







YEAR 2

Intercultural Activities

Teachers' E-book

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2nd grade Countries, Symbols, Landmarks & Nature

Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task	A1, A2, NS	A1, A2, NS		
2 nd task		A1, A2, NS	NS	NS
3 rd task	A1, A2, NS	A1, A2, NS		
4 th task	A1, A2, NS	A1, A2, NS		
5 th task	A1, A2, NS	A1, A2, NS		A1, A2, 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

TASK ONE – Eco-Friendly Art & Story Telling

Description	Materials Needed:
ML.ICC.2, 1.1	<p>Materials Needed:</p> <ul style="list-style-type: none"> - For A1: Large paper, glue, collected leaves, twigs, flowers. - For A2: Recycled materials (cardboard boxes, plastic bottles), glue, scissors, markers. - For Native Speaker: None (oral storytelling). <p>Level A1 - Nature Collage (Art and Nature) Language Focus:</p> <ul style="list-style-type: none"> - Vocabulary: Leaf, twig, flower, green, brown, big, small. - Simple sentences: "This is a leaf." / "The flower is yellow." <ol style="list-style-type: none"> 1. Introduction: Begin by talking about the environment and why nature is important. Show some examples of nature, recycled materials, and storytelling. 2. Task: Take students for a short nature walk around the school or park (supervised) to collect leaves, twigs, and flowers. Give each student a large piece of paper. Assist them in sticking their collected natural items onto the paper to create a collage. 3. Discuss: Discuss the items they collected by asking simple questions like, "What color is this leaf?" or "Where did you find this twig?" 4. Reflection: Students sit in a circle and show their collages, saying one word to describe their favorite item (e.g., "This is a green leaf"). <p>Level A2 - Eco-Friendly Craft (Art and Creativity) Language Focus:</p> <ul style="list-style-type: none"> - Vocabulary: Recycle, cardboard, box, plastic, animal, robot. - Simple sentences: "This is a cardboard box." / "I made a robot with plastic." <ol style="list-style-type: none"> 1. Introduction: Begin by talking about the environment and why nature is important. Show some examples of nature, recycled materials, and storytelling. 2. Task: Provide students with recycled materials such as old cardboard boxes, toilet paper rolls, and plastic bottles. Encourage them to create animals, robots, or other shapes using the materials. They can use glue, scissors, and markers. 3. Discuss the importance of recycling and reusing items by asking questions like, "Why is it good to use old things to make new art?" 4. Reflection: Students present their eco-friendly creations, using one or two sentences to describe what they made (e.g., "I made a robot from a box"). <p>Level Native Speaker - Storytelling Circle (Language and Storytelling) - Language Focus:</p> <ul style="list-style-type: none"> - Vocabulary: Protect, environment, clean, recycle, animals, forest. - Sentence building: Encourage each child to use full sentences and connect their ideas to the previous contribution.

	<ol style="list-style-type: none"> 1. Introduction: Begin by talking about the environment and why nature is important. Show some examples of nature, recycled materials, and storytelling. 2. Task: Sit in a circle with the students. Start a collaborative storytelling session where each child contributes one sentence to create a story about protecting the environment. Example starter: "One day, a group of animals decided to clean up the forest." Encourage children to think about different ways we protect nature (e.g., recycling, planting trees) and weave these into the story. 3. Reflection: After the story is complete, discuss with the group how each culture or family might take care of nature differently, sharing simple examples from around the world.
Language skill	<ol style="list-style-type: none"> 1. Speaking: <ul style="list-style-type: none"> • Engaging in group discussions about nature, recycling, and storytelling. • Using environmental vocabulary (e.g., nature, recycle, protect) during presentations and collaborative storytelling. • Expressing personal ideas clearly and contributing meaningfully in group conversations. 2. Listening: <ul style="list-style-type: none"> • Actively listening to instructions, peer contributions, and group reflections. • Understanding key ideas and responding appropriately in group discussions. • Following the sequence of a collaborative storytelling activity, building on others' ideas. 3. Vocabulary Development: <ul style="list-style-type: none"> • Learning new words related to nature, the environment, and recycling (e.g., leaf, twig, recycle, protect). • Using these words in both speaking and writing activities (for storytelling or explaining their craft). 4. Writing: <ul style="list-style-type: none"> • For the storytelling activity, contributing written or oral sentences to form a cohesive story (more applicable to advanced levels).
Competences for democratic culture	<ol style="list-style-type: none"> 1. Cooperation Skills: <ul style="list-style-type: none"> - Working collaboratively on the project or story, sharing ideas, taking turns, and respecting others' contributions. - Developing the ability to negotiate and cooperate during group tasks, fostering teamwork and collaboration. 2. Respect for Diversity: <ul style="list-style-type: none"> - Recognizing and appreciating diverse perspectives on nature and environmental protection through collaborative storytelling and discussions. - Encouraging respect for different cultures' approaches to environmental care and valuing diversity within the group. 3. Responsibility: <ul style="list-style-type: none"> - Taking responsibility for personal tasks, such as contributing to the story or completing an art project.



	<ul style="list-style-type: none">- Understanding individual responsibility for protecting the environment, reinforced through discussions about recycling and nature. <p>4. Civic-Mindedness:</p> <ul style="list-style-type: none">- Fostering a sense of responsibility towards the environment and the community, reinforcing the importance of taking care of shared spaces (e.g., parks, nature).- Understanding that taking care of the environment is a shared responsibility that benefits everyone.
Type of learning Activity	
Learning Outcome	<p>By the end of the activity, students will:</p> <ul style="list-style-type: none">- Understand basic elements of nature and their importance (e.g., leaves, twigs, flowers).- Recognize the importance of recycling and reusing materials to protect the environment.- Be able to articulate and describe their artistic creations or contributions to the collaborative story.- Develop confidence in speaking and presenting in front of peers.- Collaborate with classmates to create a collective project (story, art piece, or discussion).- Demonstrate an increased awareness of how individual actions can protect the environment.
Objective (Link to Curriculum and/or European frameworks)	



Information Sheet for Teachers

Eco-Friendly Art Projects

1. Recycled Collage Art

- Materials: Old magazines, newspapers, cardboard, glue, scissors.
- Activity: Have children cut out pictures, shapes, and patterns from old magazines and newspapers. They can then use these cutouts to create a collage on a piece of cardboard. Encourage them to make a scene, such as a landscape or an animal, using only recycled materials.
- Learning Objective: Understanding the concept of recycling and reusing materials to create art.

2. Nature Print Painting

- Materials: Leaves, flowers, small branches, non-toxic paint, paper.
- Activity: Take the children on a nature walk to collect various leaves, flowers, and small branches. Back in the classroom, let them dip these natural objects in non-toxic paint and press them onto paper to create beautiful nature prints.
- Learning Objective: Appreciating nature and using natural materials to make art.

