses, apartments).
- Drawing supplies (paper, markers, crayons, stickers).
- Materials for collaborative projects (poster board, glue, recycled materials like cardboard).
- Good website to use – [National Geographic Kids](#)

Technological Link

All levels – [Homes around the world](#)

A1 Level: Introduction to Homes

1. **Introduction:** Discuss the concept of "home" and what it means to the students. Introduce basic vocabulary such as bedroom, kitchen, living room, house, and apartment. Show pictures of homes like houses, apartments, huts, igloos, and yurts. Explain that homes can look different depending on where people live in the world.
2. **Vocabulary Task:** Show pictures of different types of homes from around the world (e.g., mud huts from Africa, yurts from Mongolia, igloos from the Arctic, and treehouses). Encourage students to repeat the names of the rooms and types of homes. Use visuals and props to make the vocabulary interactive. Ask simple questions like, "What do you see in this home?" and help students describe what they see.
3. **Sharing Time:** Have students share something special about their homes or favorite rooms. Discuss similarities and differences in the types of homes and rooms shared, emphasizing how every home is special and unique.
4. **Activity:** Students draw their own homes and label the rooms they discussed (e.g., bedroom, kitchen). Assist them with writing if needed. Add a fun element by having students decorate their homes with stickers or colors.
5. **Final Group Reflection:** Bring all groups together and allow each group to share their drawings, posters, or projects about homes. Lead a discussion on how homes around the world are different and what they have learned. Reinforce the idea that homes can look different, but they all serve the same purpose: to provide comfort, safety, and a place to live.
6. **Closure:** Provide them with the link to [Homes around the world](#) to complete individually.

A2 Level: Our Homes and Daily Activities

1. **Introduction:** Discuss daily activities at home, such as eating, sleeping, playing, and cooking. Introduce new vocabulary related to daily routines and home spaces (e.g., bathroom, garden, dining room).
2. **Vocabulary Expansion:** Show pictures of families around the world engaging in different activities at home. Include images of people cooking in a traditional kitchen in Mexico, sleeping in a Japanese tatami room, or playing in an outdoor garden. Encourage students to

[Type here]

repeat the names of activities and answer questions like, "What do you do at home?"

3. **Sharing Time:** Have students share their favorite daily activities at home and describe them using simple sentences (e.g., "I like to play in my room"). Discuss any differences in routines that students notice in the pictures, such as different types of kitchens or play areas.
4. **Activity:** Create a collaborative class poster with drawings of different daily activities at home. Each student can contribute by drawing a picture of their favorite activity and describing it. Incorporate homes from different parts of the world to show how different people use their homes for similar activities.
5. **Final Group Reflection:** Bring all groups together and allow each group to share their drawings, posters, or projects about homes. Lead a discussion on how homes around the world are different and what they have learned. Reinforce the idea that homes can look different, but they all serve the same purpose: to provide comfort, safety, and a place to live.
6. **Closure:** Provide them with the link to [Homes around the world](#) to complete individually

Native Speakers: Home Environments Around the World

1. **Introduction:** Discuss the idea that homes can look different based on geography, climate, and culture. Introduce advanced vocabulary like architecture, furniture, decoration, balcony, roof, and walls.
2. **Vocabulary Enrichment:** Show pictures of homes from around the world, such as stilt houses in Southeast Asia, adobe homes in New Mexico, and skyscraper apartments in big cities. Encourage students to repeat the names of architectural features and talk about the materials used (e.g., "This house is made of wood."). Discuss how climate can affect homes. For example, homes in cold climates may have thicker walls, while homes in hot climates may have large windows for airflow.
3. **Sharing:** Have students share what they find interesting about homes from different parts of the world. Discuss why homes are different and what makes each home special. Talk about respecting and appreciating the variety of home environments around the world.
4. **Activity):** Engage in a collaborative project where students create a visual display of homes from around the world. Encourage students to draw or craft homes based on the images they've seen, adding details such as balconies, gardens, or roofs. Incorporate materials like paper, cardboard, and natural items to represent different building materials.
5. **Final Group Reflection:** Bring all groups together and allow each group to share their drawings, posters, or projects about homes. Lead a discussion on how homes around the world are different and what they have learned. Reinforce the idea that homes can look different, but they all serve the same purpose: to provide comfort, safety, and a place to live.
6. **Closure:** Provide them with the link to [Homes around the world](#) to complete individually

[Type here]

Language skill

1. Speaking:
 - Engaging in discussions about homes and daily activities.
 - Using vocabulary related to homes, rooms, and activities (e.g., bedroom, kitchen, playing, cooking).
 - Describing their own homes or favorite activities using simple sentences (e.g., "I sleep in my bedroom.").
2. Listening:
 - Listening to peers and teachers as they describe homes from different cultures.
 - Following instructions during group activities and discussions.
3. Vocabulary Development:
 - Learning new words related to homes, rooms, and daily activities (e.g., house, apartment, playing, eating).
 - Using these words in conversations, presentations, and creative activities (e.g., drawing or collaborative posters).
4. Communication:
 - Developing basic communication skills by interacting with classmates, sharing ideas, and participating in group discussions.
 - Building confidence in speaking and presenting simple ideas to others.

