





YEAR 6

Intercultural Activities – Cultures, Colours & Water

Teachers' E-book

Year 6



Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers		A1, A2, B1, Native Speakers
2 nd task	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	
3 rd task	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	
4 th task		A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	
5 th task		A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers
6 th task	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	A1, A2, B1, Native Speakers	

Task One – Colour in our everyday life

Description
ML.ICC.6, 1.1
ML.ICC.6, 1.2



Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

Link to the

- Roboteacher – [Roboteacher](#)

A1 Level Instructions

- Introduction - Begin the lesson by introducing the topic of colours. Explain that colours are significant in everyday life and can have different meanings in different countries and cultures. Emphasize the importance of understanding and respecting these cultural differences.
- Colour Assignment - Assign each student a specific colour. Instruct students to learn about their assigned colour and how it is perceived in various countries. Suggest using [Roboteacher](#) as a resource to assist them in finding information.
- Research - Guide students to use the internet or books to look up information about their assigned colour. Encourage them to find out what the colour symbolizes in different countries and if it is important in any festivals or traditions.
 - a. What does your colour mean in different countries?
 - b. Is your colour special for any festivals or traditions?
- Presentation/Poster Creation - After research, have students create a poster or prepare a short talk about their colour. They should include drawings or photos and write a few sentences about what they learned.
- Sharing and Discussion - Allow students to present their posters or give their talks to the class. Encourage them to share what their colour means in different countries and to listen and ask questions about their classmates' presentations. Conclude with a class discussion about the different cultural meanings of colours. Create a classroom display with all the posters to highlight the lesson.

A2 Level

- Introduction - Start the lesson by discussing the meanings of colours and their significance in various cultures. Explain that understanding how different cultures perceive colours helps in appreciating these cultures better.
- Colour Assignment Assign each student a specific colour to research. Explain that their task is to find out how the assigned colour is used and perceived in different cultures. Recommend using [Roboteacher](#) and the internet for their research.
- Research - Direct students to use online resources and books to gather information about their colour. Encourage them to explore how the colour is used in different countries, focusing on traditions,



festivals, and special meanings. Ask students to take notes on their findings.

- a. Look for how your colour is used in different countries.
 - b. Think about things like traditions, festivals, and special meanings.
- Presentation/Poster Creation - After completing their research, have students create a presentation or poster to showcase their findings. Suggest including pictures, photos, and short sentences that summarize what they learned.
 - Sharing and Discussion - Have each student present their work to the class. Encourage them to discuss the cultural meanings of their colour and to share any interesting facts. Organize a class discussion after all presentations are finished to reflect on what was learned. Create a collaborative classroom display featuring all the posters and presentations.

B1 Level

1. Introduction - Begin the lesson with an introduction to the concept of colours and their significance in different cultures worldwide. Discuss how colours can have various meanings and symbolize different things depending on cultural context. Highlight the importance of understanding these differences to appreciate cultural diversity.
2. Colour Assignment - Assign each student a specific colour to research. Explain that their task is to investigate how their assigned colour is perceived and used in various cultures. Recommend using [Roboteacher](#) and the internet for their research.
 - Look for how your colour is used in different cultures.
 - Investigate about things like traditions, symbolism, customs, and rituals associated with your colour.
3. Research- Instruct students to start their research by finding information on how their colour is used in different cultures. Encourage them to investigate the traditions, symbolism, customs, and rituals associated with their colour. Remind students to take notes on interesting facts and details.
4. Presentation/Poster Creation - After gathering research, have students create a presentation or poster to showcase their findings. Encourage the use of visual aids such as images, charts, and diagrams to make their presentations more engaging.
5. Sharing and Discussion -Have each student present their findings to the class. Encourage them to explain the cultural significance of their colour and to share any unique or surprising facts. Conclude the lesson with a class discussion about what was learned regarding the significance of colours in different cultures. Create a collaborative "Cultural Colours" display in the classroom with all the students' work.

Native Speaker

1. Introduction - Start the lesson by discussing the concept of colours and their significance in different cultures around the world. Explain that

	<p>colours often have different meanings and associations depending on cultural context. Emphasize the importance of appreciating these diverse interpretations and understanding the cultural significance behind them.</p> <ol style="list-style-type: none"> 2. Colour Assignment - Assign each student a specific colour, such as red, blue, green, yellow, etc. Instruct students to research the cultural significance of their assigned colour and how it is used or perceived in various cultures. Encourage them to use Roboteacher and other online resources for their research. 3. Research - Direct students to explore different websites and resources to learn how their colour is viewed in different cultures. Encourage them to look into the symbolism, traditions, customs, and rituals associated with their colour. Suggest considering how their colour is used in different contexts, such as art, clothing, festivals, and daily life. Remind students to take detailed notes on what they discover. <ul style="list-style-type: none"> • Look into the symbolism, traditions, customs, and rituals associated with your colour in various cultures. • Consider how your colour is used in different contexts, such as art, clothing, festivals, and daily life. 4. Presentation/Poster Creation - Once the research is complete, instruct students to create a presentation or poster to showcase their findings. Encourage them to use visual aids, such as images, charts, and diagrams, to make their presentations engaging. Ask them to clearly outline the cultural significance of their colour and include any interesting facts or stories they've discovered. 5. Sharing and Discussion - Have each student present their findings to the class. Encourage them to discuss the cultural significance of their assigned colour and share any unique or surprising facts. After all presentations are complete, organize a class discussion about what was learned regarding colours in different cultures. Create a collaborative "Cultural Colours" display in the classroom, showcasing each student's work and the diversity of colour interpretations worldwide.
<p>Language skill</p>	<p>Listening Reading Writing Speaking</p>
<p>Competences for democratic culture</p>	<ul style="list-style-type: none"> • To explore how colours are used and perceived in different cultures. Students will gain an understanding of how colours are perceived differently across various cultures, recognizing the diversity in cultural meanings and practices. • By exploring the cultural significance of colours, students will develop empathy and respect for different cultural perspectives and traditions. Students will engage in critical thinking by analyzing how cultural contexts influence the symbolism and use of colors, fostering a deeper appreciation for cultural diversity.
<p>Type of learning Activity</p>	



Learning Outcome

- Students will learn about the cultural significance of colours and how they are interpreted and used in different cultures around the world.
- Students will enhance their research, presentation, and creative skills by investigating their assigned colour and presenting their findings to the class.
- Students will cultivate a positive attitude towards cultural diversity, understanding that different cultural interpretations of colours are valuable and worth respecting.

Objective (Link to Curriculum and/or European frameworks)

Social Studies Syllabus



Task 1 – Information for teachers

The Concept of Colours and Their Significance in Everyday Life

Colours are an integral part of our everyday experience, influencing our moods, perceptions, and behaviours. They are not only a visual phenomenon but also carry psychological and cultural significance. The concept of colour encompasses the science behind how we perceive different wavelengths of light, as well as the cultural and emotional meanings that colours hold.

The Science of Colour

At a basic level, colour is the result of light interacting with our eyes. Light is made up of electromagnetic waves, and different wavelengths correspond to different colours. When light hits an object, some wavelengths are absorbed, and others are reflected. The reflected light is what we perceive as the colour of the object. Our eyes contain cells called cones that are sensitive to red, green, and blue light. The brain processes the information from these cones to create the full spectrum of colours we see.

Colours in Everyday Life

In everyday life, colours play a crucial role in communication and aesthetics. They can affect our mood and behaviour, often subconsciously. For instance:

1. **Red:** Often associated with excitement, passion, and energy, red can stimulate the senses and raise the heart rate. It is frequently used in advertising and warning signs to capture attention quickly.
2. **Blue:** Known for its calming and soothing effects, blue is associated with tranquility and stability. It is commonly used in environments meant to promote relaxation, such as bedrooms or spas.
3. **Yellow:** Bright and cheerful, yellow is associated with happiness and optimism. However, in large amounts, it can be overwhelming and may cause feelings of anxiety.
4. **Green:** Symbolizing nature and renewal, green is associated with growth and harmony. It is often used in spaces designed for relaxation and balance.
5. **Purple:** Historically linked to royalty and luxury, purple can convey a sense of sophistication and mystery. It is often used in branding to denote creativity and uniqueness.
6. **Black:** Associated with power, elegance, and formality, black can also evoke feelings of mystery or fear. It is a staple fashion for its slimming effect and versatility.
7. **White:** Representing purity and cleanliness, white is used to create a sense of space and simplicity. It is a common choice in minimalist design and healthcare settings.

Cultural Significance of Colours

The meanings and associations of colours can vary significantly across different cultures. Understanding these cultural interpretations is important, especially in global communication and design.

Western Cultures



In Western cultures, certain colours have well-established meanings:

- Red: Often symbolizes love and passion but can also represent danger or aggression.
- White: Associated with purity, weddings, and innocence, but in some contexts, it can also represent sterility or coldness.
- Black: Typically linked to mourning and death, but also sophistication and formality.
- Green: Represents luck, nature, and renewal, as seen in the celebration of St. Patrick's Day.
- Yellow: Associated with happiness and warmth, but can also signify caution (e.g., yellow traffic lights).

Eastern Cultures

In Eastern cultures, colours can have different, sometimes contrasting, meanings:

- Red: In many Asian cultures, red is a very auspicious colour symbolizing prosperity, joy, and celebration. It is prominently featured in festivals and weddings.
- White: Often associated with mourning and death in many East Asian cultures, contrary to its Western association with purity.
- Black: Can symbolize bad luck or evil, but is also seen as a colour of power and elegance.
- Green: In China, green can sometimes be associated with infidelity or disgrace, but it also represents health and prosperity.
- Yellow: Historically linked to emperors in China, yellow symbolizes power, glory, and prosperity.

African Cultures

In African cultures, colours are deeply symbolic and often tied to historical and social contexts:

- Red: Represents strength, vitality, and life but can also signify death and mourning in some contexts.
- White: Symbolizes purity and spirituality, often used in rituals and religious contexts.
- Black: Represents the earth, ancestry, and continuity with the past.
- Green: Symbolizes growth, fertility, and the richness of the land.
- Yellow: Often associated with wealth and status, reflecting the value of gold.

Indigenous Cultures of the Americas

Among Indigenous cultures in the Americas, colours hold specific meanings often linked to nature and spirituality:

- Red: Symbolizes life, war, and victory.
- White: Represents peace, light, and wisdom.
- Black: Associated with strength and endurance.
- Green: Represents the earth and its bounty.
- Yellow: Symbolizes the sun, life, and happiness.

Psychological Effects of Colour



Colour psychology explores how different colours affect human emotions and behaviours. Marketers and designers often use these insights to influence consumer decisions and create desired atmospheres:

- **Warm Colours:** Red, orange, and yellow are considered warm colours. They can evoke feelings of warmth and comfort or, conversely, anger and hostility.
- **Cool Colours:** Blue, green, and purple are cool colours. They tend to be calming and soothing but can also be perceived as cold and distant.
- **Neutral Colours:** Black, white, grey, and brown are neutral colours. They often serve as backgrounds or bases, allowing other colours to stand out.