3. Egg Carton Animals

- Materials: Empty egg cartons, non-toxic paint, markers, googly eyes, glue, scissors.
- Activity: Cut the egg cartons into individual cups. Let the children paint and decorate them to create animals like caterpillars, turtles, or spiders. Use googly eyes and markers to add details.
- Learning Objective: Reusing household waste to create imaginative art pieces.

4. Paper Roll Binoculars

- Materials: Empty toilet paper rolls, yarn, non-toxic paint, markers, stickers, glue.
- Activity: Provide each child with two empty toilet paper rolls. Have them paint and decorate the rolls, then glue them together side by side. Attach a piece of yarn so they can wear their binoculars around their necks.
- Learning Objective: Encouraging creativity while reusing materials that would otherwise be thrown away.

5. Bottle Cap Mosaics

- Materials: Bottle caps of various sizes and colors, cardboard, glue.
- Activity: Collect bottle caps from drinks and other containers. Have the children arrange the caps on a piece of cardboard to create a mosaic pattern or picture. Once they are satisfied with their design, they can glue the caps in place.
- Learning Objective: Learning about the importance of recycling and creating art from everyday objects.

6. Pinecone Bird Feeders

- Materials: Pinecones, peanut butter (or a nut-free alternative), birdseed, string.
- Activity: Have children spread peanut butter onto pine cones and then roll them in birdseed. Attach a string to the top of each pine cone so they can be hung outside for the birds.



- Learning Objective: Understanding how to create eco-friendly projects that benefit wildlife.

7. Seed Paper

- Materials: Shredded paper, water, blender, flower seeds, screen or mesh, rolling pin.
- Activity: Blend the shredded paper with water to create a pulp. Mix in some flower seeds, then spread the pulp thinly on a screen or mesh. Use a rolling pin to flatten it out and let it dry. Once dry, children can cut the seed paper into shapes to plant at home.
- Learning Objective: Learning about recycling paper and the lifecycle of plants.

8. Plastic Bottle Planters

- Materials: Empty plastic bottles, non-toxic paint, markers, soil, seeds or small plants.
- Activity: Cut the plastic bottles in half and let the children paint and decorate the outside. Fill the bottom half with soil and plant seeds or small plants inside.
- Learning Objective: Understanding how to repurpose plastic waste and learning about planting and growing.

9. Leaf Rubbings

- Materials: Leaves of various shapes and sizes, crayons, paper.
- Activity: Place a leaf under a piece of paper and have the children rub a crayon over the top to reveal the leaf's shape and texture.
- Learning Objective: Exploring nature and learning about different types of leaves while creating art.

10. Tin Can Wind Chimes

- Materials: Clean, empty tin cans, non-toxic paint, string, beads, small bells, hammer, nails.
- Activity: Have children paint and decorate the tin cans. Use a hammer and nail to make holes in the tops of the cans and attach strings with beads and small bells. Hang the wind chimes outside to make music in the wind.
- Learning Objective: Reusing materials to create functional art and learning about sound.

Student Resources

<p>ML.ICC.2</p> <p>Code 1.1</p> <p>Teacher station Independent Station</p>	<ul style="list-style-type: none"> • Today with the teacher you will be talking about the environment. <ul style="list-style-type: none"> • What is nature? • Is nature important? • We will be creating a collage with things we will collect from around the garden. Example collect leaves, twigs, flowers etc. • Create a collage on the sheet of paper with all the natural items you found. • Discuss what you found, <ul style="list-style-type: none"> • What colour is this leaf? • Where did you find this twig? • Show and describe your collages.
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<p>ML.ICC.2</p> <p>Code 1.1</p> <p>Teacher station Independent Station</p>	<ul style="list-style-type: none"> • Today with the teacher you will be talking about the environment. <ul style="list-style-type: none"> • What is nature? • Is nature important? • You will be given recycling materials. With this material create something such as animals, robots or other shapes using this material. You can use glue, scissors and markers. • Discuss - Why is it good to use old things to make new art? • Show and describe your collages.
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<p>ML.ICC.2</p> <p>Code 1.1</p> <p>Teacher station Independent Station</p>	<ul style="list-style-type: none"> • Today with the teacher you will be talking about the environment. <ul style="list-style-type: none"> • What is nature? • Is nature important? • Sitting in a group, you will together be creating a story. Everyone will say one sentence to continue the story. Example the teacher will start with the line "One day, a group of animals decided to clean up the forest." And you will continue this story. Think about different ways we protect nature (e.g., recycling, planting trees) and include them into the story. • Discuss how each family or culture takes care of nature in a different way.
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TASK TWO – Nature and Sustainability

Description

MT.ICC.2, 2.1

MT.ICC.2, 2.2

MT.ICC.2, 2.3

MT.ICC.2, 2.4



Technological Tools

NS – [Global Eco-Friendly Practices](#)

A1 Level

Language Focus:

- Vocabulary: Tree, leaf, flower, bird, big, small, green, brown.
- Simple sentences: "This is a tree." / "The leaf is green."

1. Introduction: Start with a brief discussion about the importance of nature and taking care of the environment. Show pictures of plants, animals, and eco-friendly practices from different cultures.
2. Task: Take students on a short nature walk around the school or a nearby park. Point out different plants, trees, and animals along the way. Ask students simple questions like "What color is this flower?" or "What sound does this animal make?" Have students collect small natural objects (leaves, stones, etc.) to discuss after the walk.
3. Reflection: Gather in a circle after the walk and allow students to share one object they found and say a word or sentence about it (e.g., "I found a green leaf.").

Level A2

Language Focus:

- Vocabulary: Pot, soil, seed, water, plant, grow.
- Simple sentences: "I plant the seed." / "The plant will grow."

1. Introduction: Start with a brief discussion about the importance of nature and taking care of the environment. Show pictures of plants, animals, and eco-friendly practices from different cultures.
2. Task: Provide each student with a small pot, soil, and seeds. Guide them step-by-step in planting the seeds and explain why plants are important for the environment. Encourage them to talk about the process while they plant (e.g., "I am putting soil in the pot. I am planting the seed.").
3. Reflection: After planting, ask each student to say what they did and what they think will happen next (e.g., "I planted the seed. It will grow into a flower.").

Level Native Speaker

Language Focus:

- Vocabulary: Protect, environment, culture, sustainability, eco-friendly, recycle.
- Complex sentences: "In Japan, people recycle a lot to reduce waste." / "In Africa, some communities conserve water to help the environment."