Competences for democratic culture

1. Cooperation and Teamwork:
 - Students will work together during activities, such as group discussions and collaborative drawing or poster-making.
 - They will learn how to share materials and ideas, take turns, and contribute to a group project, fostering cooperation and teamwork.
2. Respect for Diversity:
 - By exploring different homes from around the world, students will learn to appreciate the diversity of home environments and cultures.
 - They will begin to understand that differences in homes are related to cultural practices and geographical locations, promoting an early sense of respect for others.
3. Responsibility:
 - Through participation in group projects, students will learn about personal responsibility—each child contributing their part to the collective outcome.
 - They will also begin to understand that respecting and appreciating different types of homes is part of being a responsible and respectful community member.
4. Civic-Mindedness:
 - The activity promotes an understanding of shared values, such as caring for one's home and respecting others' homes, regardless of their differences.
 - Students will begin to understand the importance of homes in providing safety, comfort, and belonging, fostering an early awareness of community and empathy.
5. Communication and Dialogue:
 - The activity encourages students to listen to others' experiences and share their own, fostering open dialogue.

[Type here]

	<ul style="list-style-type: none"> • They will practice expressing their thoughts respectfully and listening to their peers, promoting a foundation for effective communication and collaboration in a democratic setting.
Type of learning Activity	
Learning Outcome	<ul style="list-style-type: none"> - Language Development: <ul style="list-style-type: none"> - Recognize and use basic vocabulary related to homes, rooms, and daily activities. - Describe their own homes and activities using simple sentences. - Understand that homes can look different around the world, but all homes serve the same purpose. - Cultural Awareness: <ul style="list-style-type: none"> - Be able to identify and appreciate different types of homes from various cultures (e.g., yurts, igloos, stilt houses). - Begin to understand how people in different parts of the world live in different types of homes due to climate, geography, and culture. - Creativity and Expression: <ul style="list-style-type: none"> - Express their understanding of homes through drawing, crafting, and collaborative projects. - Use creative expression to show what they learned about their own home and homes around the world.
Objective (Link to Curriculum and/or European frameworks)	

[Type here]

Educators Resources

Activity 1

Cultural Homes

1. Igloo (Canada)

- Home Description: Igloos are small houses made of ice blocks. They are built by Inuit people in the cold, snowy regions of Canada. Igloos are round and keep people warm inside.

2. Yurt (Mongolia)

- Home Description: Yurts are round tents made of wood and covered with felt. They are used by nomadic people in Mongolia. Yurts can be taken down and moved to a new place easily.

3. Mud Hut (Africa)

- Home Description: Mud huts are small houses made from mud, straw, and sticks. They are common in many parts of Africa. Mud huts are cool inside, which helps people stay comfortable in hot weather.

4. Stilt House (Southeast Asia)

- Home Description: Stilt houses are built on tall wooden poles above the ground. They are found in places like Thailand and Indonesia. Stilt houses protect people from floods and keep them cool.

5. Adobe House (Southwest USA)

- Home Description: Adobe houses are made from bricks of sun-dried clay. They are found in the southwestern United States, especially in places like New Mexico. Adobe houses stay cool in the summer and warm in the winter.

Cultural Routines

1. Morning Routine (Japan)

- Routine Description: In Japan, families start the day by eating a healthy breakfast, which might include rice, fish, and soup. Children bow to their parents to show respect before going to school.

2. Mealtime Routine (India)

- Routine Description: In India, many families eat meals together, sitting on the floor. They use their right hand to eat food like rice and curry. After eating, they wash their hands and relax together.

3. Afternoon Routine (Spain)

- Routine Description: In Spain, people often take a break in the afternoon called a "siesta." During this time, they rest or nap to recharge for the rest of the day. Later, children play outside with friends.

4. Evening Routine (Mexico)

- Routine Description: In Mexico, families gather for dinner in the evening. After dinner, they might enjoy a treat like churros. Then, they spend time talking or watching TV together before bedtime.

5. Bedtime Routine (Kenya)

[Type here]

- Routine Description: In Kenya, children might listen to stories told by their parents or grandparents before bed. These stories often include lessons about nature and animals. After the story, children go to sleep under a mosquito net to stay safe from bugs.

Matching Homes with Routines

1. Igloo (Canada)

- Matching Routine: Bedtime Routine (Kenya)
- Reason: Both routines are focused on keeping warm and staying safe in their environments.

2. Yurt (Mongolia)

- Matching Routine: Mealtime Routine (India)
- Reason: Both cultures value close family gatherings and have portable, adaptable living spaces.

3. Mud Hut (Africa)

- Matching Routine: Bedtime Routine (Kenya)
- Reason: Both homes and routines are influenced by the need to stay cool in hot climates and the importance of storytelling.

