



**YEAR 6**

**INTERCULTURAL TASK**

**LEVEL B1**



## 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. How is your assigned colour used in traditional clothing in one country?
  - c. What does your colour symbolize in a specific cultural celebration or ritual?
  - d. Is there a difference in the meaning of your colour between two cultures? Explain briefly.
  - e. How does your colour make people feel in one country?
5. Create a poster or prepare a presentation about your colour. Write a few sentences and include drawings or photos.

## TASK TWO

ML. SL. 4

Code 4.1

Independent  
Station  
Teacher station

### Student Instructions

1. Discuss with the teacher weather-related vocabulary
2. Listen to the teacher who will be explaining about a weather journal.
3. When the teacher gives you the worksheet, you will find information that needs to be completed for one week.
4. You are asked to mark the days weather
  - o Weather - a weather icon (e.g., a sun, cloud, or raindrop),
  - o Temperature (e.g., hot or cold),
  - o Wind Speed and Directions
  - o Feelings section
  - o Additional Observations. Here include changes in conditions throughout the day.
5. Check this for a week
6. Did you notice any changes on the previous days? Did you observe any patterns in the temperature? How does the climate affect the Maltese landscape such as agriculture, outdoor activities, or energy consumption
7. At the end of the week describe how the weather conditions impacted your daily activities, mood and clothing choices.

8. Make your own weather predictions for the coming week based on your observations.

### TASK THREE

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. How does knowing more than one language help you in everyday life?
  - b. Describe a situation where you used a different language to communicate.
  - c. What are some challenges of learning a new language?
  - d. How do different languages reflect different cultures?
  - e. What can you do to improve your language skills?
3. When the teacher tells you, create a colourful card with the word "rainbow" in their language. Use bright colours and simple drawings. Include elements that reflect your culture or language's uniqueness.
4. Put your artwork on the display board. Use a world map or globe to show where the languages are spoken. Present your poster and say "rainbow" in their language. Explain the pronunciation and cultural significance of the word "rainbow" in your language
5. Discuss with the teacher.

### TASK FOUR

## M. SL.4

### Code

4.1, 4.2, 4.4, 4.5

Teacher Station  
Independent Station  
Technological  
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. Describe how the colour yellow makes you feel.
  - b. Why do you think artists use different colours to show different emotions?
  - c. How do you feel when you see dark colours like black or dark blue?
  - d. Can you think of a story or movie where colours were used to show emotions? How were they used?
  - e. How would you use colours to show a happy scene 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 story telling.
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. Summarize the story you discussed today.
  - b. How were colours used to represent emotions in the story? Provide examples.
  - c. Reflect on how the storytelling activity helped you understand the power of colours in a story.
  - d. Did your perception of the story change after the activity? Explain.
  - e. Write a short paragraph about how you can use colours in your own storytelling.
8. Discuss with your teacher the use of colours in storytelling

## TASK FIVE

### ML.ICC.6,

Code - 5.1, 5.2

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

Teacher Station  
Collaborative Station  
Technology Station

- a. What are the words for "water" in three different languages?
  - b. Write a paragraph describing how water is important in daily life using words from different languages.
  - c. Why is it helpful to know the word for "water" in different languages?
  - d. Choose a country where Spanish is spoken. What are some of their famous water bodies (rivers, lakes, oceans)?
  - e. Write a sentence in Spanish about water usage in that country.
3. In small groups you will be given some languages for which you need to find the word water. For this activity you can use
  4. [Google Translate](#) or the Roboteacher.
  5. Research how the word "water" is pronounced and written in their assigned language. Other questions are
    - a. Research how water is managed in a country where French is spoken.
    - b. Find out what word is used for "lake" in French and name a famous lake in France.
  6. Present your findings to the class
  7. Discuss with the teacher how languages differ from each other.



## TASK SIX

ML.SL.6,

6.1, 6.2, 6.3, 6.4

Teacher Station  
Collaborative Station  
Independent 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
4. Reflect on the cultural significance of the water story you heard.
5. Can you discuss the story's key message or lesson?
6. How do stories help us connect with people from different backgrounds?
7. Share a water-related tradition or memory from your own culture.
8. In what ways can stories promote understanding and empathy?

9. Can you share a water-related story? Tell it to the teacher
10. Discuss with the teacher about the importance of water in different cultures.