	<ol style="list-style-type: none"> 1. Introduction: Start with a brief discussion about the importance of nature and taking care of the environment. Show pictures of plants, animals, and eco-friendly practices from different cultures. 2. Task: Help students explore eco-friendly practices from different cultures. Examples include how indigenous communities protect forests, how Japan reduces waste through recycling, or how certain African cultures conserve water. 3. Research: Each child will research a cultural eco-friendly practice (with teacher help) and present a short segment on how that culture contributes to sustainability. 4. Reflection: After all presentations, discuss how different cultures have their own ways of protecting nature and how we can learn from them. 5. Technological Activity – Give students the Global Eco-Friendly Practices link and ask them to try and guess these countries practices.
<p>Language skill</p>	<ol style="list-style-type: none"> 1. Speaking: <ul style="list-style-type: none"> - Engaging in discussions about nature and environmental practices. - Presenting their findings or work (e.g., talking about plants, cultural eco-heroes). 2. Listening: <ul style="list-style-type: none"> - Understanding instructions during the nature walk, planting activity, and presentations. - Listening to peers and responding appropriately during group reflections. 3. Vocabulary Development: <ul style="list-style-type: none"> - Learning new words related to nature, plants, and sustainability (e.g., tree, seed, recycle). - Using this vocabulary in presentations and discussions. 4. Communication and Interaction: <ul style="list-style-type: none"> - Practicing sentence formation and communication through collaborative activities. - Listening to different perspectives and sharing their thoughts with the group.
<p>Competences for democratic culture</p>	<ol style="list-style-type: none"> 1. Cooperation Skills: <ul style="list-style-type: none"> - Working together during nature exploration, planting activities, and research. Sharing ideas and taking turns in group presentations fosters teamwork. 2. Respect for Diversity: <ul style="list-style-type: none"> - Exploring different cultural practices related to environmental protection and understanding that various cultures contribute to sustainability in unique ways. 3. Responsibility: <ul style="list-style-type: none"> - Taking responsibility for their role in planting seeds, caring for the plants, and presenting information about eco-friendly practices. - Learning about their personal responsibility to care for the environment. 4. Communication Skills:



	<ul style="list-style-type: none">- Developing effective communication through group presentations, listening to peers, and engaging in respectful dialogue during reflections. <p>5. Civic-Mindedness:</p> <ul style="list-style-type: none">- Understanding the importance of protecting nature and the environment as part of a global community.- Learning that everyone can contribute to sustainability in their own way, inspired by different cultures.
Type of learning Activity	
Learning Outcome	<p>By the end of the activity, students will:</p> <ul style="list-style-type: none">- Understand basic elements of nature (plants, animals) and how they contribute to the environment.- Learn about the process of planting seeds and why plants are important for the earth.- Develop an awareness of eco-friendly practices from different cultures.- Build confidence in speaking and presenting their findings.- Work collaboratively with classmates, improving communication and teamwork skills.
Objective (Link to Curriculum and/or European frameworks)	

Educators Resources

A1 Level	A2	Native Speaker
<p>1. Recycling (Germany)</p> <ul style="list-style-type: none"> - Description: People in Germany separate their trash into different bins for paper, plastic, and glass. This helps to use old things to make new things. - Example: In Germany, people put bottles in one bin and paper in another. 	<p>1. Recycling Programs (Germany)</p> <ul style="list-style-type: none"> - Description: Germany has a very organized recycling system where people sort their waste into separate bins for paper, plastic, and glass. This helps recycle materials and reduce waste. - Example: German households have different colored bins for sorting trash, making it easier to recycle. 	<p>1. Recycling Initiatives (Germany)</p> <ul style="list-style-type: none"> - Description: Germany has one of the most efficient recycling systems in the world. Citizens separate their waste into multiple categories, such as paper, plastic, glass, and organic waste. This comprehensive sorting helps ensure that materials are properly recycled and reused. - Example: Germany's "Green Dot" system on packaging helps people know which items can be recycled.
<p>2. Bike Riding (Netherlands)</p> <ul style="list-style-type: none"> - Description: In the Netherlands, many people ride bikes instead of driving cars. This keeps the air clean and healthy. - Example: In the Netherlands, children ride bikes to school. 	<p>2. Biking Culture (Netherlands)</p> <ul style="list-style-type: none"> - Description: In the Netherlands, biking is a popular way to travel. There are bike paths everywhere, and people use bikes to go to work, school, and shops. This reduces pollution and keeps people healthy. - Example: Dutch cities have special lanes for bikes, and many families use bikes daily. 	<p>2. Cycling Infrastructure (Netherlands)</p> <ul style="list-style-type: none"> - Description: The Netherlands is renowned for its extensive cycling infrastructure. With dedicated bike lanes, bike traffic lights, and bike parking facilities, the country promotes cycling as a primary mode of transportation, reducing carbon emissions and promoting healthy living. - Example: Amsterdam, the capital city, has more bikes than residents, highlighting the importance of cycling in daily life.
<p>3. Tree Planting (Kenya)</p> <ul style="list-style-type: none"> - Description: In Kenya, people plant trees to help the earth. Trees give us clean air and make the land better. 	<p>3. Tree Planting Initiatives (Kenya)</p> <ul style="list-style-type: none"> - Description: Kenya has many programs to plant trees and restore forests. Trees help 	<p>3. Reforestation Projects (Kenya)</p> <ul style="list-style-type: none"> - Description: Kenya has several reforestation projects aimed at combating

<ul style="list-style-type: none"> - Example: In Kenya, children help plant trees in their village. 	<p>clean the air, prevent soil erosion, and provide habitats for animals.</p> <ul style="list-style-type: none"> - Example: Schools and communities in Kenya often have tree planting days to improve their environment. 	<p>deforestation and climate change. These projects involve planting trees to restore forests, improve biodiversity, and support local communities by providing jobs and resources.</p> <ul style="list-style-type: none"> - Example: The "Green Belt Movement" in Kenya, founded by Wangari Maathai, has planted millions of trees and empowered local communities.
<p>4. Using Solar Energy (India)</p> <ul style="list-style-type: none"> - Description: In India, people use sunlight to make electricity. This is called solar energy and it is good for the planet. - Example: In India, some homes have solar panels to use the sun's power. 	<p>4. Solar Power Usage (India)</p> <ul style="list-style-type: none"> - Description: In India, many homes and businesses use solar panels to generate electricity. Solar power is renewable and helps reduce the use of fossil fuels. - Example: Solar panels on rooftops in India provide energy for lights and appliances. 	<p>4. Solar Energy Expansion (India)</p> <ul style="list-style-type: none"> - Description: India is rapidly expanding its use of solar energy as a renewable power source. With large solar farms and rooftop solar panel installations, the country is reducing its dependence on fossil fuels and lowering greenhouse gas emissions. - Example: The "Jawaharlal Nehru National Solar Mission" aims to increase the use of solar power across India, providing clean energy to millions of people.
<p>5. Reusable Bags (United States)</p> <ul style="list-style-type: none"> - Description: In the United States, people use cloth bags instead of plastic ones for shopping. This helps to keep the environment clean. - Example: In the United States, people bring 	<p>5. Reusable Shopping Bags (United States)</p> <ul style="list-style-type: none"> - Description: In the United States, people are encouraged to use reusable bags for shopping instead of plastic bags. This helps reduce plastic waste and keep the environment clean. 	<p>5. Plastic Bag Bans and Reusable Alternatives (United States)</p> <ul style="list-style-type: none"> - Description: Many cities and states in the United States have implemented bans on single-use plastic bags to reduce environmental pollution. Instead, people are encouraged



their own bags to the store.	- Example: Stores in the US often sell cloth or reusable bags to customers to reduce plastic use.	to use reusable cloth bags for their shopping needs, significantly reducing plastic waste. - Example: California was one of the first states to ban single-use plastic bags, leading to a significant decrease in plastic pollution.
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Eco-Friendly Practices from Around the World