4. Stilt House (Southeast Asia)

- Matching Routine: Afternoon Routine (Spain)
- Reason: Both routines involve adapting to the climate—taking a siesta to avoid the hottest part of the day and living above ground to stay cool.

5. Adobe House (Southwest USA)

- Matching Routine: Morning Routine (Japan)
- Reason: Both homes and routines reflect a respect for natural materials and the environment, and a structured start to the day.

[Type here]

Students Resources

<p>ML.ICC.1 Code 1.1, 1.2, 1.3</p> <p>Teacher station Independent Station Technology Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss homes. <ul style="list-style-type: none"> ○ Are there any words that you know about the home? ○ Do you know about different types of homes? ○ What do you see in this home? ○ What is special about your home? ○ Which is your favourite room? • Draw your home and write the names of the room. You can also decorate the rooms. • When the teacher tells you click on the link to Homes around the world and guess the homes.
---	---

<p>ML.ICC.1 Code 1.1, 1.2, 1.3</p> <p>Teacher station Independent Station Technology Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss homes. <ul style="list-style-type: none"> • Are there any words that you know about the home? • Do you know about different types of homes? • What do you see in this home? • What is special about your home? • Which is your favourite room? • Discuss with the teacher the daily activities at home? <ul style="list-style-type: none"> • What do you do at home? • Are there any activities people do differently? • What are your favourite daily activities at home? • Draw a picture of your favourite activity at home. This will be put into a large class poster. • When the teacher tells you click on the link to Homes around the world and guess the homes.
---	--

<p>ML.ICC.1 Code 1.1, 1.2, 1.3</p> <p>Teacher station Independent Station Technology Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss homes and how they look different due to where they are and climate. <ul style="list-style-type: none"> ○ Are there any words that you know about the home? ○ Do you know about different types of homes? ○ What do you see in this home? ○ What is special about your home? ○ Which is your favourite room? • Discuss with the teacher the homes? <ul style="list-style-type: none"> ○ What do you do at home? ○ How does the weather effect homes? ○ What is special about homes? ○ Are there still similar rooms? • Draw a picture of a different home. Add different details.
---	--

[Type here]



- When the teacher tells you click on the link to [Homes around the world](#) and guess the homes.

[Type here]

TASK TWO – Different Schools

Description

ML.ICC.1, 2.1

ML.ICC.1, 2.2

ML.ICC.1, 2.3



Materials Needed:

- Pictures of schools from around the world (traditional schools, outdoor schools, urban and rural schools).
- Drawing supplies (paper, markers, crayons, stickers).
- Materials for collaborative projects (poster board, glue, recycled materials like cardboard).

Technology Tool

All – [Schools around the world](#)

A1 Level

1. Introduction: Begin by discussing the concept of "school" and what students know about their own school. Introduce basic vocabulary like classroom, teacher, desk, playground, and friends. Explain that schools can look different around the world. Show pictures of various types of schools, such as traditional classrooms, outdoor schools, and schools in tents or on boats.
2. Vocabulary Task: Show pictures of different school environments, such as a school in a rainforest, a floating school in Bangladesh, and an urban city school. Encourage students to repeat the names of the school items and describe what they see (e.g., "This school has a playground," "This classroom is outside."). Ask simple questions like, "What do you see in this school?" to help them describe the features of the school.
3. Sharing Time: Have students share something they like about their own school or favorite part of the classroom. Discuss similarities and differences between the types of schools shown in the pictures and the students' own schools.
4. Activity: Engage students in a simple drawing activity where they draw their school or a favorite part of their classroom (e.g., the playground, the art corner). Add a fun element by having students decorate their pictures with crayons, markers, or stickers.
5. Final Group Reflection: Bring all groups together and allow each group to share their drawings, posters, or projects about schools around the world. Lead a discussion on how schools can be different, but they all serve the same purpose of helping children learn and grow. Reinforce the idea that every school, no matter where it is, is special and important.
6. Technology Tool: Together with students go through the [Schools around the world](#) and ask them to guess which sentence is correct.

A2 Level:

1. Introduction: Discuss the daily activities that happen at school, such as learning, playing, eating, and singing. Introduce new

[Type here]

- vocabulary related to daily school routines and activities, using visuals.
2. **Vocabulary Expansion:** Show pictures of students from around the world engaging in different activities at school, such as a group of children playing soccer in South America, eating lunch in Japan, or learning in an outdoor classroom in Africa. Encourage students to repeat the names of the activities (e.g., "They are playing," "They are eating lunch"). Ask questions like, "What do you do at school?" and encourage students to share their daily activities.
 3. **Sharing Time:** Have students share their favorite daily activity at school and describe it in simple sentences (e.g., "I like to play on the playground"). Discuss any differences students notice in the school routines shown in the pictures, such as different activities or play areas.
 4. **Activity:** Create a collaborative class poster where students draw and label different daily activities at school, such as learning, playing, and eating. Incorporate images of schools from around the world and show how children do similar activities in different settings.
 5. **Final Group Reflection:** Bring all groups together and allow each group to share their drawings, posters, or projects about schools around the world. Lead a discussion on how schools can be different, but they all serve the same purpose of helping children learn and grow. Reinforce the idea that every school, no matter where it is, is special and important.
 6. **Technology Tool:** Together with students go through the [Schools around the world](#) and ask them to guess which sentence is correct.