The Impact of Colour in Education

In educational settings, the strategic use of colour can enhance learning and creativity. Classrooms painted in soft, soothing colours like light blue or green can create a calm and focused environment. Bright, vibrant colours like yellow and orange can stimulate creativity and enthusiasm. Understanding the psychological impacts of colour can help educators create more effective learning environments.

Conclusion

The concept of colour is multifaceted, encompassing scientific, psychological, and cultural dimensions. Colours significantly impact our daily lives, influencing our moods, behaviours, and perceptions. They carry varied meanings across different cultures, highlighting the importance of context in interpreting their significance. By understanding the diverse interpretations and effects of colour, we can use it more effectively in communication, design, education, and beyond.



Task One - Guiding Questions for student research

Questions for A1 Level Students

1. What is your assigned colour?
2. Can you find one country where your colour is used in celebrations?
3. How does your colour make people feel in one country?

Suggested Answers for Students and Teachers

1. What is your assigned colour?
- Suggested Answer: My assigned colour is [Colour].
2. Can you find one country where your colour is used in celebrations?
- Suggested Answer: In China, red is used in celebrations like Chinese New Year.
3. How does your colour make people feel in one country?
- Suggested Answer: In Japan, blue makes people feel calm and peaceful.

Questions for A2 Level

1. What is the meaning of your assigned colour in one culture?
2. Can you find an example of when your colour is worn or used in a ceremony?

Suggested Answers for Students and Teachers

1. What is the meaning of your assigned colour in one culture?
- Suggested Answer: In India, yellow means happiness and is used in festivals.
2. Can you find an example of when your colour is worn or used in a ceremony?
- Suggested Answer: In South Africa, red is worn during important ceremonies to represent mourning and respect.

Questions for B1 Level

1. How is your assigned colour used in traditional clothing in one country?
2. What does your colour symbolize in a specific cultural celebration or ritual?
3. Is there a difference in the meaning of your colour between two cultures?
Explain briefly.

Suggested Answers for Students and Teachers

1. How is your assigned colour used in traditional clothing in one country?
 - Suggested Answer: In Scotland, green is often used in traditional kilts to represent the Scottish landscape.
2. What does your colour symbolize in a specific cultural celebration or ritual?
 - Suggested Answer: In Mexico, during the Day of the Dead, marigolds, which are orange, are used to symbolize the sun and guide spirits to the altars.
3. Is there a difference in the meaning of your colour between two cultures? Explain briefly.



- Suggested Answer: Yes, in Western cultures, white means purity and is used in weddings, but in many Asian cultures, white means mourning and is used in funerals.

Questions for Native Speakers

1. Compare the significance of your assigned colour in two different cultures. How does its meaning change?
2. Research and describe how your colour influences emotions and behavior in a particular culture. Provide an example.
3. Find a festival or event where your assigned colour plays a central role. Describe its importance in that event.

Suggested Answers for Students and Teachers

1. Compare the significance of your assigned colour in two different cultures. How does its meaning change?

- Suggested Answer: In Western cultures, black is often associated with elegance and formality, as seen in black-tie events. However, in many African cultures, black represents the earth and ancestors, symbolizing continuity and respect for the past.

2. Research and describe how your colour influences emotions and behavior in a particular culture. Provide an example.

- Suggested Answer: In Thailand, green is considered a lucky colour and is associated with nature and renewal. For example, green is often worn on Wednesdays to bring good fortune.

3. Find a festival or event where your assigned colour plays a central role. Describe its importance in that event.

- Suggested Answer: In Spain, during the festival of La Tomatina, the colour red is central as thousands of people throw tomatoes at each other, turning the streets red. The colour symbolizes energy and excitement in this unique celebration.

Students Information

ML.ICC.6,
Activity 1.1, 1.2

Teacher Station
Independent
Station

A1 Level Instructions

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
 - What is your assigned colour?
 - What does your colour mean in different countries?
 - Is your colour special for any festivals or traditions?
 - Can you find one country where your colour is used in celebrations?
 - 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

ML.ICC.6,
Activity 1.1, 1.2

Teacher Station
Independent
Station

A2 Level Instructions

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

**ML.ICC.6,
Activity 1.1, 1.2**

**Teacher Station
Independent
Station**

- Discuss with the teacher about colours. What is the different meaning of different colours in different countries and cultures.
- The teacher will give you a colour which you need to find information about. It is about
- You can use [Roboteacher](#) as a resource to help you in finding information.
- Research Questions
 - What does your colour mean in different countries?
 - How is your assigned colour used in traditional clothing in one country?
 - What does your colour symbolize in a specific cultural celebration or ritual?
 - Is there a difference in the meaning of your colour between two cultures? Explain briefly.
 - How does your colour make people feel in one country?
- Create a poster or prepare a presentation about your colour. Write a few sentences and include drawings or photos.

**ML.ICC.6,
Activity 1.1, 1.2**

**Teacher Station
Independent
Station**

- Discuss with the teacher about colours. What is the different meaning of different colours in different countries and cultures.
- The teacher will give you a colour which you need to find information about. It is about
- You can use [Roboteacher](#) as a resource to help you in finding information.
- Research Questions
 - Compare the significance of your assigned colour in two different cultures. How does its meaning change?
 - Research and describe how your colour influences emotions and behavior in a particular culture. Provide an example.
 - Find a festival or event where your assigned colour plays a central role. Describe its importance in that event.
- Create a poster or prepare a presentation about your colour. Write a few sentences and include drawings or photos.

Task Two – Global Rainbow Art Collaboration

Description
ML.ICC.6, 2.1



Materials Required:

- Large rainbow template divided into sections
- Art supplies (coloured pencils, markers, crayons, paint, etc.)
- Cultural reference materials (books, images, etc.)
- Presentation space (easel or wall for display)
- Guiding questions handout

A1 Level

1. Introduction - Start the lesson by talking about rainbows. Explain that rainbows are special and mean different things in different cultures. Tell students that today, we will make a big rainbow together to show how rainbows are seen in different parts of the world.
2. Guiding Questions - Give each student a handout with simple questions to help them think about rainbows and their own culture
 - What colours do you see in a rainbow?
 - What do rainbows mean in your country?
3. Art Supplies and Rainbow Template - Hand out a section of the large rainbow template to each student. Ask students to colour their rainbow section using colours and patterns that are important to their culture. Encourage them to think about symbols or designs that represent their country or background.
4. Discussion and Cultural Sharing -Have students share their work with a partner or a small group. Encourage them to talk about the colours and designs they chose and what they mean.
5. Assembling the Collaborative Rainbow -Collect all the completed sections and put them together to make a big rainbow on the wall or a display board.
6. Class Discussion - Bring the class together to look at the big rainbow.
 1. What colours do you see?
 2. What do these colours mean in your country?
 3. Discuss What is similar and different about each section.
7. Conclusion - Emphasize the importance of celebrating diversity and how this rainbow artwork shows both our differences and similarities

A2 Level

1. Introduction - Begin by discussing the importance of rainbows in different cultures, highlighting how they are seen as symbols of hope, happiness, or different stories around the world. Explain that the objective of today's lesson is to create a large rainbow art piece that shows how each student's cultural background connects to rainbows.
2. Guiding Questions - Distribute a sheet of guiding questions to help students think about their cultural background and its connection to rainbows.
 - What do rainbows mean in your culture?

- Are there any stories about rainbows in your country?
3. Art Supplies and Rainbow Template - Hand out sections of the large rainbow template to each student. Provide a variety of art supplies (coloured pencils, markers, crayons, paint) for them to use. Instruct students to work on their individual sections of the rainbow template. Encourage them to use colours, patterns, and symbols that represent their cultural background, explaining why they chose these elements.
 4. Discussion and Cultural Sharing - Ask students to share their progress with a partner or in a small group, discussing the cultural elements they incorporated into their rainbow section.
 5. Assembling the Collaborative Rainbow - Collect the completed sections and assemble them to form a large rainbow artwork on a display easel or wall.
 6. Class Discussion - Gather the class in front of the assembled rainbow artwork. Discuss the similarities and differences among the sections, using guiding questions to encourage students to share their thoughts (e.g., "How are these rainbows different? Why did you choose those colours?").

B1 Level

1. Introduction - Start the lesson by discussing how rainbows have different meanings in various cultures around the world. For example, in some cultures, rainbows are seen as symbols of hope, while in others, they are connected to myths
 - What colours are most important in your culture's view of a rainbow?
 - Are there any stories or myths about rainbows in your culture?
2. Art Supplies and Rainbow Template - Distribute sections of a large rainbow template to each student. Instruct students to create their individual sections of the rainbow by incorporating colours, patterns, and symbols that represent their cultural background. Encourage students to think about the significance of the colours and symbols they are using and how they connect to their culture.
3. Discussion and Cultural Sharing - Facilitate small group discussions where students can share their progress and explain the cultural elements they incorporated into their rainbow section. Encourage students to listen actively and ask questions about each other's work.
4. Assembling the Collaborative Rainbow - Once all the sections are completed, collect them and assemble the pieces to create a large rainbow artwork. Display it on an easel or a wall for the class to see.
5. Lead a class discussion in front of the assembled rainbow artwork. Discuss the similarities and differences between the sections, encouraging students to share what they learned about their classmates' cultures. Use guiding questions to prompt deeper reflection (e.g., "What do these colours and symbols represent?").

How do the different cultural interpretations of rainbows reflect the diversity in our class?").

6. Conclusion - Conclude by emphasizing the value of diversity and how art can be a powerful way to express and celebrate our differences and similarities.

Native Speaker

1. Introduction - Begin by discussing the cultural significance of rainbows around the world. Highlight how rainbows can symbolize a range of concepts, from hope and peace to cultural myths and legends. Explain the objective of the lesson: to create a collaborative rainbow art piece that reflects the diversity of how rainbows are perceived and appreciated in different cultures.
2. Guiding Questions - Distribute a sheet of guiding questions designed to help students reflect on their cultural backgrounds and their connection to rainbows
 - How are rainbows viewed in your culture?
 - Are there any particular colours or patterns that are significant?
 - What stories or traditions are associated with rainbows?
3. Art Supplies and Rainbow Template - Provide each student with a section of a large rainbow template. Instruct students to fill their section of the rainbow template with colours, patterns, and symbols that represent their cultural background. Encourage them to think critically about the colours and symbols they choose and how these elements are connected to their cultural heritage.
4. Discussion and Cultural Sharing - Organize students into small groups to share their progress and discuss the cultural elements they have incorporated into their rainbow sections. Facilitate a conversation where students explain the significance of their choices and how their section reflects their cultural identity.
5. Assembling the Collaborative Rainbow -Collect the completed sections from each student and assemble them into a single, large rainbow artwork on a display easel or wall. Ensure that the artwork highlights both the similarities and differences in how rainbows are perceived across various cultures.
6. Class Discussion - Gather the class in front of the collaborative rainbow artwork. Lead a discussion on the similarities and differences among the sections, prompting students to share their reflections on the cultural diversity represented in the artwork. Use guiding questions to encourage thoughtful responses (e.g., "What do you notice about the different sections? How do these variations reflect the unique cultural backgrounds of our class?").
7. Conclusion - Emphasize the importance of celebrating cultural diversity and how art can be a powerful medium for expressing and understanding these differences

Language skill

1. Listening: Students will enhance their listening skills by hearing instructions, participating in discussions, and listening to peers share about their rainbow sections and cultural backgrounds.