Match Each Eco-Friendly Practice with Its Description:

1. Recycling (Germany) - Description: People sort their waste into different bins for paper, plastic, and glass to recycle materials and reduce waste.
2. Bike Riding (Netherlands) - Description: Many people use bikes for transportation instead of cars, which reduces pollution and keeps people healthy.
3. Tree Planting (Kenya) - Description: Programs to plant trees help clean the air, prevent soil erosion, and provide habitats for animals.
4. Using Solar Energy (India) - Description: Homes and businesses use solar panels to generate electricity, reducing the use of fossil fuels.
5. Reusable Bags (United States) - Description: People use cloth or reusable bags for shopping instead of plastic ones to reduce waste and keep the environment clean.

Student Resources

MT.ICC.2,
Code 2.1

Teacher
station

- Discuss with the teacher the importance of nature and taking care of the environment
- During a short walk with the teacher collect small natural objects.
- In a circle after the walk say one word or sentence about one object.

MT.ICC.2,
Code 2.2

Teacher
station

- Discuss with the teacher the importance of nature and taking care of the environment.
- Together you will be learning how to plant seeds and take care of them.
- You will be given a small pot, soil, and seeds. Follow the teachers' instructions. Ask questions about what you are doing.
- After planting say a sentence about what you did and what you think will happen.

MT.ICC.2,
Code 2.3,
2.4

Teacher
station
Collaborative
Station

- Discuss with the teacher the importance of nature and taking care of the environment.
- In groups we will be exploring eco-friendly practices from different cultures. Example in Malta we return plastic bottles, how indigenous communities protect forests, how Japan reduces waste through recycling, or how certain African cultures conserve water.
- You will be finding information about eco-friendly practices from different cultures.
- Present a few sentences about what you found
- Discuss with your teacher, how different cultures have their own ways of protecting nature.
- When the teacher tells you click on the [Global Eco-Friendly Practices](#) link and try and guess these countries practices.

TASK Three - Our World Map Adventure

Description
ML.ICC.2, 3.1
ML.ICC.2, 3.2
ML.ICC.2, 3.3



Materials Needed:

- Large world map (either on a bulletin board or a printed map for each student)
- Small flags or stickers representing different countries
- Markers, coloured pencils
- Printable worksheets for the activity
- Picture cards with cultural landmarks and symbols from different countries
- Glue or tape
- Simple fact cards about each country (suitable for A1, A2, and B1 levels)

A1 Level

1. **Introduction** Begin with a discussion about different countries and the idea of geographical belonging. Show the large world map and explain how each country is represented. Briefly introduce the concept of cultural landmarks and symbols.
2. **Country Identification:** Provide each student with small flags or stickers. Ask each student to place a flag or sticker on the map to show where they or their families come from. Assist students who are unsure of their country of origin.
3. **Cultural Exploration:** Give students worksheets that include a simple map outline and spaces for pasting pictures. Provide picture cards with cultural landmarks and symbols. Students will color their country on the map. They will paste a cultural landmark picture and copy or write one simple word related to the country (e.g., "Italy - Pizza").
4. **Worksheet Activity:** Ask students to continue the sentence starters found in the worksheet. This is intended for vocabulary development. Support students with sentence formation and encourage participation in discussions.
5. **Presentation -** Students present their worksheet, using one-word or simple sentences to describe the landmark or cultural element they chose. Provide assistance by supporting/ offering pre-written sentence starters for the students to read or repeat.
6. **Discussion and Reflection:** Discuss the diversity in the classroom and how different cultures make the class unique. Reflect on the importance of understanding and respecting different geographical and cultural backgrounds.

A2 Level

1. **Introduction:** Begin with a discussion about different countries and the idea of geographical belonging. Show the large world map and explain how each country is represented. Briefly introduce the concept of cultural landmarks and symbols.

2. **Country Identification:** Provide each student with small flags or stickers. Ask each student to place a flag or sticker on the map to show where they or their families come from. Assist students who are unsure of their country of origin.
3. **Cultural Exploration:** Provide students with a more detailed worksheet. Students colour their country on the map and paste a picture of a cultural symbol or landmark. They write a short sentence describing their country (e.g., "Italy is known for pizza.").
4. **Worksheet Activity:** Focus on constructing simple sentences. Encourage students to write independently or copy from the fact cards.
5. **Presentation:** Students present their worksheet, sharing one or two sentences about their country and cultural landmark. Sentence starters such as, "In __, people like to __" will help guide them through their presentation.
6. **Discussion and Reflection:** Discuss the diversity in the classroom and how different cultures make the class unique. Reflect on the importance of understanding and respecting different geographical and cultural backgrounds.

Native Speakers

1. **Introduction** Begin with a discussion about different countries and the idea of geographical belonging. Show the large world map and explain how each country is represented. Briefly introduce the concept of cultural landmarks and symbols.
2. **Country Identification** Provide each student with small flags or stickers. Ask each student to place a flag or sticker on the map to show where they or their families come from. Assist students who are unsure of their country of origin.
3. **Cultural Exploration:** Provide more complex fact cards and picture cards with cultural landmarks. Students will colour their country on the map and paste a cultural landmark picture. They write a few sentences about their country (e.g., "Italy is famous for its delicious pizza and beautiful landmarks like the Colosseum.").
4. **Worksheet Activity:** Focus on paragraph writing and building fluency. Students can write descriptions of their chosen landmarks, food, or traditions.
5. **Presentation:** Students give a more detailed presentation, sharing a paragraph about their country. Encourage students to ask and answer questions from their classmates during the presentation.
6. **Discussion and Reflection:** Discuss the diversity in the classroom and how different cultures make the class unique. Reflect on the importance of understanding and respecting different geographical and cultural backgrounds.