Native Speaker Level:

1. **Introduction:** Discuss the idea that schools can look different depending on the country, geography, and culture. Introduce advanced vocabulary like architecture, subjects, lessons, and class size.
2. **Vocabulary Enrichment:** Show pictures of various schools from around the world, such as a forest school in Scandinavia, a large school in an Indian city, and a small rural school in a remote village. Focus on architectural differences (e.g., open spaces, tents, brick walls), as well as different classroom layouts. Encourage students to describe what they see and repeat the new vocabulary words.
3. **Sharing Time:** Have students share what they find interesting or different about the schools shown in the pictures. Encourage a discussion on the importance of respecting and appreciating schools in different cultures, understanding that children everywhere go to school but may have different experiences.
4. **Activity:** Engage students in a collaborative project where they create a display of schools from around the world. Students can draw, cut out pictures, or use recycled materials to craft different

[Type here]

types of schools (e.g., a school made of tents or a school with solar panels). Each student can focus on a specific school or feature (e.g., a playground, a garden, or a unique classroom).

5. Final Group Reflection: Bring all groups together and allow each group to share their drawings, posters, or projects about schools around the world. Lead a discussion on how schools can be different, but they all serve the same purpose of helping children learn and grow. Reinforce the idea that every school, no matter where it is, is special and important.
6. Technology Tool: Together with students go through the [Schools around the world](#) and ask them to guess which sentence is correct.

Language skill

1. Speaking:
 - Engaging in discussions about school environments, routines, and activities.
 - Using vocabulary related to schools, classrooms, and daily activities (e.g., classroom, playground, learning).
2. Listening:
 - Understanding peers as they describe their schools or favorite activities.
 - Listening to descriptions of schools from around the world and responding with curiosity and respect.
3. Vocabulary Development:
 - Learning new words related to schools, subjects, and activities (e.g., teacher, classroom, lesson, play).
 - Using these words in conversations, activities, and presentations.
4. Communication and Interaction:
 - Building confidence in speaking and interacting with peers.
 - Sharing personal experiences and listening to others in discussions about schools and school environments.

Competences for democratic culture

1. Cooperation Skills:
 - Students will work together on group projects, such as collaborative posters and discussions about schools.
 - They will learn to share materials, ideas, and tasks while respecting their peers' contributions.
2. Respect for Diversity:
 - By exploring schools from different cultures, students will learn to appreciate the diversity of school environments and how children around the world experience education.
 - They will understand that while schools may look different, they all play a vital role in children's lives.
3. Responsibility:
 - Through group activities, students will learn responsibility by completing their part of the project and respecting others' work.
 - They will understand that everyone has a role to play in learning and sharing knowledge about schools.
4. Communication and Dialogue:

[Type here]

	<ul style="list-style-type: none">- Students will practice sharing their own experiences while listening to others, fostering communication and respect for different perspectives.- They will develop the skills needed to engage in meaningful dialogue about global topics, such as education.
Type of learning Activity	
Learning Outcome	<p>By the end of the activity, students will:</p> <ul style="list-style-type: none">- Understand that schools look different around the world, but they serve the same purpose.- Be able to recognize and use basic vocabulary related to schools, classrooms, and daily activities.- Appreciate the cultural diversity in school environments and routines, showing respect for differences.- Express their understanding of school environments through drawing, crafting, and discussions.
Objective (Link to Curriculum and/or European frameworks)	

[Type here]

Educators Resources

Task Two Schools

- Identify different pictures of different schools around the world
- Create colouring pages of some different schools
- Quiz Activity

Types of Schools Around the World and Their Routines

1. Forest School (Denmark)

- **Description:** Forest schools are special schools where children spend most of their time learning outside in nature. They explore the woods, learn about plants and animals, and play games in the forest.
- **School Routine**
 - **Morning:** Children start the day by gathering in a circle outside and talking about what they will do.
 - **Activities:** They explore the forest, build shelters, and learn about nature.
 - **Lunch:** They have a picnic in the forest.
 - **Afternoon:** More exploring and playing games before going home.

2. Montessori School (Italy)

- **Description:** Montessori schools are places where children learn by doing activities they choose. They use special materials to learn about numbers, letters, and the world around them. The classrooms are very hands-on and let children learn at their own pace.
- **School Routine**
 - **Morning:** Children choose their own activities from different learning stations.
 - **Activities:** They work with special materials to learn math, language, and science.
 - **Lunch:** They eat together, often helping to prepare and serve the food.
 - **Afternoon:** More individual activities and some group lessons before going home.

