



YEAR 6

INTERCULTURAL ACTIVITIES

LEVEL A2

## TASK ONE

ML.ICC.6,  
Code 1.1, 1.2

Teacher Station  
Independent  
Station

1. Discuss with the teacher about colours. What is the different meaning of different colours in different countries and cultures.
2. The teacher will give you a colour which you need to find information about. It is about
3. You can use [Roboteacher](#) as a resource to help you in finding information.
4. Research Questions
  - a. What does your colour mean in different countries?
  - b. Is your colour special for any festivals or traditions?
  - c. What is the meaning of your assigned colour in one culture?
  - d. Can you find an example of when your colour is worn or used in a ceremony?
  - e. How does your colour make people feel in one country?
5. Create a poster or prepare a short talk about your colour. Write a few sentences and include drawings or photos

## TASK TWO

ML.ICC.6,  
Code 3.1

Teacher Station  
Independent  
Station

1. Discuss with the teacher about how language helps us talk to people from different places. Today we will be talking about the word Rainbow.
2. When the teacher tells you answer the guiding questions that are written here below
  - a. What are some languages spoken in your country?
  - b. Have you ever heard someone speak a language you don't understand? How did it make you feel?
  - c. Can you name a country where people speak a different language than you? What language do they speak?
  - d. Why do you think it is important to learn other languages?
  - e. What language would you like to learn and why?
3. When the teacher tells you, create a colourful card with the word "rainbow" in their language. Use bright colours and simple drawings.
4. Put your artwork on the display board. Use a world map or globe to show where the languages are spoken. Present your artwork and say "rainbow" in their language.
5. Discuss with the teacher.

## TASK THREE

ML. SL. 4

Code 3.1, 3.2, 3.3

- Teacher station
- Technology Station
- Collaboration Station

1. Together with the teacher, you are going to be learning new vocabulary. Try and guess what the words could mean.
2. Work on the [General Vocabulary](#) together with your teacher. The words are breezy, chilly, frosty, humid, misty, overcast, drizzle, flurry (of snow), gust (of wind), shade, thunder. Lightning, puddle, mud, bloom (of flowers), harvest, chirping (of birds), melting, sweater, scarf.
3. Now try and do it on your own.
4. Discuss with the teacher
  - a. What feelings do you feel during the various seasons?
  - b. Why do you feel this way?
5. Together with the teacher complete the following [Vocabulary Words Feelings](#), [Vocabulary Words Seasonal Changes](#)

## TASK FOUR

ML.SL.6,

Code 1.1

- Teacher Station
- Collaborative Station
- Independent Station

1. Today you will discuss with the teacher about storytelling and how through a story we share experiences, emotions and cultural values. We will look at the colours and how we experience emotions in storytelling.
2. The teacher will read you a story.
3. Answer these questions with short paragraphs.
  - a. How do you feel when you see the colour green?
  - b. What emotions do you think the colour blue represents?
  - c. Can you tell me about a time when a colour made you feel a strong emotion?
  - d. Which colour makes you feel energetic? Why?
  - e. How can colours be used to show emotions in a story?
4. Discuss with your teachers your answers and how the emotions and colours were connected. Discuss how they can be connected in storytelling.
5. In small groups rewrite part of the story you heard, by changing the colours to show different emotions and how it could change the story.
6. Present your story to the class
7. You will now reflect and write in your notebook the answers to these questions
  - a. What was the main story you worked on today?
  - b. Describe one scene where colour was important.
  - c. How did different colours in the story make you feel? Give examples.

- d. Did the storytelling activity change how you think about the story? How?
  - e. Draw or describe your favorite scene and explain why you like it.
8. Discuss with your teacher the use of colours in storytelling



## TASK FIVE

**ML.ICC.6,**

**Code - 5.1, 5.2**

**Teacher Station  
Collaborative  
Station  
Technology  
Station**

1. Today we will be talking with the teacher about the diversity of languages spoken around the world. Do you know any words in a different language?
2. Discuss these guiding questions
  - a. What is the word for "water" in two other languages you know?
  - b. Write a sentence using the word for "water" in a language other than your own.
  - c. How does your family use water at home?
  - d. Can you name a country where people speak French?
3. Learn and write the word for "river" in another language.
  - a. In small groups you will be given some languages for which you need to find the word water. For this activity you can use
  - b. [Google Translate](#) or the Roboteacher.
  - c. Research how the word "water" is pronounced and written in their assigned language. Other questions are
  - d. Pick a country where German is spoken and find out what river is important there.
  - e. Look up how people in that country say "water" and "river."
4. Present your findings to the class
5. Discuss with the teacher how languages differ from each other.



## TASK SIX

**ML.SL.6,**

**Code - 6.1, 6.2, 6.3,  
6.4**

**Teacher Station  
Collaborative  
Station**

1. Today you will be hearing and reading different stories from different cultures. These stories are water-related stories from different cultures.
2. The teacher will read out or give you the text of one story. You are to listen to the story or read the story as the teacher asks you.
3. In pairs answer the following guiding questions
  - a. Share a brief summary of the water story you heard.
  - b. How would you explain the story to a friend using simple language?

## Independent Station

- c. What part of the story did you find the most interesting?
- d. Can you recall a water-related experience you've had in your culture?
- e. Why do you think sharing stories is important?
4. Can you share a water-related story? Tell it to the teacher
5. Discuss with the teacher about the importance of water in different cultures.