	<ol style="list-style-type: none">2. Speaking: Students will develop speaking skills by discussing their artwork and cultural elements with partners or in groups and presenting their reflections to the class.3. Reading: Students will practice reading skills by reviewing the guiding questions handout and any cultural reference materials provided.4. Writing: Students will improve their writing skills by completing reflective journaling about their experiences and what they have learned from the activity.
Competences for democratic culture	<ol style="list-style-type: none">4. Cultural Awareness: Students will gain a deeper understanding of how rainbows are perceived in various cultures, recognizing both the similarities and differences in cultural symbolism and meaning.5. Empathy and Respect: Through sharing and listening to each other's cultural interpretations of rainbows, students will develop empathy and respect for diverse cultural perspectives and practices.6. Collaboration: Students will enhance their ability to work collaboratively by contributing to a group art project that represents a collective understanding and appreciation of cultural diversity.
Type of learning Activity	<ul style="list-style-type: none">•
Learning Outcome	<ol style="list-style-type: none">1. Knowledge: Students will learn about the diverse cultural significance of rainbows and how they are represented in different cultures around the world.2. Skills: Students will enhance their creative and artistic skills by designing a rainbow section that reflects their cultural background and by articulating the meaning behind their choices.3. Attitudes: Students will foster a positive attitude towards cultural diversity, understanding the importance of celebrating differences and commonalities through collaborative art.
Objective (Link to Curriculum and/or European frameworks)	English Language, Social Studies Curriculum



Task 2 – Information for teachers

Information for Educators - The Significance of Rainbows in Different Cultures

Rainbows are among nature's most beautiful and ephemeral phenomena, captivating people across the world with their vibrant arcs of colour. This natural wonder, which occurs when sunlight is refracted, reflected, and dispersed through water droplets, holds significant meaning in various cultures and traditions. The following detailed exploration delves into the significance of rainbows across different cultures, highlighting their symbolic meanings, mythological connections, and roles in folklore and religious beliefs.

The Science Behind Rainbows

Before exploring cultural significance, it's essential to understand the science behind rainbows. A rainbow forms when light enters a water droplet, slows down and bends as it goes from air to denser water. The light reflects off the inside surface of the droplet, then refracts again as it exits the droplet, dispersing into a spectrum of colours. This process results in the circular arc of colours visible in the sky, typically showing red on the outer part of the arc and violet on the inner part.

Western Cultures

In Western cultures, rainbows are often associated with hope, promise, and positivity. The most well-known reference is from the Bible, where the rainbow appears after the Great Flood as a symbol of God's promise to Noah that he would never again flood the Earth. This narrative has embedded the rainbow deeply in Western consciousness as a symbol of divine assurance and peace.

In addition to its biblical roots, the rainbow in Western popular culture is often linked to treasure and good fortune. The Irish legend of leprechauns hiding their pots of gold at the end of rainbows reflects this association. While this is a playful and whimsical connection, it emphasizes the idea of a rainbow as a marker of something valuable and worth seeking.

Indigenous Cultures of the Americas

In many Indigenous cultures across the Americas, rainbows hold significant spiritual meaning. For example, in Navajo tradition, the rainbow is considered a guardian and a pathway for the Holy People. It is often depicted in sand paintings and other sacred artworks, symbolizing protection and divine guidance.

In some South American Indigenous cultures, the rainbow serpent is a prominent figure. The Amazonian tribes, such as the Ashaninka, believe in a powerful rainbow serpent deity that controls water and fertility. This deity is seen as a creator and destroyer, representing both the life-giving and destructive forces of nature.

African Cultures

Rainbows in African cultures are often connected to deities and spiritual beliefs. In many West African traditions, the rainbow is associated with the serpent god. For instance, in Yoruba mythology, the rainbow is linked to the deity Oshun, who is



connected to water, fertility, and love. Oshun is often depicted as a beautiful woman adorned with vibrant colours, reflecting the hues of the rainbow.

In East African folklore, particularly among the Bantu-speaking peoples, the rainbow is sometimes seen as an omen. It can be interpreted as a sign from the ancestors, indicating upcoming significant events or changes. This duality of the rainbow as both a positive and ominous sign shows its complex role in African cultural narratives.

Asian Cultures

In Asian cultures, rainbows also carry varied meanings and significance. In Chinese mythology, the rainbow is often associated with Nuwa, the goddess who created humanity. According to legend, Nuwa repaired the broken sky with stones of five different colours, which formed the first rainbow. This myth connects the rainbow with themes of restoration, healing, and divine craftsmanship.

In Hindu mythology, the rainbow is known as Indradhanush, which translates to "Indra's bow." Indra is the god of rain and thunderstorms, and his bow (the rainbow) symbolizes his power and control over the elements. The rainbow, in this context, is a manifestation of divine strength and a reminder of the gods' presence in natural phenomena.

Australian Aboriginal Cultures

The Australian Aboriginal peoples have rich and diverse cultural narratives surrounding the rainbow. One of the most well-known is the Rainbow Serpent, a powerful ancestral being that shaped the landscape and created rivers and waterholes. The Rainbow Serpent is a central figure in the Dreamtime stories, which are foundational narratives explaining the origins of the world and the laws of nature and society.

The Rainbow Serpent is both a creator and a guardian, embodying the cyclical nature of life and the interconnectedness of all things. In these cultures, the rainbow is a sacred symbol of the continuity of life, fertility, and the protection of the environment.

European Cultures

In addition to the biblical associations, rainbows in European folklore are often linked to magical and mystical elements. Norse mythology speaks of Bifröst, the rainbow bridge connecting Midgard (the human realm) and Asgard (the realm of the gods). This bridge is guarded by the god Heimdall and represents a connection between the mortal and divine, emphasizing the rainbow as a pathway to higher realms and spiritual enlightenment.

In various European folk tales, rainbows are seen as gateways to otherworldly realms or as signs of hidden treasures. These stories, while varying in detail, consistently depict rainbows as symbols of wonder, transition, and the presence of something extraordinary beyond the ordinary world.

Contemporary Significance



In modern times, the rainbow has also taken on new meanings and significance. The rainbow flag, designed by artist Gilbert Baker in 1978, has become a global symbol of LGBTQ+ pride and diversity. Each colour in the flag represents a different aspect of the community: red for life, orange for healing, yellow for sunlight, green for nature, blue for harmony, and violet for spirit. This use of the rainbow underscores its association with inclusivity, diversity, and the beauty of individuality.

Furthermore, rainbows have become symbols of hope and solidarity in various movements and causes. For instance, during the COVID-19 pandemic, rainbows appeared in windows and public spaces worldwide as symbols of hope and unity. This contemporary use of the rainbow continues its long tradition of representing positive transformation and the promise of better times ahead.

Conclusion

Rainbows hold a profound and varied significance across different cultures, symbolizing everything from divine promise and spiritual guidance to cultural identity and social solidarity. Their beauty and ephemeral nature capture the human imagination, making them powerful symbols of hope, transition, and the interconnectedness of life. By understanding the diverse cultural meanings of rainbows, we gain deeper insights into the shared human experience and the universal language of symbols that transcend geographical and cultural boundaries.

Template of a black and white rainbow which can be easily cut into pieces



Task Two - Guiding Questions for student research on Rainbows and Cultural Background

A1 Level

1. What is a rainbow?
2. Have you ever seen a rainbow? Where?
3. What colours do you see in a rainbow?
4. Does your culture have any stories about rainbows?
5. How do rainbows make you feel?
- Suggested Answer: Happy, excited, surprised.

Suggested Answers for Students and Teachers

1. What is a rainbow?
- Suggested Answer: A rainbow is a colourful arc in the sky.
2. Have you ever seen a rainbow? Where?



- Suggested Answer: Yes, I saw a rainbow in my backyard/at the park/after it rained.
- 3. What colours do you see in a rainbow?
 - Suggested Answer: Red, orange, yellow, green, blue, indigo, violet.
- 4. Does your culture have any stories about rainbows?
 - Suggested Answer: Yes/No. (Students may need prompting to think of any stories or might simply say no if unsure.)
- 5. How do rainbows make you feel?
 - Suggested Answer: Happy, excited, surprised.

A2 Level

1. Can you describe what happens when a rainbow appears?
2. Do you know any myths or stories about rainbows from your culture?
3. Why do you think rainbows are important in stories?
4. What is your favourite colour in the rainbow? Why?
5. Do you celebrate any festivals or events that include rainbows?

Suggested Answers for Students and Teachers

1. Can you describe what happens when a rainbow appears?
 - Suggested Answer: A rainbow appears after rain when the sun shines.
2. Do you know any myths or stories about rainbows from your culture?
 - Suggested Answer: In my culture, we say that... (e.g., there is a pot of gold at the end of the rainbow).
3. Why do you think rainbows are important in stories?
 - Suggested Answer: Because they are beautiful and magical.
4. What is your favourite colour in the rainbow? Why?
 - Suggested Answer: My favourite colour is [colour] because it makes me feel [happy/relaxed/etc.].
5. Do you celebrate any festivals or events that include rainbows?
 - Suggested Answer: Yes/No. (Students can give examples of events or festivals if they know any.)

B1 Level

1. How do rainbows form scientifically?
2. Compare how rainbows are viewed in your culture to another culture you know about.
3. What cultural or religious stories about rainbows have you heard in your community?
4. How do you think rainbows can teach us about different cultures?
5. Have you seen any art or symbols in your culture that use the rainbow? Describe it.

Suggested Answers for Students and Teachers

1. How do rainbows form scientifically?



- Suggested Answer: Rainbows form when light from the sun passes through rain droplets and bends.
2. Compare how rainbows are viewed in your culture to another culture you know about.
 - Suggested Answer: In my culture, rainbows mean [hope, good luck, etc.], but in another culture, they mean [connection to gods, bad omen, etc.].
 3. What cultural or religious stories about rainbows have you heard in your community?
 - Suggested Answer: In my community, there is a story that... (students can elaborate based on their knowledge).
 4. How do you think rainbows can teach us about different cultures?
 - Suggested Answer: Rainbows show that different cultures see and understand nature in unique ways.
 5. Have you seen any art or symbols in your culture that use the rainbow? Describe it.
 - Suggested Answer: Yes, I have seen [art/symbol] in [place] that uses the rainbow to show [meaning].