3. Japanese Elementary School (Japan)

- **Description:** Japanese elementary schools are very neat and orderly. Children wear uniforms and help clean their classrooms. They also learn many subjects, including math, science, music, and art.
- **School Routine**
 - **Morning:** Children start with a morning assembly and exercises.
 - **Activities:** They have lessons in different subjects like math, science, and art.
 - **Lunch:** They eat lunch in their classroom and help serve each other.
 - **Afternoon:** More lessons, then cleaning time where everyone helps tidy the school before going home.

4. Rural School (Kenya)

- **Description:** Rural schools in Kenya are often in the countryside. Sometimes, children walk a long way to get to school. They learn reading, writing, math, and also about farming and their environment.
- **School Routine**
 - **Morning:** Children begin with singing and dancing to welcome the day.
 - **Activities:** They have lessons in reading, writing, and math.
 - **Lunch:** They eat a simple meal, often provided by the school.

[Type here]

- Afternoon: More lessons and sometimes work in the school garden before walking home.

5. International School (Various Countries)

- Description: International schools have students from many different countries. They often teach in English and have lessons about many cultures. Children at international schools learn to speak different languages and understand various customs.
- School Routine
 - Morning: Children have a morning meeting to talk about the day's schedule.
 - Activities: They have lessons in English and other languages, plus subjects like math and science.
 - Lunch: They eat in a cafeteria, trying foods from different cultures.
 - Afternoon: More lessons, including cultural activities and art, before going home.

Types of Schools Around the World

A1 Level (Beginner)	A2	Native Speakers
<p>Forest School (Denmark) Description: In forest schools, children learn outside. They play in the woods, look at plants and animals, and have fun in nature.</p>	<p>Forest School (Denmark) Description: Forest schools are special because children learn mostly outside. They explore the forest, study plants and animals, and enjoy outdoor activities.</p>	<p>Forest School (Denmark) Description: Forest schools emphasize outdoor learning, where children spend most of their school time in nature. They engage in activities like exploring the woods, identifying plants and animals, and building shelters, fostering a deep connection with the environment.</p>
<p>Montessori School (Italy) Description: In Montessori schools, children pick their own activities. They use special toys to learn about numbers, letters, and the world.</p>	<p>Montessori School (Italy) Description: Montessori schools let children choose their own activities. They use special materials to learn about numbers, letters, and different subjects at their own pace.</p>	<p>Montessori School (Italy) Description: Montessori schools are known for their child-centered approach. Students choose their own activities from various learning stations. Using specialized materials, they explore subjects such as math, language, and science, developing independence and a love for learning.</p>
<p>Japanese Elementary School (Japan) Description: In Japan, children wear uniforms to school. They help clean their classroom and learn many subjects like math and art.</p>	<p>Japanese Elementary School (Japan) Description: In Japanese schools, children wear uniforms and help keep their school clean. They study many subjects like math, science, music, and art, and have a morning assembly with exercises.</p>	<p>Japanese Elementary School (Japan) Description: In Japanese elementary schools, children wear uniforms and participate in daily cleaning routines. The curriculum includes a wide range of subjects, from math and science to music and art. The school day often</p>

[Type here]

<p>Rural School (Kenya) Description: In Kenya, children sometimes walk far to get to school. They learn reading, writing, and math, and also about farming.</p> <p>International School (Various Countries) Description: In international schools, children from many countries learn together. They often speak English and learn about different cultures.</p>	<p>Rural School (Kenya) Description: Rural schools in Kenya are often far from the city. Children may walk long distances to school. They learn basic subjects and also about farming and the environment.</p> <p>International School (Various Countries) Description: International schools have students from all over the world. They usually teach in English and have lessons about different cultures. Students often learn multiple languages.</p>	<p>starts with a morning assembly and group exercises.</p> <p>Rural School (Kenya) Description: Rural schools in Kenya often serve children from farming communities. Students might walk long distances to school. Their education includes reading, writing, and math, along with practical lessons about agriculture and the local environment.</p> <p>International School (Various Countries) Description: International schools cater to students from diverse cultural backgrounds. The primary language of instruction is often English. These schools offer a global curriculum, teaching multiple languages and celebrating various cultural traditions, promoting international understanding and cooperation.</p>
---	---	--

Match each type of school with its routine:

1. Forest School (Denmark)
 - Routine: Children learn outside, explore nature, and have picnics in the forest.
2. Montessori School (Italy)
 - Routine: Children choose activities, learn with special materials, and help with lunch.
3. Japanese Elementary School (Japan)
 - Routine: Students wear uniforms, help clean, and have a variety of lessons.
4. Rural School (Kenya)
 - Routine: Students Walk to school, learn basic subjects, and study farming.
5. International School (Various Countries)
 - Routine: Students from different countries learn together, often in English, and celebrate various cultures.

