



YEAR 6

INTERCULTURAL TASKS

LEVEL NATIVE SPEAKER

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
5. Compare the significance of your assigned colour in two different cultures. How does its meaning change?
6. Research and describe how your colour influences emotions and behavior in a particular culture. Provide an example.
7. Find a festival or event where your assigned colour plays a central role. Describe its importance in that event.
8. Create a poster or prepare a presentation about your colour. Write a few sentences and include drawings or photos.

TASK TWO

ML.ICC.6,
Activity 2.1

Teacher Station
Collaborative
Station
Independent
Station

1. Today we will be discussing rainbows and the different meanings a rainbow has in different cultures
2. We will make a rainbow together to see how rainbows are seen in different parts of the world
3. Each will be getting a section of the large rainbow. You are to colour your rainbow section using colours and patterns that are important to your country and culture.
4. The guiding questions that you have written here below will help you to think about rainbows and your own culture.
5. Share your work with a partner or in a small group.
6. Together in class discuss the guiding questions and your rainbow piece of work.



Guided Questions

- a. Discuss the significance of rainbows in your cultural heritage. What do they symbolize?
- b. Analyze how the depiction of rainbows in literature or art from your culture reflects its values and beliefs.
- c. Compare the role of rainbows in traditional stories from your culture to their role in scientific explanations.
- d. Reflect on a personal experience where you encountered a rainbow. How did it connect to your cultural understanding or personal beliefs?

- e. How can understanding the significance of rainbows in various cultures promote cultural awareness and appreciation?

TASK THREE

ML.ICC.6,

Code - 3.1

Teacher Station
Collaborative
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. Discuss how language shapes the way we see the world. Can you give an example?
 - b. How can learning a new language change your perspective on your own culture?
 - c. What are some benefits of being bilingual or multilingual in today's world?
 - d. Have you ever experienced a misunderstanding because of a language difference? How did you resolve it?
 - e. How can schools promote the appreciation of linguistic diversity among students?
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

ML.SL.6,

Code 4.1

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. Explain how the colour green might represent different emotions in different contexts.
 - b. Discuss how a change in colour palette in a story can affect the mood of the scene.
 - c. Reflect on a personal experience where a colour affected your mood. Describe the situation and your feelings.
 - d. How can the use of contrasting colours in storytelling enhance the emotional impact of a scene?
 - e. Imagine you are creating a story about a character going through different emotions. Describe how you would use colours to represent their journey.
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 a detailed narrative 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. Provide a detailed summary of the story you focused on today.
 - b. Analyze the role of colours in the storytelling activity. How did they enhance the story?
 - c. Reflect on how the storytelling activity changed your understanding of the story's themes and emotions.
 - d. Discuss any new insights or perspectives you gained about the power of colours in storytelling.
 - e. Write a reflective essay on how you might use colours in your own storytelling to convey emotions and themes effectively.
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. Explore how different languages name "water" and explain the importance of these variations.
 - b. Write an essay on the significance of water in various cultures and include terms from at least five languages.
 - c. How does understanding the term "water" in different languages enhance global communication and cooperation?
 - d. Investigate the cultural significance of a water body in a country of your choice and describe it.
 - e. Translate a short passage about water from your language into another language you are studying.
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. Examine water conservation practices in a country where Japanese is spoken.
 - b. Find out how water is celebrated in cultural festivals in a country where Arabic is spoken.
6. Present your findings to the class
7. 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
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
 - a. Analyse the cultural and emotional elements of the water story.
 - b. How do you think stories can preserve and transmit cultural heritage?
 - c. Share a personal water-related story or memory that holds significance in your culture.

- d. Reflect on the role of stories in building empathy and appreciation for diverse cultures.
 - e. What steps can you take to encourage the sharing of stories and cultural understanding in your community or beyond?
 - f. Can you share a water-related story? Tell it to the teacher
4. Discuss with the teacher about the importance of water in different cultures.