Native Speakers

1. Discuss the significance of rainbows in your cultural heritage. What do they symbolize?
2. Analyze how the depiction of rainbows in literature or art from your culture reflects its values and beliefs.
3. Compare the role of rainbows in traditional stories from your culture to their role in scientific explanations.
4. Reflect on a personal experience where you encountered a rainbow. How did it connect to your cultural understanding or personal beliefs?
5. How can understanding the significance of rainbows in various cultures promote cultural awareness and appreciation?

Suggested Answers for Students and Teachers

1. Discuss the significance of rainbows in your cultural heritage. What do they symbolize?
 - Suggested Answer: In my cultural heritage, rainbows symbolize [peace, connection to the divine, promise, etc.].
2. Analyze how the depiction of rainbows in literature or art from your culture reflects its values and beliefs.
 - Suggested Answer: Rainbows in our literature/art are often used to represent [hope, renewal, a bridge between worlds, etc.], which reflects our values of [peace, spiritual connection, optimism, etc.].



3. Compare the role of rainbows in traditional stories from your culture to their role in scientific explanations.

- Suggested Answer: In traditional stories, rainbows are seen as [magical, divine, etc.], while scientifically, they are explained as [light refraction through water droplets].

4. Reflect on a personal experience where you encountered a rainbow. How did it connect to your cultural understanding or personal beliefs?

- Suggested Answer: When I saw a rainbow, it reminded me of [story/tradition] from my culture, which teaches that rainbows mean [good fortune, protection, etc.].

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

- Suggested Answer: Understanding different cultural meanings of rainbows can help us appreciate diverse perspectives and recognize common human experiences.

ML.ICC.6,
Activity 2.1

Teacher Station
Collaborative
Station
Independent
Station

- Today we will be discussing rainbows and the different meanings a rainbow has in different cultures
- We will make a rainbow together to see how rainbows are seen in different parts of the world
- 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.
- The guiding questions that you have written here below will help you to think about rainbows and your own culture.
- Share your work with a partner or in a small group.
- Together in class discuss the guiding questions and your rainbow piece of work.

Guiding Questions

1. What is a rainbow?
2. Have you ever seen a rainbow? Where?
3. What colours do you see in a rainbow?
4. Does your culture have any stories about rainbows?
5. How do rainbows make you feel?

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Guiding Questions

1. Can you describe what happens when a rainbow appears?
2. Do you know any myths or stories about rainbows from your culture?
3. Why do you think rainbows are important in stories?
4. What is your favourite colour in the rainbow? Why?
5. Do you celebrate any festivals or events that include rainbows?



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Guided Questions

1. How do rainbows form scientifically?
2. Compare how rainbows are viewed in your culture to another culture you know about.
3. What cultural or religious stories about rainbows have you heard in your community?
4. How do you think rainbows can teach us about different cultures?
5. Have you seen any art or symbols in your culture that use the rainbow? Describe it.



**ML.ICC.6,
Activity 2.1**

**Teacher
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Collaborative
Station
Independent
Station**

- Today we will be discussing rainbows and the different meanings a rainbow has in different cultures
- We will make a rainbow together to see how rainbows are seen in different parts of the world
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- The guiding questions that you have written here below will help you to think about rainbows and your own culture.
- Share your work with a partner or in a small group.
- Together in class discuss the guiding questions and your rainbow piece of work.

Guided Questions

1. Discuss the significance of rainbows in your cultural heritage. What do they symbolize?
2. Analyze how the depiction of rainbows in literature or art from your culture reflects its values and beliefs.
3. Compare the role of rainbows in traditional stories from your culture to their role in scientific explanations.
4. Reflect on a personal experience where you encountered a rainbow. How did it connect to your cultural understanding or personal beliefs?
5. How can understanding the significance of rainbows in various cultures promote cultural awareness and appreciation?

Task Three – Rainbow of Languages

Description ML.ICC.3, 3.1



Materials Required:

- World map or globe
- Rainbow-themed art supplies (coloured paper, markers, etc.)
- Visual aids (images of rainbows)
- Classroom display space (wall or bulletin board)
- Guiding questions handout (simple language)

A1 Level Students

1. Introduction - Begin with a simple discussion about how language helps us talk to people from different places. Use basic language and gestures to explain that not everyone says "rainbow" the same way. Explain that today, students will learn how to say "rainbow" in many languages and make a beautiful display.
2. Guiding Questions – Students will have the simple guiding questions in their workbook. Suggested questions are
 - What is your favourite word in your language?
 - How do you say 'rainbow' in your language?
3. Language and Rainbow Pronunciation - Ask each student to say the word "rainbow" in their native language. Keep it simple and offer lots of encouragement. Briefly talk about how different people say "rainbow" in different ways, and that all are correct and wonderful.
4. Rainbow Art -Provide rainbow-themed art supplies. Instruct students to create colourful cards with the word "rainbow" in their language. Encourage them to use bright colours and simple drawings.
5. Create Display: Help students put their artwork on a designated wall or bulletin board. Place a world map or globe nearby to show where different languages come from.
6. Guided Discussion - Ask simple questions like "Did you like hearing different ways to say 'rainbow'?" to get students talking about their experience.
7. Conclusion - Emphasize that learning different ways to say "rainbow" shows how wonderful it is that we all have different languages.

A2 Level

- Introduction– Begin with a simple discussion about the importance of learning different languages. Ask questions such as
- Guiding Questions - Students will have the simple guiding questions in their workbook. Suggested questions are
 - Why do you think it's important to learn other languages?
 - Can you think of a language you would like to learn?"
- Language and Rainbow Pronunciation - Ask each student to say "rainbow" in their native language. Encourage them to

listen carefully to the different sounds. Talk about how the word "rainbow" sounds different in each language but has the same meaning.

- **Rainbow Art:** Provide rainbow-themed art supplies. Instruct students to create colourful cards or posters with the word "rainbow" in their language and add creative elements like drawings or stickers.
- **Display Setup** - Help students place their artwork on a designated wall or bulletin board. Use a world map or globe to show where the languages are spoken. Have each student present their artwork and say "rainbow" in their language. Encourage them to share why they chose their designs.
- **Guided Discussion** -Ask questions like "What did you find interesting about the different ways to say 'rainbow'?" and "How did it feel to hear so many languages?" Promote a positive exchange of ideas and reflections.
- **Conclusion** -Emphasize the importance of appreciating different languages and cultures as a way to understand and respect each other.

B1 Level

1. **Introduction** - Start by discussing the importance of language as a means of connecting people and cultures. Highlight how learning different languages can expand our understanding of the world. Explain that today's activity will explore how the word "rainbow" is pronounced in different languages, celebrating our diverse world.
2. **Guiding Questions** - These questions are designed to provoke deeper thinking and encourage students to reflect on the relationship between language and culture. Students will have the simple guiding questions in their workbook. Suggested questions are
 - How does language influence how we see the world?
 - What can we learn about a culture from its language?
3. **Language and Rainbow Pronunciation** - Ask each student to say "rainbow" in their native language and discuss any interesting aspects of its pronunciation or meaning. Discuss how pronunciation differences can reflect diverse cultural identities and traditions.
4. **Rainbow Art** - Provide art supplies and instruct students to create colourful posters displaying the word "rainbow" in their language. Encourage them to incorporate elements that reflect their culture or language's uniqueness.
5. **Display Setup** -Guide students in arranging their artwork on the display board. Use a world map or globe to show where each language is spoken, adding an educational dimension to the display. Each student presents their poster and explains the pronunciation and cultural significance of the

word "rainbow" in their language. Facilitate a more detailed discussion about the countries or regions where each language is spoken and any interesting cultural facts shared by the students.

6. Guided Discussion - Initiate a discussion about the significance of linguistic diversity and its role in cultural richness. Use questions like "Why is it important to preserve different languages?" and "How do languages help us understand our own identities?"
7. Conclusion - Summarize the key points discussed and emphasize the value of respecting and learning from linguistic diversity. Encourage students to continue exploring different languages and cultures.

Native Speakers

1. Introduction - Begin with a discussion about the importance of language in connecting people and expressing cultural identities. Highlight the diversity within the classroom as a microcosm of global diversity. Explain that the lesson will explore how the word "rainbow" is pronounced in different languages, celebrating linguistic diversity and cultural richness.
2. Guiding Questions These questions are designed to engage students in deeper reflection about the connections between language, culture, and identity. Students will have the simple guiding questions in their workbook. Suggested questions are
 - How does language shape our understanding of the world?
 - What role does language play in cultural identity and heritage?
3. Language and Rainbow Pronunciation - Invite each student to pronounce the word "rainbow" in their native language and share any cultural or linguistic insights related to the word. Lead a discussion on how different pronunciations reflect unique cultural perspectives and linguistic traditions.
4. Rainbow Art - Provide art supplies and instruct students to create detailed posters displaying the word "rainbow" in their language. Encourage them to include artistic and cultural elements that reflect the uniqueness of their language.
5. Display Setup - Guide students in setting up a visually appealing display of their artwork. Use a world map or globe to show the global spread of languages represented in the class. Each student presents their poster and explains the pronunciation and cultural context of the word "rainbow" in their language. Encourage them to share stories or interesting facts related to the language. Facilitate an in-depth discussion on the regions where each language is

	<p>spoken and explore any cultural or historical significance shared by the students.</p> <p>6. Guided Discussion - Initiate a discussion about the importance of linguistic diversity and its role in promoting cultural understanding and global citizenship. Use questions like "How can learning about other languages and cultures enrich our lives?" and "What can we do to support linguistic diversity in our communities?" Encourage students to think critically about the role of language in society and to share their thoughts respectfully.</p>
<p>Language skill</p>	<ul style="list-style-type: none"> - Listening: <ul style="list-style-type: none"> • Understanding different pronunciations of the word "rainbow" in various languages. • Listening to classmates' presentations and explanations about the pronunciation of "rainbow" in their native languages. - Speaking: <ul style="list-style-type: none"> • Pronouncing the word "rainbow" in their native language or a language they are learning. • Explaining and discussing the pronunciation and cultural significance of the word in a presentation format. - Reading: <ul style="list-style-type: none"> • Reading the guiding questions handout provided by the teacher. • Reading the word "rainbow" in different languages from peers' artwork. - Writing: <ul style="list-style-type: none"> • Creating written elements for their rainbow-themed art, such as the word "rainbow" in different languages. • Writing reflections or journal entries about what they learned during the lesson.
<p>Competences for democratic culture</p>	<p>Valuing Cultural Diversity:</p> <ul style="list-style-type: none"> • Appreciating and respecting the linguistic diversity present in the classroom and around the world. • Understanding that language is a fundamental part of cultural identity and diversity. <p>Openness to Cultural Otherness:</p> <ul style="list-style-type: none"> • Demonstrating openness to learning about other languages and cultures. • Showing curiosity and willingness to engage with different linguistic traditions. <p>Tolerance of Ambiguity:</p>