[Type here]

Student Resources

<p>ML.ICC.1 Code 2.1, 2.2, 2.3</p> <p>Teacher station Independent Station Technology Station</p>	<ul style="list-style-type: none">• Together with the teacher you will be talking about schools.<ul style="list-style-type: none">• Are there any words that you know about the school?• Can you mention some spaces in school?• What is so special about this school?• Which is your favourite space in school?• What do you see in this school?• What is different in this school?• What is similar? What is different?• Draw your school or favourite part of the school. You can decorate it.• When the teacher tells you, click on the Schools around the world and guess the correct sentence.
---	--

<p>ML.ICC.1 Code 2.1, 2.2, 2.3</p> <p>Teacher station Independent Station Technology Station</p>	<ul style="list-style-type: none">• Together with the teacher you will be talking about schools.<ul style="list-style-type: none">• Are there any words that you know about the school?• Can you mention some spaces in school?• What is so special about this school?• Which is your favourite space in school?• What do you see in this school?• What is different in this school?• What is similar? What is different?• Discuss with the teacher about your daily activities at school.<ul style="list-style-type: none">• What do you do at school?• What is your favourite daily activity at school?• Are there any different activities in the schools we saw?• Draw and label the different activities at school. You can decorate it.• When the teacher tells you, click on the Schools around the world and guess the correct sentence.
---	---

<p>ML.ICC.1 Code 2.1, 2.2, 2.3</p> <p>Teacher station</p>	<ul style="list-style-type: none">• Together with the teacher you will be talking about schools in different countries and cultures.<ul style="list-style-type: none">• Are there any words that you know about school?• Can you mention some spaces in school?
--	--

[Type here]

Independent
Station
Technology
Station

- What is so special about this school?
- Which is your favourite space in school?
- What do you see in this school?
- What is different in this school?
- What is similar? What is different?
- Discuss with the teacher about the different schools
 - What do you do at school?
 - How does the weather effect schools?
 - What is special about these schools?
 - Are there similar/different rooms?
- Together with your class mates, create a display of schools from around the world and the different spaces.
- When the teacher tells you, click on the [Schools around the world](#) and guess the correct sentence.

[Type here]

TASK THREE

Description



Materials Needed:

- Pictures of different communities, activities, and celebrations from around the world.
- Drawing supplies (paper, crayons, markers, stickers).
- Materials for collaborative projects (poster board, glue, scissors, fabric, recycled materials).

Technology Tools

All – [Cultural Routines Around the World](#)

All – [Match the Community with their Routine](#)

A1 Level:

- Introduction: Begin by discussing the concept of "community" and ask students what they know about their own community. Introduce simple vocabulary like park, store, school, hospital, and house. Show pictures of various types of communities (urban, rural, coastal) and different homes in these communities (e.g., apartment, house, yurt, stilt house).
- Vocabulary Task: Show pictures of different community places from around the world, such as parks in big cities, small rural shops, floating markets, and desert villages. Encourage students to repeat the names of the places and describe what they see (e.g., "This is a school," "This is a park"). Ask simple questions like, "What do you see in this community?" and guide them to point out key features.
- Sharing Time: Have students share something they like about their own community or a favorite place they visit. Discuss similarities and differences between the community places shown in the pictures and those the students are familiar with.
- Activity: Engage students in a simple drawing activity where they draw their favorite place in the community, such as a park or store. Assist students with labeling their drawings using simple words they learned.
- Final Group Reflection: Bring all groups together to share their drawings, posters, or projects about communities and traditions from around the world. Lead a discussion on how communities can look different, but they all serve the same purpose of helping people live, work, and celebrate together. Emphasize that every community, no matter where it is, has special traditions and important people that make it unique.
- Technological Tool: Together with students work through the [Cultural Routines Around the World](#) and [Match the Community with their Routine](#)

A2 Level: Community Activities and People

1. Introduction: Discuss the activities that happen in a community, such as playing, shopping, working, and helping. Introduce new

[Type here]

- vocabulary related to people in the community, such as doctor, teacher, police officer, and shopkeeper.
2. **Vocabulary Expansion:** Show pictures of people in different communities performing various activities, like a baker in France, children playing in a Japanese park, or a family shopping in a traditional Middle Eastern market. Encourage students to repeat the names of the activities and people (e.g., "The teacher is helping the students"). Ask questions like, "What do people do in your community?" and encourage students to talk about community members they know.
 3. **Sharing Time:** Have students share their favorite community activity or talk about someone they know in their community (e.g., "I like to play in the park" or "My mom works in a store"). Discuss any differences in activities or community roles that students notice in the pictures, such as people's jobs or the way children play.
 4. **Activity:** Create a collaborative class poster showcasing different community activities and the people who help in the community (e.g., teachers, shopkeepers, doctors). Incorporate images and drawings of communities from around the world to show how activities are similar but look different.
 5. **Final Group Reflection:** Bring all groups together to share their drawings, posters, or projects about communities and traditions from around the world. Lead a discussion on how communities can look different, but they all serve the same purpose of helping people live, work, and celebrate together. Emphasize that every community, no matter where it is, has special traditions and important people that make it unique.
 6. **Technological Tool:** Together with students work through the [Cultural Routines Around the World](#) and [Match the Community with their Routine](#)

Native Speaker Level:

1. **Introduction:** Discuss the idea that communities around the world have their own special traditions and events, like festivals, parades, and religious celebrations. Introduce vocabulary such as festival, parade, celebration, tradition, and gathering.
2. **Vocabulary Enrichment:** Show pictures of community celebrations from various cultural backgrounds, such as Chinese New Year parades, Holi festival in India, carnival in Brazil, and harvest festivals in Africa. Encourage students to repeat the names of different events and describe what they see (e.g., "This is a festival," "They are dancing at the parade"). Ask questions like, "What do people do during this celebration?" to engage students in describing the activities.
3. **Sharing Time:** Have students share what they find interesting about the community celebrations in the pictures or a tradition they celebrate with their own family. Discuss the importance of

[Type here]

respecting and appreciating diverse traditions in different communities around the world.