Language skill

1. Speaking:
 - Engaging in simple to more detailed oral presentations about their country of origin and its cultural symbols.
 - Practicing pronunciation of country names, landmarks, and cultural items.
 - Participating in class discussions using sentence starters or more independent speech.
2. Listening:
 - Understanding and responding to peers' presentations about their countries and cultures.
 - Comprehending key details from fact cards and teacher instructions.
 - Identifying new vocabulary related to geography and culture during discussions.
3. Reading:
 - Recognizing basic to intermediate-level vocabulary related to countries, landmarks, and cultural symbols.
 - Reading and understanding simple fact cards or worksheets with country-specific information.
 - Following written instructions for the map activity and presentations.
4. Writing:
 - Writing simple words, phrases, or sentences describing their country of origin and cultural elements.
 - Copying or composing brief descriptions of cultural symbols and landmarks.
 - Using more complex sentence structures to write paragraphs about their country's cultural features (for higher levels).
5. Vocabulary Development:
 - Learning new words related to geography (countries, continents) and culture (food, landmarks, traditions).
 - Expanding vocabulary through exposure to peers' presentations and fact cards.
 - Reinforcing vocabulary through speaking and writing tasks.

Competences for democratic culture

1. Values:
 - Valuing cultural diversity: Students will show respect for different cultures by learning about and presenting on their classmates' countries of origin.
 - Valuing human dignity and rights: Students will recognize the importance of every individual's geographical background and cultural heritage.
2. Attitudes:
 - Openness to cultural otherness: Students will develop openness to learning about countries and cultures different from their own.

	<ul style="list-style-type: none"> - Respect: Students will show respect when discussing cultural differences and acknowledging classmates' presentations. <p>3. Skills:</p> <ul style="list-style-type: none"> - Cooperation skills: Students will collaborate by helping each other locate countries and share cultural knowledge. - Critical thinking skills: Students will reflect on their own geographical identity and how different cultures contribute to the richness of the classroom environment. <p>4. Knowledge and critical understanding:</p> <ul style="list-style-type: none"> - Geographical knowledge: Students will have a better understanding of world geography and how it connects to personal identity. - Cultural knowledge: Students will learn about the cultural significance of symbols, landmarks, and traditions in various countries.
<p>Type of learning Activity</p>	
<p>Learning Outcome</p>	<ul style="list-style-type: none"> - Knowledge and Understanding: <ul style="list-style-type: none"> - Students will be able to identify and locate countries on a world map. - Students will gain basic knowledge about cultural landmarks and symbols from different countries. - Students will recognize the diverse geographical origins of their classmates and appreciate cultural differences. - Skills: <ul style="list-style-type: none"> - Students will practice presenting simple or complex ideas depending on their language proficiency. - Students will develop listening skills as they listen to peers' presentations. - Students will use maps and visual aids to better understand geographical diversity. - Attitudes: <ul style="list-style-type: none"> - Students will cultivate a respectful attitude towards different cultures and nationalities. - They will develop a curiosity about other countries and cultural practices.
<p>Objective (Link to Curriculum and/or European frameworks)</p>	



Educators Resources

Our World Map Adventure - Worksheet

A1 Level

1. Colour Your Country: Colour the country you or your family come from on the map below.
2. Cultural Landmark: Paste a picture of a famous landmark from your country here:
3. Word: Write or copy one word about your country (e.g., "Pizza" for Italy)
4. Say the Sentence: Point to your picture and say: "In _____, people eat _____." (e.g., In Italy, people eat pizza.)

A2 Level:

1. Colour Your Country: Colour the country you or your family come from on the map below.
2. Cultural Landmark: Paste a picture of a famous landmark from your country here:
3. Sentence: Write a short sentence about your country (e.g., "Italy is known for pizza."):

Native Speaker Level:

1. Colour Your Country: Colour the country you or your family come from on the map below.
2. Cultural Landmark: Paste a picture of a famous landmark from your country here:
3. Food: Paste a picture of a famous food from your country
4. Description: Write a few sentences about your country such as food people eat, and famous place or building.(e.g., "Italy is famous for its delicious pizza and beautiful landmarks like the Colosseum.")

Country Fact Card Example:

Italy

- Landmark: Colosseum (Find Picture)
- Food: Pizza
- Fact: Italy is known for its rich history and beautiful art.

Students Resources

<p>ML.ICC.2, Code 3.1, 3.2, 3.3</p> <p>Teacher station Independent station</p>	<p>A1 Level</p> <ul style="list-style-type: none"> • Today you will be exploring countries. • The teacher will show you a map. Put a flag from the country you are from. • Together with the teacher you will be working on creating a country information map. <ul style="list-style-type: none"> - Colour the country you or your family come from on the map below. - Paste a picture of a famous landmark from your country here: - Write or copy one word about your country (e.g., "Pizza" for Italy) - Point to your picture and say: "In _____, people eat _____." (e.g., In Italy, people eat pizza.) • Present your works to the class.
<p>ML.ICC.2, Code 3.1, 3.2, 3.3</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Today you will be exploring countries. • The teacher will show you a map. Put a flag from the country you are from. • Together with the teacher you will be working on creating a country information map. <ul style="list-style-type: none"> • Colour the country you or your family come from on the map below. • Paste a picture of a famous landmark from your country here: • Sentence: Write two sentences about your country (e.g., "In __, people like to __") • Present your worksheet to the class.
<p>ML.ICC.2, Code 3.1, 3.2, 3.3</p> <p>Teacher station Independent station</p>	<ul style="list-style-type: none"> • Today you will be exploring countries. • The teacher will show you a map. Put a flag on the map from the country you are from. • Together with the teacher you will be working on creating a country information map. <ul style="list-style-type: none"> • Colour Your Country: Colour the country you or your family come from on the map below. • Cultural Landmark: Paste a picture of a famous landmark from your country here: • Food: Paste a picture of a famous food from your country





- Description: Write a few sentences about your country such as food people eat, and famous place or building.(e.g., "Italy is famous for its delicious pizza and beautiful landmarks like the Colosseum.")
- Present your worksheet to the class.

TASK Four - Our Cultural Showcase

Description
ML.ICC.2, 4.1
ML.ICC.2, 4.2



Materials Needed

- Large sheets of paper or poster boards
- Markers, coloured pencils, and crayons
- Cultural artifacts or images (printed or brought from home)
- Simple craft materials (glue, scissors, tape)
- Computers or tablets for research
- Tables for setting up booths

A1 level

- **Preparation:** Assign each student or pair of students a country. Provide them with a pre-filled worksheet that includes prompts like "Country Name," "Flag," "Famous Food," and "Popular Song." Provide images for students to color (flags, famous landmarks, etc.).
- **Research and Creation:** Students find basic facts with the help of the teacher or simplified online sources. Offer simple fact sheets with key information. Guide students to draw or color a flag of their country and paste it onto their poster. Encourage them to write 2-3 sentences about one famous food or landmark from their country (e.g., "In Mexico, people eat tacos"). Allow students to practice saying, "This is the flag of [Country]," "We eat [food] in [Country]."
- **Interactive Activity:** Plan a basic interactive activity like teaching a simple greeting or showing how to say "hello" in the country's language. Ask students to create a simple matching game where visitors match images of the country's famous foods or landmarks to their names.