	<ul style="list-style-type: none">• Embracing the variations in pronunciation and understanding that multiple pronunciations and meanings can coexist.• Being comfortable with the unfamiliar and accepting that not all linguistic differences are immediately understandable. <p>Cooperation Skills:</p> <ul style="list-style-type: none">• Working together with classmates to explore different languages.• Respecting others' turns when sharing their language and listening attentively. <p>Knowledge and Critical Understanding of the World:</p> <ul style="list-style-type: none">• Learning about the geographical and cultural contexts in which different languages are spoken.• Gaining a basic understanding of how language reflects cultural practices and identities.
Type of learning Activity	
Learning Outcome	<ul style="list-style-type: none">- Cognitive Outcomes:<ul style="list-style-type: none">• Students will be able to recognize the word "rainbow" in multiple languages and understand its different pronunciations.• Students will gain knowledge about the geographical distribution of languages and the cultures associated with them.- Affective Outcomes:<ul style="list-style-type: none">• Students will develop a greater appreciation for linguistic diversity and understand its importance in fostering global connections.• Students will demonstrate increased openness to learning about languages and cultures different from their own.- Behavioral Outcomes:<ul style="list-style-type: none">• Students will practice speaking, listening, reading, and writing skills through the exploration and presentation of the word "rainbow" in different languages.• Students will engage in respectful dialogue, showing curiosity and respect when learning about and discussing languages and cultures.
Objective (Link to Curriculum and/or European frameworks)	English Language, Social Sciences





Teacher Information Sheet - The Importance of Language and Its Role in Connecting People Globally

Language is one of humanity's most remarkable and essential tools. It allows us to communicate thoughts, emotions, and information, facilitating everything from daily interactions to the transmission of complex ideas. The importance of language extends beyond mere communication; it is a crucial element in shaping culture, identity, and social bonds. In an increasingly interconnected world, understanding the role of language in connecting people from different parts of the globe is more important than ever. This detailed exploration will delve into the significance of language, its impact on cultural identity, and its role in fostering global connections.

The Fundamental Role of Language

At its core, language is a system of symbols and rules used to convey meaning. It encompasses spoken, written, and signed forms, allowing humans to express themselves and understand others. Language is fundamental to human interaction and is one of the key characteristics that distinguish humans from other species.

Language serves several critical functions:

1. **Communication:** It is the primary means through which people exchange information, express ideas, and convey emotions.
2. **Cognitive Development:** Language is integral to cognitive processes such as thinking, reasoning, and problem-solving.
3. **Social Interaction:** It facilitates social bonds and relationships, helping to build communities and societies.
4. **Cultural Transmission:** Language is the vehicle through which cultural knowledge, traditions, and values are passed from one generation to the next.

Language and Cultural Identity

Language is deeply intertwined with cultural identity. It is not just a means of communication but a repository of a community's history, traditions, and values. The words and expressions of a language reflect the way its speakers perceive and interact with the world.

1. **Cultural Heritage:** Language preserves the collective memory of a people. Oral traditions, literature, and historical narratives are all embedded within language, making it a key component of cultural heritage.
2. **Identity and Belonging:** Speaking a particular language often provides a sense of belonging to a specific cultural or ethnic group. It is a marker of identity, distinguishing one group from another.
3. **Worldview:** The structure and vocabulary of a language influence how its speakers perceive the world. This concept, known as linguistic relativity, suggests that language shapes thought and can affect cultural practices and social organization.

Language Diversity and Its Challenges



The world is home to over 7,000 languages, each offering a unique perspective on human experience. This linguistic diversity is a testament to human creativity and adaptability but also presents challenges, particularly in a globalized world.

1. **Endangered Languages:** Many languages are at risk of extinction as dominant languages spread through globalization, education systems, and media. The loss of a language often means the loss of unique cultural knowledge and heritage.
2. **Language Barriers:** Differences in language can create barriers to communication, understanding, and cooperation between people from different linguistic backgrounds. This can lead to misunderstandings, conflicts, and exclusion.

The Role of Language in Connecting People Globally

Despite the challenges, language also plays a crucial role in connecting people across the globe. Several factors contribute to this connectivity:

1. **Lingua Franca:** A lingua franca is a common language used by speakers of different native languages to communicate. English, for instance, has become the global lingua franca, facilitating international business, diplomacy, science, and education.
2. **Translation and Interpretation:** Advances in translation and interpretation services, both human and machine-based, have significantly reduced language barriers. These services enable people to access information, literature, and media in different languages, promoting cross-cultural understanding.
3. **Language Learning:** Learning foreign languages opens up opportunities for personal and professional growth. It enables individuals to communicate with people from different backgrounds, access new markets, and appreciate diverse cultures.
4. **Digital Communication:** The internet and social media have revolutionized how people communicate. Platforms like social networks, blogs, and forums allow users to connect with others worldwide, often transcending language barriers through multilingual content and automated translation tools.

Language as a Tool for Global Collaboration

In the context of globalization, language is a powerful tool for fostering international collaboration and cooperation. Whether in business, science, education, or diplomacy, effective communication is essential for successful collaboration.

1. **International Business:** Multinational companies operate in multiple countries and must navigate different linguistic landscapes. Mastering the languages of their markets can lead to better customer relationships, effective marketing, and successful negotiations.
2. **Scientific Research:** Scientific communities benefit from the exchange of knowledge and research across borders. Conferences, journals, and collaborative projects often require participants to communicate in a common language, typically English.



3. Education and Exchange Programs: Language exchange programs, international schools, and study-abroad opportunities allow students to immerse themselves in different cultures, fostering mutual understanding and global citizenship.
4. Diplomacy and Peacebuilding: Diplomatic efforts rely heavily on language skills. Negotiators, translators, and interpreters play crucial roles in international relations, helping to bridge linguistic divides and facilitate dialogue.

Promoting Multilingualism and Language Preservation

To harness the full potential of language in connecting people globally, it is essential to promote multilingualism and preserve linguistic diversity. Several strategies can support these goals:

1. Education Policies: Implementing language education policies that promote multilingualism from an early age can equip individuals with the skills needed to communicate across cultures.
2. Support for Endangered Languages: Efforts to document, revitalize, and promote endangered languages can help preserve cultural heritage and ensure linguistic diversity.
3. Technology and Innovation: Leveraging technology, such as language learning apps and automated translation tools, can make language learning more accessible and efficient.
4. Cultural Exchange Programs: Encouraging cultural exchange and language immersion programs can enhance mutual understanding and appreciation among different linguistic communities.

Conclusion

Language is a fundamental aspect of human existence, shaping our thoughts, identities, and interactions. In a globalized world, the importance of language in connecting people from different parts of the world cannot be overstated. By promoting multilingualism, supporting endangered languages, and leveraging technology, we can overcome language barriers and foster a more interconnected and harmonious global community. Understanding and appreciating the role of language in our lives can lead to greater empathy, cooperation, and unity among diverse cultures, enriching our shared human experience.



Guiding Questions to Explore and Appreciate Linguistic Diversity

A1 Level

1. What languages do you speak at home and at school?
2. Can you say "Hello" and "Thank you" in another language?
3. What is your favourite word in your language? Why?
4. Do you know anyone who speaks a different language? What language do they speak?
5. Can you count to five in another language?

Suggested Answers for Students and Teachers

1. What languages do you speak at home and at school?
- Suggested Answer: I speak [language] at home and [language] at school.
2. Can you say "Hello" and "Thank you" in another language?
- Suggested Answer: "Hello" in Spanish is "Hola" and "Thank you" is "Gracias".
3. What is your favorite word in your language? Why?
- Suggested Answer: My favorite word is [word] because it means [explanation].
4. Do you know anyone who speaks a different language? What language do they speak?
- Suggested Answer: Yes, my friend speaks [language].
5. Can you count to five in another language?
- Suggested Answer: Yes, in French, it is "un, deux, trois, quatre, cinq".

A2 Level

1. What are some languages spoken in your country?
2. Have you ever heard someone speak a language you don't understand? How did it make you feel?
3. Can you name a country where people speak a different language than you? What language do they speak?
4. Why do you think it is important to learn other languages?
5. What language would you like to learn and why?

Suggested Answers for Students and Teachers

1. What are some languages spoken in your country?
- Suggested Answer: In my country, people speak [languages].
2. Have you ever heard someone speak a language you don't understand? How did it make you feel?
- Suggested Answer: Yes, I felt curious and wanted to know what they were saying.
3. Can you name a country where people speak a different language than you? What language do they speak?
- Suggested Answer: In Japan, people speak Japanese.
4. Why do you think it is important to learn other languages?
- Suggested Answer: It helps us understand other people and cultures better.
5. What language would you like to learn and why?



- Suggested Answer: I would like to learn [language] because [reason].

B1 Level

1. How does knowing more than one language help you in everyday life?
2. Describe a situation where you used a different language to communicate.
3. What are some challenges of learning a new language?
4. How do different languages reflect different cultures?
5. What can you do to improve your language skills?

Suggested Answers for Students and Teachers

1. How does knowing more than one language help you in everyday life?
 - Suggested Answer: It helps me talk to more people and understand different cultures.
2. Describe a situation where you used a different language to communicate.
 - Suggested Answer: I used [language] when I met someone from [country] who didn't speak my language.
3. What are some challenges of learning a new language?
 - Suggested Answer: It can be hard to remember new words and grammar rules.
4. How do different languages reflect different cultures?
 - Suggested Answer: Languages have unique words and expressions that show what is important in a culture.
5. What can you do to improve your language skills?
 - Suggested Answer: I can practice speaking with others, watch movies, and read books in the new language.

Native Speakers

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

Suggested Answers for Students and Teachers

1. Discuss how language shapes the way we see the world. Can you give an example?
 - Suggested Answer: Language influences how we think and describe things. For example, some languages have many words for snow, which shows how important it is in their culture.
2. How can learning a new language change your perspective on your own culture?
 - Suggested Answer: Learning a new language can make you see your own culture differently by comparing customs and ways of thinking.
3. What are some benefits of being bilingual or multilingual in today's world?



- Suggested Answer: Being bilingual can provide more job opportunities, make travel easier, and help you meet more people.

4. Have you ever experienced a misunderstanding because of a language difference? How did you resolve it?

- Suggested Answer: Yes, once I misunderstood a word, but I resolved it by asking the person to explain in another way.

5. How can schools promote the appreciation of linguistic diversity among students?

- Suggested Answer: Schools can offer language classes, celebrate international days, and encourage students to share their languages and cultures.