4. Activity: Engage students in a collaborative project where they create a visual display of community celebrations from around the world. Each student can focus on a specific celebration or aspect (e.g., traditional clothes, food, music) and incorporate artistic elements like drawing, painting, or using materials like paper and fabric to represent different cultural elements.
5. Final Group Reflection: Bring all groups together to share their drawings, posters, or projects about communities and traditions from around the world. Lead a discussion on how communities can look different, but they all serve the same purpose of helping people live, work, and celebrate together. Emphasize that every community, no matter where it is, has special traditions and important people that make it unique.
6. Technological Tool: Together with students work through the [Cultural Routines Around the World](#) and [Match the Community with their Routine](#)

Language skill

1. Speaking:
 - Engaging in discussions about community places, activities, and celebrations.
 - Using vocabulary related to community life, people, and traditions (e.g., teacher, store, festival).
2. Listening:
 - Understanding descriptions of different communities, activities, and traditions from peers and teachers.
 - Listening attentively during discussions about community diversity.
3. Vocabulary Development:
 - Learning new words related to community roles, places, and celebrations (e.g., police officer, school, celebration).
 - Using these words in conversations, drawing activities, and collaborative projects.
4. Communication and Interaction:
 - Developing confidence in speaking and interacting with peers by sharing their community experiences and participating in group projects.
 - Practicing respectful communication when discussing diverse communities and traditions.

Competences for democratic culture

1. Cooperation and Teamwork:
 - Students will work together to complete collaborative projects, sharing ideas and respecting each other's contributions.
 - They will practice teamwork by contributing to posters and discussing their communities and traditions.
2. Respect for Diversity:
 - Students will learn to appreciate the variety of community places, activities, and traditions around the world.

[Type here]

	<ul style="list-style-type: none"> - They will understand that while communities may look different, they all serve important purposes for the people living in them. <p>3. Responsibility:</p> <ul style="list-style-type: none"> - By participating in group activities, students will take responsibility for their part in creating a poster or drawing about their community. - They will also learn that it is their responsibility to respect and appreciate other people's communities and traditions. <p>4. Communication Skills:</p> <ul style="list-style-type: none"> - The activity encourages students to listen to others' experiences and share their own, fostering open and respectful dialogue about global communities. - Students will develop basic communication skills by discussing different community traditions and practices with their peers.
Type of learning Activity	XXX
Learning Outcome	<p>By the end of the activity, students will:</p> <ul style="list-style-type: none"> - Understand that communities around the world have different places, activities, and traditions. - Be able to recognize and use basic and advanced vocabulary related to community life. - Appreciate cultural diversity in how people live, work, and celebrate within their communities. - Express their understanding of community life through creative activities such as drawing, crafting, and collaborative projects.

[Type here]

Educators Resources

Cultural Communities and Their Routines – Reading Text for teachers

A1 Level	A2 Level	Native Speakers
<p>Maasai (Kenya and Tanzania) Description: The Maasai people live in Kenya and Tanzania. They are known for their bright clothes and bead jewelry. They take care of cows and live in small villages.</p>	<p>Maasai (Kenya and Tanzania) Description: The Maasai people are famous for their bright red clothes and bead jewelry. They are herders, taking care of cows and goats. They live in small villages and perform traditional dances.</p>	<p>Maasai (Kenya and Tanzania) Description: The Maasai are a semi-nomadic people known for their distinctive dress and customs. They live in Kenya and Tanzania, where they herd cattle, which are central to their culture. Maasai communities are organized into age sets, and they celebrate with traditional dances and ceremonies. They live in enkangs, or villages, made up of mud-and-stick houses.</p>
<p>Inuit (Canada) Description: The Inuit live in cold places in Canada. They build houses from ice called igloos. They hunt animals like seals and fish.</p>	<p>Inuit (Canada) Description: The Inuit live in the cold Arctic regions of Canada. They build igloos from ice and snow. They hunt animals like seals, whales, and fish to survive. They wear warm clothes made from animal skins.</p>	<p>Inuit (Canada) Description: The Inuit are indigenous people who inhabit the Arctic regions of Canada. They have adapted to extreme cold by building igloos and wearing clothing made from animal skins. Their diet primarily consists of fish, seals, and whales, which they hunt using traditional methods. Inuit culture is rich with stories, songs, and dances that are passed down through generations.</p>
<p>Amish (United States) Description: The Amish live in the United States. They use horses and buggies instead of cars. They wear simple clothes and grow their own food.</p>	<p>Amish (United States) Description: The Amish people live simply and traditionally in the United States. They use horse-drawn buggies instead of cars and wear plain clothes. They are farmers and make their own food and furniture.</p>	<p>Amish (United States) Description: The Amish are a group of traditionalist Christian communities known for simple living, plain dress, and reluctance to adopt modern technology. They primarily live in rural areas in the United States, such as Pennsylvania and Ohio. Amish people travel by horse and buggy, farm their own land, and build their own furniture. Community and family are very important to them, and they hold church services in their homes.</p>