A2 level

- **Preparation:** Assign each group a country and give them guiding questions for research: What is the capital? What foods do people eat? What is a famous holiday? Provide a template to structure their booth presentation, including sections for "Flag," "Popular Foods," "Famous People," and "Interesting Facts."
- **Research and Creation:** Have students gather information using books or simple websites and fill out their templates. They can create a poster showing the country's map, flag, and famous foods. Use captions like, "This is [famous person]. They are from [Country]." Encourage them to add 1-2 interesting cultural facts (e.g., "In Japan, people celebrate the cherry blossom festival").
- **Interactive Activity:** Teach a basic dance, song, or simple craft related to the country's culture (e.g., making paper lanterns or decorating clay). Ask students to set up a quiz

	<p>where visitors answer questions based on the country's poster (with true or false or multiple-choice options).</p> <p>Native Speaker</p> <ul style="list-style-type: none"> • Preparation: Assign each group a country and ask them to research detailed aspects of the culture, such as traditional clothing, holidays, and historical landmarks. Encourage students to structure their presentations using categories like "History," "Traditions," "Festivals," and "Tourism." • Research and Creation: Have students use more advanced resources like documentaries, websites, and articles to create a comprehensive presentation. Their booths should include a detailed poster with information about the country's geography, people, and culture. Encourage them to use descriptive sentences: "In India, Diwali is celebrated with fireworks and special sweets." Students can create or bring physical cultural artifacts like mini-models of famous landmarks, replicas of traditional clothing, or display food samples (with necessary permissions). • Interactive Activity: Plan a more complex interactive activity, such as teaching visitors a simple traditional dance, guiding them through a mini cooking demonstration (with pre-approved ingredients), or showing how to play a traditional game. Ask students to organize a small trivia competition where visitors answer in-depth questions about the country's history or culture.
<p>Language skill</p>	<ol style="list-style-type: none"> 1. Listening: Students will listen to instructions, gather information through multimedia, and understand questions from visitors. 2. Speaking: Students will practice oral presentations and explain their research in simple or more advanced terms, depending on their language level. 3. Reading: Students will read books, articles, or online resources about their assigned countries to gather relevant information. 4. Writing: Students will create posters and written descriptions of their assigned countries, including facts, captions, and interactive activity instructions.
<p>Competences for democratic culture</p>	<ol style="list-style-type: none"> 1. Valuing Cultural Diversity: Students will appreciate and respect the cultural differences represented by the countries being studied and presented, fostering an open and positive attitude toward diversity. 2. Civic-mindedness: By participating in a community-focused event like the intercultural fair, students develop a sense of responsibility and commitment to contributing to a shared experience that promotes mutual understanding. 3. Knowledge and Critical Understanding of the World: Through research, students will gain a broader understanding of global

	<p>cultures, geography, and traditions. They will also learn how different cultures contribute to the global community.</p> <p>4. Respect: Presenting cultural aspects of another country teaches students to show respect for cultural artifacts, practices, and values different from their own.</p> <p>5. Tolerance of Ambiguity: Students will encounter unfamiliar practices or beliefs and learn to tolerate and appreciate these differences, fostering open-mindedness and adaptability.</p>
Type of learning Activity	
Learning Outcome	<p>By the end of this activity, students will:</p> <ul style="list-style-type: none"> • Develop cultural awareness: Understand the key elements of another country's culture, including traditions, food, language, and history. • Enhance communication skills: Present information clearly to an audience, adjusting language and explanations according to their proficiency level. • Improve research skills: Identify reliable sources of information, extract relevant facts, and present findings visually and orally. • Collaborate with peers: Work effectively in groups, sharing responsibilities for research, booth design, and interactive activities. • Engage with an audience: Respond to questions from peers, teachers, and visitors, fostering interpersonal communication and critical thinking.
Objective (Link to Curriculum and/or European frameworks)	



Educators Resources & Worksheets

Worksheets and Resources

A1 Level:

Our Cultural Showcase - A1 Level

1. Country: _____
2. Flag: - Find the colour of the flag of your country. Colour it in.
3. Location: - Find the country on the map and colour it.
4. Language: Write or copy one word in the country's language (e.g., Hello, please, Thank you). _____

5. Famous Landmark: Find a picture of a famous landmark of your country.
6. Traditional Food: Paste a picture or draw a traditional food from this country.
7. Interesting Fact: Write one interesting fact about this country.

A2 Level:

Our Cultural Showcase - A2 Level

1. Country: _____
2. Flag:
 - Draw and color the flag of your country.
 - Space for picture
3. Location:
 - Colour the country on the map and write the name of the continent it is on.
 - Continent: _____
4. Language:
 - Write a simple sentence in the country's language (e.g., Hello, my name is ...).
 - _____
5. Famous Landmark:
 - Draw or paste a picture of a famous landmark and write its name.
 - Space for picture
 - Name: _____
6. Traditional Food:
 - Draw or paste a picture of a traditional food and write its name.
 - Name: _____
7. Interesting Fact:
 - Write two interesting facts about this country.
 1. _____
 2. _____



Native Speakers

Our Cultural Showcase - Native Speakers

1. Country: _____
2. Flag:
 - Draw and color the flag of your country and write a brief description of its meaning.
 - The flag symbolizes: _____
3. Location:
 - Color the country on the map and write a brief description of its geography.
 - Geography: _____
4. Language:
 - Write a short paragraph in the country's language, including a greeting and an introduction.
 - _____
5. Famous Landmark:
 - Draw or paste a picture of a famous landmark and write a paragraph about its history and significance.
 - _____
6. Traditional Food:
 - Draw or paste a picture of a traditional food and write a recipe or description of how it is made.
 - _____
7. Interesting Fact:
 - Write three interesting facts about this country and explain why they are important.
 - _____
 - _____
 - _____

L.ICC.2,

Code
4.1, 4.2

Teacher
Station
Collaborative
Station

- Today with your teacher you will be working on country
- In groups the teacher will give you a country to find information on. You need to create a poster with this information
 - Country: _____
 - Flag: - Find the colour of the flag of your country. Colour it in.
 - Location: - Find the country on the map and colour it.
 - Language: Write or copy one word in the country's language (e.g., Hello, please, Thank you).
 - Famous Landmark: Find a picture of a famous landmark of your country.
 - Traditional Food: Paste a picture or draw a traditional food from this country.
 - Interesting Fact: Write two or three sentences about one interesting fact about this country.
- When other people come to the fair, teach them a simple word in that language.
- Create a matching game so that visitors can match the country's famous food or landmarks to the name or flag.