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Teacher Station
Independent
Station

- Discuss with the teacher about how language helps us talk to people from different places. Today we will be talking about the word Rainbow.
- When the teacher tells you answer the guiding questions that are written here below
 - What languages do you speak at home and at school?
 - Can you say "Hello" and "Thank you" in another language?
 - What is your favourite word in your language? Why?
 - Do you know anyone who speaks a different language? What language do they speak?
 - Can you count to five in another language?
- When the teacher tells you, create a colourful card with the word "rainbow" in their language. Use bright colours and simple drawings.
- Put your artwork on the display board.
- Discuss with the teacher.

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3.1

Teacher Station
Independent
Station

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

ML.ICC.6,
3.1

Teacher Station

- Discuss with the teacher about how language helps us talk to people from different places. Today we will be talking about the word Rainbow.
- When the teacher tells you answer the guiding questions that are written here below



Independent Station

- How does knowing more than one language help you in everyday life?
- Describe a situation where you used a different language to communicate.
- What are some challenges of learning a new language?
- How do different languages reflect different cultures?
- What can you do to improve your language skills?
- 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.
- 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
- Discuss with the teacher.

ML.ICC.6, 3.1

**Teacher Station
Collaborative
Station
Independent
Station**

- Discuss with the teacher about how language helps us talk to people from different places. Today we will be talking about the word Rainbow.
- When the teacher tells you answer the guiding questions that are written here below
 - Discuss how language shapes the way we see the world. Can you give an example?
 - How can learning a new language change your perspective on your own culture?
 - What are some benefits of being bilingual or multilingual in today's world?
 - Have you ever experienced a misunderstanding because of a language difference? How did you resolve it?
 - How can schools promote the appreciation of linguistic diversity among students?
- 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.
- 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
- Discuss with the teacher.

Task Four – Story Telling Through Colours

Description

ICC.ML.4, 4.1

ICC.ML.4, 4.2

ICC.ML.4, 4.1

Materials Required:

- A universally recognized story ("Little Red Riding Hood" – found in teachers' resources)
- Art supplies (coloured pencils, markers, crayons, etc.)
- Storytelling materials (books, digital resources)
- Guiding questions handout

A1

1. Introduction - Discuss the importance of storytelling in culture and communication, highlighting its role in sharing experiences, emotions, and cultural values. Today, we will explore how colours can convey emotions and themes in stories.
2. Story Selection and Reading - Read the story to the class to ensure everyone understands it.
3. Guiding Questions These questions will help them engage with the storytelling activity and think about the role of colours in conveying emotions. Guide students to write simple sentences like "The red apple is happy" or "The blue sky is sad."
 - What colours did you choose?
 - How does the red colour make you feel?
4. Emotion and Colour Discussion - Discuss Emotions and Colours. Initiate a discussion on the connection between emotions and colours. Ask students to share how they feel when they see specific colours. Discuss how colours can be used to represent emotions and themes in storytelling.
5. Storytelling with Colours Activity - Divide the class into small groups. Provide art supplies and ask each group to rewrite a part of the story, changing the colours to convey different emotions and themes. Encourage creativity and thoughtful colour choices
6. Group Presentations - Each group or pair presents their revised story segment to the class. Discuss how the use of colours has altered the emotions and themes in the story.
7. Reflection and Journaling - Provide each student with a journal or notebook write-up (found in their student book) and ask them to reflect and answer the questions.
8. Conclusion - Emphasize the role of colours in conveying emotions and meaning in storytelling. Encourage students to explore the use of colours in their creative writing and storytelling.

A2

1. Introduction - Discuss the importance of storytelling in culture and communication, highlighting its role in sharing experiences, emotions, and cultural values. Today, we will



explore how colours can convey emotions and themes in stories.

2. Story Selection and Reading - Read the story to the class to ensure everyone understands it.
3. Guiding Questions These questions will help them engage with the storytelling activity and think about the role of colours in conveying emotions. Encourage students to use a broader range of colours and adjectives (e.g., dark blue, bright yellow). Students should write short paragraphs describing a scene with their new colour choices, focusing on how these colours change the story's emotions.
 - Why did you choose this colour?
 - What emotion does the dark blue forest create?
4. Emotion and Colour Discussion - Discuss Emotions and Colours. Initiate a discussion on the connection between emotions and colours. Ask students to share how they feel when they see specific colours. Discuss how colours can be used to represent emotions and themes in storytelling.
5. Storytelling with Colours Activity - Divide the class into small groups. Provide art supplies and ask each group to rewrite a part of the story, changing the colours to convey different emotions and themes. Encourage creativity and thoughtful colour choices
6. Group Presentations - Each group or pair presents their revised story segment to the class. Discuss how the use of colours has altered the emotions and themes in the story.
7. Reflection and Journaling - Provide each student with a journal or notebook write-up (found in their student book) and ask them to reflect and answer the questions.
8. Conclusion - Emphasize the role of colours in conveying emotions and meaning in storytelling. Encourage students to explore the use of colours in their creative writing and storytelling.

B1 Level

1. Introduction - Discuss the importance of storytelling in culture and communication, highlighting its role in sharing experiences, emotions, and cultural values. Today, we will explore how colours can convey emotions and themes in stories.
2. Story Selection and Reading - Read the story to the class to ensure everyone understands it.
3. Guiding Questions These questions will help them engage with the storytelling activity and think about the role of colours in conveying emotions. Students should use colours creatively to convey complex emotions or themes (e.g., a grey sky representing sadness or loneliness). Students should write short paragraphs describing a scene with their

new colour choices, focusing on how these colours change the story's emotions.

- How does changing the colour of the character's clothing affect the story?
 - What new emotion is created by changing the colour of the setting?
4. Emotion and Colour Discussion - Discuss Emotions and Colours. Initiate a discussion on the connection between emotions and colours. Ask students to share how they feel when they see specific colours. Discuss how colours can be used to represent emotions and themes in storytelling.
 5. Storytelling with Colours Activity - Divide the class into small groups. Provide art supplies and ask each group to write a short story or a detailed description of a scene that explains how the new colour choices change the story's atmosphere and emotions. Encourage creativity and thoughtful colour choices
 6. Group Presentations - Each group or pair presents their revised story segment to the class. Discuss how the use of colours has altered the emotions and themes in the story.
 7. Reflection and Journaling - Provide each student with a journal or notebook write-up (found in their student book) and ask them to reflect and answer the questions.
 8. Conclusion - Emphasize the role of colours in conveying emotions and meaning in storytelling. Encourage students to explore the use of colours in their creative writing and storytelling.

Native Speaker

1. Introduction - Discuss the importance of storytelling in culture and communication, highlighting its role in sharing experiences, emotions, and cultural values. Today, we will explore how colours can convey emotions and themes in stories.
2. Story Selection and Reading - Read the story to the class to ensure everyone understands it.
3. Guiding Questions These questions will help them engage with the storytelling activity and think about the role of colours in conveying emotions. Students should use colours creatively to convey complex emotions or themes (e.g., a grey sky representing sadness or loneliness). Students should analyse the original use of colours in the story and make deliberate changes to add symbolic meaning
 1. How does the new colour scheme change the theme of the story?
 2. Can you draw parallels between your colour choices and emotions in real life?
4. Emotion and Colour Discussion - Discuss Emotions and Colours. Initiate a discussion on the connection between



	<p>emotions and colours. Ask students to share how they feel when they see specific colours. Discuss how colours can be used to represent emotions and themes in storytelling.</p> <ol style="list-style-type: none"> 5. Storytelling with Colours Activity - Divide the class into small groups. Provide art supplies and ask each group to write a detailed narrative or analysis explaining how these changes affect the story's themes and emotional impact. 6. Group Presentations - Each group or pair presents their revised story segment to the class. Discuss how the use of colours has altered the emotions and themes in the story. 7. Reflection and Journaling - Provide each student with a journal or notebook write-up (found in their student book) and ask them to reflect and answer the questions. 8. Conclusion - Emphasize the role of colours in conveying emotions and meaning in storytelling. Encourage students to explore the use of colours in their creative writing and storytelling.
Language skill	<ol style="list-style-type: none"> 4. Reading Comprehension: Students will enhance their ability to understand and interpret texts by analyzing stories and identifying how colours are used to convey emotions and themes. 5. Writing: Students will develop their descriptive writing skills by using colours to create different moods and emotions in rewritten story segments. 6. Speaking: Students will improve their speaking skills through group discussions and presentations, articulating their thoughts on the impact of colour choices in storytelling. 7. Listening: Students will refine their listening skills by following the story reading, understanding instructions, and engaging in group discussions.
Competences for democratic culture	<ol style="list-style-type: none"> 8. Empathy: Through exploring how different colours can evoke various emotions, students will develop empathy by understanding different perspectives and emotional responses. 9. Respect for Cultural Diversity: Students will appreciate cultural diversity by discussing the importance of storytelling across cultures and how colours may have different meanings in different cultural contexts. 10. Cooperation and Conflict-Resolution Skills: By working in groups to rewrite stories and present their work, students will practice cooperation, negotiation, and conflict resolution, fostering a collaborative learning environment.
Type of learning Activity	
Learning Outcome	<ul style="list-style-type: none"> • Students will understand the connection between colours and emotions, recognizing how colours can affect the mood and themes in storytelling.



- Students will creatively apply their understanding of colour symbolism in writing by rewriting a part of a story to convey different emotions and themes.
- Students will effectively communicate their ideas and justify their creative choices in group discussions and presentations.
- Students will reflect on the storytelling activity and articulate how it changed their perception of the story and the use of colours in conveying meaning

**Objective
(Link to
Curriculum
and/or
European
frameworks)**

Task 4

1. Information for Teachers

The Importance of Storytelling in Culture and Communication

Storytelling is one of the oldest and most fundamental forms of human expression. From ancient oral traditions to modern digital narratives, storytelling has played a crucial role in preserving history, transmitting knowledge, and shaping cultures. This detailed exploration will discuss the importance of storytelling in culture and communication, examining its historical roots, its role in education and identity formation, and its power to connect people across diverse backgrounds.

Historical Roots of Storytelling

Storytelling dates back to the earliest days of human civilization. Before the advent of written language, oral storytelling was the primary means of recording and sharing knowledge. Ancient societies used stories to explain natural phenomena, convey moral lessons, and preserve the deeds of heroes and ancestors. These stories, often passed down through generations, were essential in maintaining cultural continuity and community cohesion.

Storytelling in Ancient Cultures

In many indigenous cultures, storytelling was and remains a sacred practice. For instance, the Australian Aboriginal Dreamtime stories convey the origins of the world and the laws of nature and society. Similarly, Native American tribes have rich oral traditions that include myths, legends, and folklore, which teach important life lessons and preserve tribal history.

In ancient Greece, storytelling took the form of epic poems like Homer's "The Iliad" and "The Odyssey," which not only entertained but also imparted values of bravery, honor, and loyalty. These narratives were integral to Greek education and cultural identity.