[Type here]

<p>Bedouin (Middle East) Description: The Bedouin live in deserts in the Middle East. They move from place to place with their camels. They live in tents and wear long robes.</p>	<p>Bedouin (Middle East) Description: The Bedouin are nomadic people living in the deserts of the Middle East. They travel with their camels and live in tents. They wear long robes and are known for their hospitality.</p>	<p>Bedouin (Middle East) Description: The Bedouin are nomadic Arab tribes who have historically inhabited the desert regions of the Middle East. They live in tents made of goat hair and travel with their herds of camels and goats. The Bedouin culture is known for its strong hospitality traditions and oral poetry. They navigate the desert using traditional knowledge passed down through generations.</p>
<p>Aboriginal Australians (Australia) - Description: Aboriginal Australians live in different parts of Australia. They make beautiful art and tell stories. They respect nature and the land.</p>	<p>Aboriginal Australians (Australia) - Description: Aboriginal Australians are the native people of Australia. They create beautiful art and tell stories through songs and dances. They have a deep respect for nature and believe in the Dreamtime, the time when the world was created.</p>	<p>Aboriginal Australians (Australia) Description: Aboriginal Australians are the first inhabitants of Australia, with a rich culture that dates back over 60,000 years. They are known for their deep spiritual connection to the land, expressed through Dreamtime stories, art, and ceremonies. Aboriginal communities often live in rural areas and practice traditional hunting and gathering. They create intricate dot paintings and bark paintings that tell stories of their ancestors and the land.</p>

Match Each Community with Their Routine

1. Maasai (Kenya and Tanzania)
 - Routine: Herding cattle, wearing bright red clothes, performing traditional dances.
2. Inuit (Canada)
 - Routine: Building igloos, hunting seals, wearing warm clothes made from animal skins.
3. Amish (United States)
 - Routine: Using horse-drawn buggies, farming, wearing plain clothes, making furniture.
4. Bedouin (Middle East)
 - Routine: Traveling with camels, living in tents, practicing hospitality.
5. Aboriginal Australians (Australia)
 - Routine: Creating art, telling Dreamtime stories, hunting and gathering.

[Type here]

Student Resources

<p>ML.ICC.1</p> <p>Code 3.1, 3.2, 3.3, 3.4</p> <p>Teacher station Independent Station Technology Station</p>	<ul style="list-style-type: none">• Together with the teacher you will be talking about communities<ul style="list-style-type: none">• Are there any words that you know to describe the community?• Can you mention some places in the community?• What is so special about your community?• Which is your favourite place in your?• What do you see in this community?• What is different in our community?• What is similar? What is different?• Draw your favourite space in the community. You can decorate it.• When the teacher tells you, click on the links Cultural Routines Around the World and Match the Community with their Routine and guess the correct sentence.
---	--

<p>ML.ICC.1</p> <p>Code 3.1, 3.2, 3.3, 3.4</p> <p>Teacher station Independent Station Technology Station</p>	<ul style="list-style-type: none">• Together with the teacher you will be talking about schools.<ul style="list-style-type: none">• Are there any words that you know about the community?• Can you mention some spaces in community?• What is so special about this community?• Which is your favourite space in community?• What do you see in this community?• What is different in this community?• What is similar? What is different?• Discuss with the teacher about your daily activities at community.<ul style="list-style-type: none">• What do you do at community?• What is your favourite daily activity at community?• Are there any different activities in the communities we saw?• Draw and label the different activities within your community. You can decorate it.• When the teacher tells you, click on the links Cultural Routines Around the World and Match the Community with their Routine and guess the correct sentence.
---	---

[Type here]

ML.ICC.1

**Code 3.1, 3.2, 3.3,
3.4**

**Teacher station
Independent
Station
Technology
Station**

- Together with the teacher you will be talking about communities in different countries and cultures.
 - Are there any words that you know about community?
 - Can you mention some spaces in community?
 - What is so special about this community?
 - Which is your favourite space in community?
 - What do you see in this community?
 - What is different in this community?
 - What is similar? What is different?
- Discuss with the teacher about the different communities
 - What do you do at community?
 - How does the weather effect communities?
 - What is special about these communities?
 - Are there similar/different rooms?
- Together with your classmates, create a display of communities from around the world and the different spaces.
- When the teacher tells you, click on the links [Cultural Routines Around the World](#) and [Match the Community with their Routine](#) and guess the correct sentence.

[Type here]