ML.ICC.2,

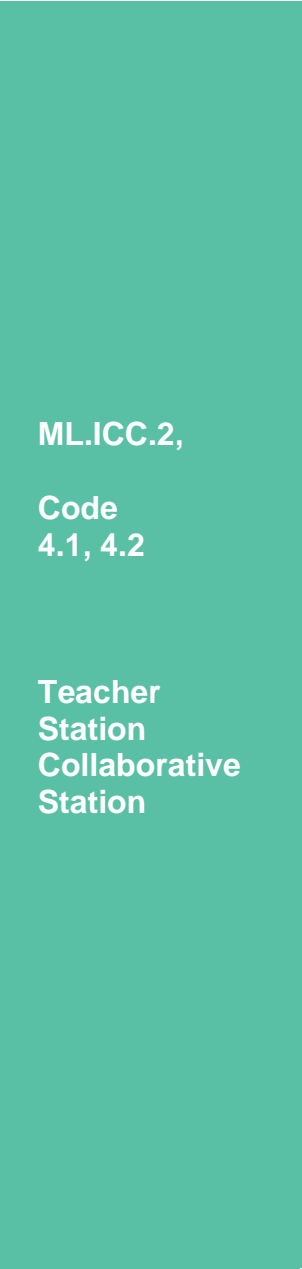
Code
4.1, 4.2

Teacher
Station
Collaborative
Station

- Today with your teacher you will be working on a country
- In groups the teacher will give you a country to find information on. You need to create a poster with this information
 - Country: _____
 - Flag: - Find the colour of the flag of your country. Colour it in.
 - Location: - Find the country on the map and colour it.
 - Continent: - Find the continent
 - Capital City – What is the capital of the country?
 - Language: Write or copy one word in the country's language (e.g., Hello, please, Thank you).
 - Famous Landmark: Draw or paste a picture of a famous landmark and write its name.
 - Traditional Food: What foods do people eat? Paste a picture or draw a traditional food from this country. Write its name.
 - Interesting Fact:



- Write a simple sentence in the country's language (e.g., Hello, my name is ...).
- Write two or three sentences about one interesting fact about this country.
- When other people come to the fair, teach them the simple sentence in that language.
- Create a quiz so that visitors can match the country's famous food or landmarks to the name or flag. Teach them a song or simple craft

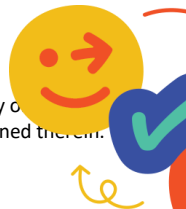


ML.ICC.2,

Code
4.1, 4.2

Teacher
Station
Collaborative
Station

- Today with your teacher you will be working on a country
- In groups the teacher will give you a country to find information on.
- You need to create a poster with this information
 - Country: _____
 - Flag: - Find the colour of the flag of your country. Colour it in.
 - Location: - Find the country on the map and colour it.
 - Continent: - Find the continent
 - Capital City – What is the capital of the country?
 - Language: Write or copy one word in the country's language
 - (e.g., Hello, please, Thank you).
 - Famous Landmark: Draw or paste a picture of a famous landmark and write its name.
 - Traditional Food: What foods do people eat? Paste a picture or draw a traditional food from this country. Write its name.
 - Traditional Clothing
 - Traditional and Cultural Feasts
 - Interesting Fact:
 - Write a simple sentence in the country's language (e.g., Hello, my name is ...).
 - Write two or three sentences about one interesting fact about this country.
- When other people come to the fair, teach them the sentence in that language. Show them a traditional dance or song from that country. Create a small trivia questionnaire so that visitors can answer more in depth questions.



TASK Five - Cultural Symbols, Festivals & Food.

Description
ML.ICC.2, 5.1
ML.ICC.2, 5.2
ML.ICC.2, 5.3
ML.ICC.2, 5.4

Teachers Resources – [World Map and Symbols](#)

All levels – [Guess the Country](#), [Guess the Country 2](#)
NS – [Find the Landmark](#)
NS – [Guess the symbol, festival or food](#)

A1 Level:

1. Together with students discuss different symbols coming from different cultures. Example Eiffel Tower, Colosseum, pizza. Ask them if they know of any traditional symbols from other countries. You can use the [World Map and Symbols](#) resource as part of the learning process.
2. Give them templates of some of the symbols for them to colour in. Ask them to guess which country they are from.
3. You can also create cards with the pictures and labels of the cultural symbols such as food, clothing (Suggested list is found in educators' resources). These can be used to match the country with the symbols and the food.
4. Ask them to complete the sentences listed below.
 - This is a ____.
 - It is from ____.
 - I coloured it ____.
 - I like the ____.
5. Following the sentences, ask them to try and guess the country from the collages [Guess the Country](#)

A2 Level

1. Together with students discuss different symbols or clothes coming from different cultures. Example Eiffel Tower, Colosseum, pizza. Ask them if they know of any traditional symbols from other countries. You can use the [World Map and Symbols](#) resource as part of the learning process.
2. Give them templates of some of the symbols for them to colour in. Ask them to guess which country they are from.
3. Ask students to find one type of clothing or food for that country.
4. You can also create cards with the pictures and labels of the cultural symbols such as food, clothing (Suggested list is found in educators' resources). These can be used to match the country with the symbols and the food.
5. Ask them to complete the sentences listed below.
 - This is a picture of ____.
 - It comes from ____.
 - I used the color ____ to draw ____.
 - In this country, people like to ____.

6. Following the sentences, ask them to try and guess the country from the collages [Guess the Country](#)

Native Speaker:

1. Together with students discuss different symbols coming from different cultures. Example Eiffel Tower, Colosseum, luzzu. Ask them if they know of any traditional symbols, clothes or festivals from other countries. You can use the [World Map and Symbols](#) resource as part of the learning process.
2. Ask them to try and guess the country from the collages [Guess the Country](#), [Guess the Country 2](#)
3. Give them templates of some of the symbols for them to colour in. Ask them to guess which country they are from.
4. Ask students to find one type of festival for that country.
5. You can also create cards with the pictures and labels of the cultural symbols such as food, clothing (Suggested list is found in educators' resources). These can be used to match the country with the symbols and the food.
6. Ask them to complete the sentences listed below.
 - This artwork shows a ____.
 - It is from the country of ____.
 - I chose to use ____ colours because ____.
 - This cultural symbol represents ____ because ____.
7. Give the students the link to the [Find the Landmark](#) activity and ask them to guess/answer the statements.

Language skill

1. Listening:
 - Comprehend instructions and descriptions related to different cultural symbols and artifacts.
 - Understand explanations and demonstrations on using drawing software.
2. Speaking:
 - Describe cultural symbols, artifacts, and artwork verbally using basic to complex sentences.
 - Engage in discussions about different cultures, sharing insights and asking questions.
3. Reading:
 - Read and understand prompts, instructions, and vocabulary cards related to cultural artifacts and drawing tasks.
 - Interpret simple to detailed descriptions of cultural symbols and festivals.
4. Writing:
 - Write simple sentences to describe their artwork and the cultural elements depicted.
 - Use sentence starters to form more detailed descriptions and explanations about cultural symbols and their significance.