Storytelling as a Cultural Tool

1. **Preservation of History and Tradition:** Stories are a vital means of preserving history and cultural traditions. Through storytelling, societies can pass down important events, cultural practices, and societal values from one generation to the next. This preservation helps maintain a sense of identity and continuity within a culture.
2. **Moral and Ethical Instruction:** Many stories serve to teach moral and ethical lessons. Fables, parables, and folklore often contain clear moral messages, helping listeners differentiate between right and wrong. For example, Aesop's fables are timeless tales that impart wisdom about human behavior and ethics.
3. **Cultural Identity and Unity:** Stories help define cultural identity and create a sense of unity among community members. Shared stories foster a collective memory and a sense of belonging. They reinforce cultural norms and values, and provide a common framework through which people understand their world.



4. Entertainment and Recreation: Beyond their educational and cultural functions, stories have always been a source of entertainment. They provide enjoyment, provoke emotions, and stimulate the imagination. This entertainment value ensures that stories are remembered and retold, preserving them for future generations.

The Role of Storytelling in Education

Storytelling is a powerful educational tool. It engages students' imaginations, makes learning more enjoyable, and helps them retain information better. Here are several ways storytelling benefits education:

1. Enhancing Memory and Understanding: Stories make information more memorable. When facts are woven into a narrative, they are easier to understand and recall. This is because stories provide context, making abstract concepts more concrete and relatable.
2. Developing Language and Literacy Skills: Listening to and telling stories helps develop language skills. It exposes students to new vocabulary, sentence structures, and linguistic patterns. Storytelling also encourages active listening and comprehension, essential skills for literacy development.
3. Encouraging Critical Thinking: Stories often present problems and conflicts that require resolution, encouraging students to think critically and creatively. Analyzing characters' actions and decisions helps students develop problem-solving skills and ethical reasoning.
4. Fostering Empathy and Emotional Intelligence: Through stories, students can experience different perspectives and emotions. This fosters empathy and helps them understand and relate to others' experiences and feelings. Emotional engagement with
5. Supporting Diverse Learning Styles: Storytelling caters to different learning styles. Visual learners benefit from mental imagery, auditory learners from listening to the narrative, and kinaesthetic learners from participating in interactive storytelling activities.

Storytelling and Identity Formation

Stories play a crucial role in shaping individual and collective identities. They influence how we see ourselves and how we relate to others. Personal and cultural narratives help individuals understand their place in the world and develop a sense of self.

1. Personal Identity: Personal stories, including family histories and individual experiences, help shape one's identity. These narratives provide a sense of continuity and coherence in our lives, helping us make sense of past events and envision our future.
2. Cultural Identity: Cultural stories, including myths, legends, and historical accounts, contribute to a collective sense of identity. They provide a shared heritage and a common set of values and beliefs. This collective identity is crucial for social cohesion and community resilience.
3. Interpersonal Connections: Sharing personal stories fosters interpersonal connections. It helps build trust and understanding, promoting social bonds and a sense of community. Storytelling can bridge gaps between different backgrounds and experiences, fostering inclusivity and solidarity.



Storytelling as a Bridge Between Cultures

In an increasingly interconnected world, storytelling has the power to bridge cultural divides and promote cross-cultural understanding. By sharing stories, people from different cultures can learn about each other's experiences, values, and perspectives.

1. **Promoting Cultural Exchange:** Storytelling facilitates cultural exchange, allowing people to share and appreciate diverse traditions and viewpoints. This exchange enriches both the storyteller and the listener, fostering mutual respect and understanding.
2. **Challenging Stereotypes and Prejudices:** Stories can challenge stereotypes and prejudices by presenting nuanced and humanized portrayals of different cultures and experiences. They help break down barriers and combat ignorance and intolerance.
3. **Encouraging Global Citizenship:** Through storytelling, individuals can develop a sense of global citizenship. They become more aware of global issues and more empathetic towards people from different parts of the world. This awareness can inspire action and collaboration for a more just and sustainable world.

Modern Storytelling and Technology

Advancements in technology have transformed the way stories are told and shared. Digital storytelling, through mediums such as podcasts, videos, blogs, and social media, has expanded the reach and impact of traditional narratives.

1. **Accessibility and Inclusivity:** Digital storytelling makes stories accessible to a wider audience, including those who might not have access to traditional forms of storytelling. It also provides a platform for marginalized voices, allowing them to share their stories and perspectives.
2. **Interactivity and Engagement:** Modern storytelling technologies offer interactive and immersive experiences. Virtual reality, augmented reality, and interactive games allow users to engage with stories in new and dynamic ways.
3. **Preservation and Archiving:** Digital tools help preserve stories for future generations. Online archives, digital recordings, and social media platforms ensure that stories are not lost and can be easily shared and accessed.

Storytelling is a timeless and universal practice that plays a vital role in culture and communication. It preserves history, transmits knowledge, shapes identities, and fosters connections. In education, it enhances learning and development, while in broader society, it promotes understanding and unity. As technology continues to evolve, storytelling will remain a powerful tool for connecting people across cultures and generations, enriching our shared human experience. By recognizing and embracing the importance of storytelling, we can build stronger, more empathetic, and inclusive communities.



A common cultural story

Little Red Riding Hood

Once Upon a Time

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, she wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

The Journey Begins

One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother. "That's a good idea," her mother said. "Take her this basket of goodies, but remember, don't talk to strangers and stay on the path."

Into the Woods

As Little Red Riding Hood was walking through the forest, she met a wolf. The wolf was very eager to talk to her. "Good morning," said the wolf. "Where are you going, little girl?"

"I'm going to my grandmother's house," Little Red Riding Hood replied.

The wolf thought to himself, "What a delicious meal this little girl would make." So he asked, "Where does your grandmother live?"

"She lives in a cottage in the forest, just a little way down this path," Little Red Riding Hood answered.

A Devious Plan

The wolf bid Little Red Riding Hood goodbye and hurried to the grandmother's house. He knocked on the door, and when Grandmother answered, he locked her in the closet. Then he put on her nightgown and cap, jumped into bed, and pulled the covers up to his chin.

The Arrival

When Little Red Riding Hood arrived at her grandmother's house, she noticed that the door was open. She went in and walked over to the bed. "Oh, Grandmother," she said, "what big ears you have!"

"The better to hear you with, my dear," said the wolf.

"But, Grandmother, what big eyes you have!" she said.

"The better to see you with, my dear," replied the wolf.

"And, Grandmother, what big teeth you have!"

"The better to eat you with!" roared the wolf as he leapt out of the bed and chased Little Red Riding Hood.

The Rescue

Just at that moment, a woodcutter who was passing by the cottage heard the commotion. He rushed in, grabbed the wolf, and forced him to spit out Grandmother,



who was miraculously unharmed. The woodcutter then chased the wolf away, ensuring he would never bother anyone again.

The Lesson Learned

Grandmother hugged Little Red Riding Hood and said, "You must always stay on the path and never talk to strangers." Little Red Riding Hood promised she would always remember that lesson.

Happily, Ever After

From that day on, Little Red Riding Hood was careful to follow her mother's advice, and she and her grandmother lived happily ever after.

Moral of the Story

The story of Little Red Riding Hood teaches children the importance of listening to their parents' advice, being cautious around strangers, and the dangers that can lurk when we wander off the safe path. This classic tale remains a favourite because of its simple yet powerful messages and its ability to capture the imaginations of young readers.

ML.SL.6, 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.
2. The teacher will read you a story.
3. Answer these questions with simple sentences
 - What is your favorite colour? How does it make you feel?
 - When you see the colour red, how do you feel?
 - Which colour makes you feel calm?
 - Can you think of a colour that makes you feel sad?
 - What colour do you like to see when you are happy?
4. Discuss with your teachers your answers and how the emotions and colours were connected.
5. In small groups rewrite part of the story you heard, by changing the colours to show different emotions.
6. Present your story to the class
7. You will now reflect and write in your notebook the answers to these questions
 - What story did you hear or tell today?
 - What is your favorite part of the story? Draw a picture of it.
 - How did the colours in the story make you feel?
 - Which colour was used the most in the story?
 - How did you feel about the story before the activity and after?
8. Discuss with your teacher the use of colours in storytelling

ML.SL.6, 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.
 - How do you feel when you see the colour green?
 - What emotions do you think the colour blue represents?
 - Can you tell me about a time when a colour made you feel a strong emotion?
 - Which colour makes you feel energetic? Why?
 - 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 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
 - What was the main story you worked on today?
 - Describe one scene where colour was important.
 - How did different colours in the story make you feel? Give examples.
 - Did the storytelling activity change how you think about the story? How?
 - Draw or describe your favorite scene and explain why you like it.
8. Discuss with your teacher the use of colours in storytelling

<p>M. SL.4</p> <p>Activity</p> <p>ML.SL.4, 4.1</p> <p>ML.SL.4, 4.4</p> <p>ML.SL.4, 4.5</p> <p>Code</p> <p>4.1, 4.2, 4.4, 4.5</p> <p>Teacher Station</p> <p>Independent Station</p> <p>Technological Station</p>	<ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> • Describe how the colour yellow makes you feel. • Why do you think artists use different colours to show different emotions? • How do you feel when you see dark colours like black or dark blue? • Can you think of a story or movie where colours were used to show emotions? How were they used? • 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 <ul style="list-style-type: none"> • Summarize the story you discussed today. • How were colours used to represent emotions in the story? Provide examples. • Reflect on how the storytelling activity helped you understand the power of colours in a story. • Did your perception of the story change after the activity? Explain.
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- 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

ML.SL.6, 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.
 - Explain how the colour green might represent different emotions in different contexts.
 - Discuss how a change in colour palette in a story can affect the mood of the scene.
 - Reflect on a personal experience where a colour affected your mood. Describe the situation and your feelings.
 - How can the use of contrasting colours in storytelling enhance the emotional impact of a scene?
 - 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
 - Provide a detailed summary of the story you focused on today.
 - Analyze the role of colours in the storytelling activity. How did they enhance the story?
 - Reflect on how the storytelling activity changed your understanding of the story's themes and emotions.
 - Discuss any new insights or perspectives you gained about the power of colours in storytelling.
 - 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- Language Exploration – Names for Water

Description

ML.ICC.6, 5.1

ML.ICC.6, 5.2



Materials Needed:

- Computers or tablets with internet access for research (or printed resources with translations)
- Guiding questions handouts tailored to A1, A2, B1, and Native Speaker levels (these are available in student ebooks)
- Markers, paper, or poster boards for group presentations

Link to google translate – [Google Translate](#)

A1 Level

1. Introduction - Start by discussing the diversity of languages spoken around the world. Mention that there are over 7,000 languages globally, each with unique sounds, structures, and cultural significances. Ask the students if they know any words in different languages and encourage them to share. Tell them that today they will learn how different languages name the essential element "water" and to appreciate the diversity of linguistic expression.
2. Distribute Guiding Questions - Explain that these questions will help them focus on key aspects of the language exploration activity.
 - What is the word for 'water' in your language?
 - How do you say it?
3. Language Research - Divide the class into small groups or pairs based on their language levels to ensure balanced participation. Give each group a different language to research (e.g., Spanish, Chinese, French, Swahili, Arabic, etc.). Ensure a variety of languages is covered in the class.
4. Research Task: Instruct the groups to use Google Translate or provided resources to find out how "water" is pronounced and written in their assigned language. Encourage students to note any interesting facts about the language, such as its origin, the number of speakers, or any unique phonetic sounds.
5. Language Presentation - Each group presents their findings, including the pronunciation of "water" in their assigned language and any additional information they discovered.
6. Discussion: Encourage each group to highlight any unique aspects or cultural influences on the word for "water" in their assigned language. Lead a class discussion about the linguistic diversity of names for water. Encourage students to consider how languages differ and what might influence these differences.
7. Conclusion - Summarize the main points of the activity, emphasizing the beauty of linguistic diversity and the unique ways different cultures express the concept of "water." Encourage students to respect and appreciate all languages and to continue exploring new languages and cultures.