Competences for democratic culture	<ol style="list-style-type: none"> 1. Knowledge and Critical Understanding of the World: <ul style="list-style-type: none"> - Develop an awareness of cultural diversity and the significance of cultural symbols and practices globally. - Gain an understanding of cultural identity and how it is expressed through art and traditions. 2. Values: <ul style="list-style-type: none"> - Respect and value cultural diversity, recognizing the importance of cultural expression in promoting mutual understanding. - Demonstrate openness to different perspectives and cultural practices, fostering a sense of global citizenship. 3. Skills: <ul style="list-style-type: none"> - Develop critical thinking skills by exploring and interpreting cultural symbols and their meanings. - Enhance creativity and self-expression through art, using it as a medium to explore and communicate cultural understanding. 4. Attitudes: <ul style="list-style-type: none"> - Cultivate an open-minded approach to learning about different cultures, appreciating both differences and similarities. - Encourage positive interactions and discussions about culture, promoting empathy and tolerance. 5. Autonomy and Responsibility: <ul style="list-style-type: none"> - Take initiative in exploring and learning about different cultures through creative activities. - Show responsibility in sharing cultural knowledge accurately and respectfully.
Type of learning Activity	
Learning Outcome	<ol style="list-style-type: none"> 1. Knowledge and Understanding: <ul style="list-style-type: none"> - Recognize and identify various cultural symbols, foods, landmarks, and festivals from around the world. - Understand the cultural significance of different symbols and artifacts. 2. Skills: <ul style="list-style-type: none"> - Develop basic to advanced drawing skills using traditional and digital tools. - Enhance vocabulary related to colours, shapes, and cultural terms. - Improve sentence construction skills from basic to more detailed and complex structures. 3. Attitudes: <ul style="list-style-type: none"> - Show curiosity and interest in learning about different cultures. - Demonstrate appreciation and respect for cultural diversity through artistic expression. 4. Competences:



	<ul style="list-style-type: none">- Use creative skills to express cultural understanding and appreciation through art.- Communicate effectively in both spoken and written forms about cultural topics.
Objective (Link to Curriculum and/or European frameworks)	



Educators Resource

Vocabulary:

A1

- Colors: red, blue, green, yellow
- Shapes: circle, square, triangle
- Cultural terms: flag, food, building

A2

- Colours: red, blue, green, yellow, orange, purple
- Shapes: circle, square, triangle, rectangle
- Cultural terms: flag, food, building, dress, festival

Native Speaker

- Colours: red, blue, green, yellow, orange, purple, pink, brown, black, white
- Shapes: circle, square, triangle, rectangle, oval
- Cultural terms: festival, tradition, symbol, costume, celebration



Information about countries, symbols and foods

1. Malta

- Symbol: Luzzu (traditional fishing boat)
- Food: Pastizzi
- Landmark: Azure Window (Note: it collapsed in 2017, but it's still an iconic symbol)
- Festival: Festa (village feast)

2. Syria

- Symbol: Shamadan (traditional Syrian candlestick)
- Food: Kebabs
- Landmark: Umayyad Mosque
- Festival: Eid al-Fitr

3. Italy

- Symbol: Leaning Tower of Pisa
- Food: Pizza
- Landmark: Colosseum
- Festival: Carnevale di Venezia

4. Japan

- Symbol: Cherry Blossom (Sakura)
- Food: Sushi
- Landmark: Mount Fuji
- Festival: Hanami (Cherry Blossom Festival)

5. India

- Symbol: Taj Mahal
- Food: Samosa
- Landmark: India Gate
- Festival: Diwali

6. Brazil

- Symbol: Christ the Redeemer Statue
- Food: Feijoada
- Landmark: Sugarloaf Mountain
- Festival: Carnival

7. China

- Symbol: Dragon
- Food: Dumplings
- Landmark: Great Wall of China
- Festival: Chinese New Year

8. Egypt

- Symbol: Ankh (ancient Egyptian symbol of life)
- Food: Koshari
- Landmark: Pyramids of Giza
- Festival: Sham El-Nessim



9. United States

- Symbol: Statue of Liberty
- Food: Hamburger
- Landmark: Grand Canyon
- Festival: Fourth of July (Independence Day)

10. Mexico

- Symbol: Sombrero
- Food: Tacos
- Landmark: Chichen Itza
- Festival: Day of the Dead (Día de los Muertos)

11. France

- Symbol: Eiffel Tower
- Food: Baguette
- Landmark: Notre-Dame Cathedral
- Festival: Bastille Day

12. Australia

- Symbol: Kangaroo
- Food: Meat Pie
- Landmark: Sydney Opera House
- Festival: Australia Day

Student Resources

ML.ICC.2

Code 5.1, 5.2,
5.3

Teacher
Station
Independent
Station
Technology
Station

- Together with the teacher talk about different countries and their symbols. Do you know any?
- Colour in the symbol. Do you know which country it belongs to?
- When you have finished complete the sentences below
- Ask them to complete the sentences listed below.
 - This is a ____.
 - It is from ____.
 - I coloured it ____.
 - I like the ____.
- When the teacher tells you, click on the link [Guess the Country](#) and try to guess the country from the pictures.

ML.ICC.2

Code 5.1, 5.2,
5.3

Teacher
Station
Independent
Station
Technology
Station

- Together with the teacher talk about different countries, their symbols and their clothes. Do you know any?
- Colour in the symbol or clothes. Do you know which country it belongs to?
- When you have finished, complete the sentences below
- Ask them to complete the sentences listed below.
 - This is a picture of ____.
 - It comes from ____.
 - I used the color ____ to draw ____.
 - In this country, people like to ____.
- When the teacher tells you, click on the link [Find the Landmark](#) and try to guess the answers.

ML.ICC.2

Code 5.1, 5.2,
5.3, 5.4

Teacher
Station
Independent
Station
Technology
Station

- Together with the teacher talk about different countries, their symbols, their clothes or festivals. Do you know any?
- When the teacher tells you, click on the link [Guess the Country](#) [Guess the Country 2](#) and try to guess the country from the pictures.
- Colour in the symbol, clothes or festival. Do you know which country it belongs to?
- When you have finished complete the sentences below
- Ask them to complete the sentences listed below.
 - This artwork shows a ____.
 - It is from the country of ____.
 - I chose to use ____ colours because ____.

- This cultural symbol represents ____ because ____.
- When the teacher tells you click on the link [Find the Landmark](#) activity and try to guess the answers to the sentences.