A2 Level:

1. Introduction - Start by discussing the diversity of languages spoken around the world. Mention that there are over 7,000 languages globally, each with unique sounds, structures, and cultural significances. Ask the students if they know any words in different languages and encourage them to share. Tell them that today they will learn how different languages name the essential element "water" and to appreciate the diversity of linguistic expression.
2. Distribute Guiding Questions - Explain that these questions will help them focus on key aspects of the language exploration activity.
 - How do you say 'water' in your language?
 - Can you use the word 'water' in a simple sentence?
3. Language Research - Divide the class into small groups or pairs based on their language levels to ensure balanced participation. Give each group a different language to research (e.g., Spanish, Chinese, French, Swahili, Arabic, etc.). Ensure a variety of languages is covered in the class.
4. Research Task: Instruct the groups to use Google Translate or provided resources to find out how "water" is pronounced and written in their assigned language. Ask them to write a simple sentence using water and translate it in that language. For fun try to pronounce it. Encourage students to note any interesting facts about the language, such as its origin, the number of speakers, or any unique phonetic sounds.
5. Language Presentation - Each group presents their findings, including the pronunciation of "water" in their assigned language and any additional information they discovered.
6. Discussion: Encourage each group to highlight any unique aspects or cultural influences on the word for "water" in their assigned language. Lead a class discussion about the linguistic diversity of names for water. Encourage students to consider how languages differ and what might influence these differences.
7. Conclusion - Summarize the main points of the activity, emphasizing the beauty of linguistic diversity and the unique ways different cultures express the concept of "water." Encourage students to respect and appreciate all languages and to continue exploring new languages and cultures.

B1 Level

1. Introduction - Start by discussing the diversity of languages spoken around the world. Mention that there are over 7,000 languages globally, each with unique sounds, structures, and cultural significances. Ask the students if they know any words in different languages and encourage them to share. Tell them that today they will learn how different languages name the essential element "water" and to appreciate the diversity of linguistic expression.

2. Distribute Guiding Questions -Explain that these questions will help them focus on key aspects of the language exploration activity.
 - What is the word for 'water' in your language?
 - Are there different words for different types of water (e.g., river water, sea water)?
 - Is there any cultural significance to this word?
3. Language Research - Divide the class into small groups or pairs based on their language levels to ensure balanced participation. Give each group a different language to research (e.g., Spanish, Chinese, French, Swahili, Arabic, etc.). Ensure a variety of languages is covered in the class.
4. Research Task: Instruct the groups to use Google Translate or provided resources to find out how "water" is pronounced and written in their assigned language. Ask them to write a simple sentence using water and translate it in that language. For fun try to pronounce it. Encourage students to note any interesting facts about the language, such as its origin, the number of speakers, or any unique phonetic sounds. Ask them to explore whether the word water changes in different situations.
5. Language Presentation - Each group presents their findings, including the pronunciation of "water" in their assigned language and any additional information they discovered.
6. Discussion: Encourage each group to highlight any unique aspects or cultural influences on the word for "water" in their assigned language. Lead a class discussion about the linguistic diversity of names for water. Encourage students to consider how languages differ and what might influence these differences.
7. Conclusion - Summarize the main points of the activity, emphasizing the beauty of linguistic diversity and the unique ways different cultures express the concept of "water." Encourage students to respect and appreciate all languages and to continue exploring new languages and cultures.

Native Speaker Level:

1. Introduction - Start by discussing the diversity of languages spoken around the world. Mention that there are over 7,000 languages globally, each with unique sounds, structures, and cultural significances. Ask the students if they know any words in different languages and encourage them to share. Tell them that today they will learn how different languages name the essential element "water" and to appreciate the diversity of linguistic expression.
2. Distribute Guiding Questions -Explain that these questions will help them focus on key aspects of the language exploration activity.
 - What is the word for 'water' in your language?
 - What is the origin of this word?
 - Are there any idioms or expressions involving water?
 - What does this word tell us about the culture?

3. Language Research - Divide the class into small groups or pairs based on their language levels to ensure balanced participation. Give each group a different language to research (e.g., Spanish, Chinese, French, Swahili, Arabic, etc.). Ensure a variety of languages is covered in the class.
4. Research Task: Instruct the groups to use Google Translate or provided resources to find out how "water" is pronounced and written in their assigned language. Ask them to write a simple sentence using water and translate it in that language. For fun try to pronounce it. Encourage students to note any interesting facts about the language, such as its origin, the number of speakers, or any unique phonetic sounds. Ask them to explore whether the word water changes in different situations.
5. Language Presentation - Each group presents their findings, including the pronunciation of "water" in their assigned language and any additional information they discovered.
6. Discussion: Encourage each group to highlight any unique aspects or cultural influences on the word for "water" in their assigned language. Lead a class discussion about the linguistic diversity of names for water. Encourage students to consider how languages differ and what might influence these differences.
7. Conclusion - Summarize the main points of the activity, emphasizing the beauty of linguistic diversity and the unique ways different cultures express the concept of "water." Encourage students to respect and appreciate all languages and to continue exploring new languages and cultures.

Language skill

- Reading Comprehension: Students will enhance their ability to read and comprehend information about different languages and cultures. This includes understanding the meaning and pronunciation of foreign words.
- Writing: Students will develop their ability to write about what they have learned, including the pronunciation and cultural context of words in different languages.
- Speaking: Students will practice speaking by presenting their findings to the class, including the pronunciation of words in different languages and sharing cultural insights.
- Listening: Students will improve their listening skills by paying attention to presentations from their peers, understanding different pronunciations, and participating in discussions about language and culture.

Competences for democratic culture

- Knowledge and Critical Understanding of Language and Communication: Students will learn about the diversity of languages and how different linguistic expressions can shape our understanding of the world, enhancing their appreciation for varied communication styles.
- Respect for Cultural Diversity: By exploring words from different languages and understanding their cultural context, students will



	<p>develop respect for cultural diversity and the importance of linguistic variety as a part of cultural identity.</p> <ul style="list-style-type: none">• Empathy: Through the activity, students will practice empathy by considering how language reflects the lived experiences of others and recognizing the value of preserving different languages and dialects.• Analytical and Critical Thinking Skills: Students will analyze how different cultures name and conceptualize something as universal as "water," encouraging them to think critically about language and its role in shaping cultural perspectives
Type of learning Activity	
Learning Outcome	<ul style="list-style-type: none">• Students will recognize the diversity of languages around the world and understand how different cultures express essential concepts, such as "water," through language.• Students will gain an appreciation for the cultural significance of language and how it reflects the history, values, and experiences of different communities.• Students will improve their research skills by using resources to find and learn about words in different languages.• Students will reflect on their learning experience and articulate their understanding of the importance of preserving linguistic diversity and cultural heritage.
Objective (Link to Curriculum and/or European frameworks)	

ML.ICC.6,

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
 - What is the word for "water" in your language?
 - How do you say it?
 - Can you learn the word for "water" in one other language?
 - Draw a picture of a water source (like a river, lake, or ocean) and label it with the word for "water" in two languages.
 - What is your favorite drink that has water in it?
 - How do you say "I drink water" in another language?
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
 - Find out what country speaks _____.
 - Look at a picture of a famous river in that country and learn its name.
6. Present your findings to the class
7. Discuss with the teacher how languages differ from each other.

ML.ICC.6,

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
 - What is the word for "water" in two other languages you know?
 - Write a sentence using the word for "water" in a language other than your own.
 - How does your family use water at home?
 - Can you name a country where people speak French?
 - Learn and write the word for "river" in another language.
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



- Pick a country where German is spoken and find out what river is important there.
 - Look up how people in that country say "water" and "river."
6. Present your findings to the class
 7. Discuss with the teacher how languages differ from each other.

ML.ICC.6,

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
 - What are the words for "water" in three different languages?
 - Write a paragraph describing how water is important in daily life using words from different languages.
 - Why is it helpful to know the word for "water" in different languages?
 - Choose a country where Spanish is spoken. What are some of their famous water bodies (rivers, lakes, oceans)?
 - 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
 - Research how water is managed in a country where French is spoken.
 - 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.



ML.ICC.6,

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
 - Explore how different languages name "water" and explain the importance of these variations.
 - Write an essay on the significance of water in various cultures and include terms from at least five languages.
 - How does understanding the term "water" in different languages enhance global communication and cooperation?
 - Investigate the cultural significance of a water body in a country of your choice and describe it.
 - 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
 - Examine water conservation practices in a country where Japanese is spoken.
 - 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 – Water Stories

Description

ML.ICC.6, 6.1
ML.ICC.6, 6.2
ML.ICC.6, 6.3
ML.ICC.6, 6.4



Materials Needed:

- Printed copies of water-related stories from different cultures (in educators' resources)
- Guiding questions handouts tailored to A1, A2, B1, and Native Speaker levels (in educators' resources)

A1 Level

1. **Introduction:** Begin by discussing the importance of stories in understanding and appreciating different cultures. Highlight how stories can provide insights into cultural values, traditions, and experiences. Ask students if they know any stories from their own or other cultures that involve water. Inform students that today we will share water-related stories from various cultural backgrounds to foster empathy and appreciation for cultural diversity.
2. **Story Selection:** Explain that the class will listen to a series of water-related stories from different cultures. These stories illustrate the importance and diverse roles of water in cultural practices and experiences.
3. **Storytelling:** Read aloud or have students read one or more of the following stories:
 - **The Ganges River:** A story about the spiritual significance of the Ganges River in India.
 - **The Eternal River: Life on the Nile:** A narrative about how the Nile River has supported life and culture in Egypt for thousands of years.
 - **The Maori's Magical Waka:** A tale from New Zealand about the Maori's relationship with the sea and their traditional canoes.
 - **The Festival of Lights:** A story about a water lantern festival that celebrates the connection between water and light in Southeast Asia.
4. **Listening and/or Reading Comprehension:** For listening comprehension, read the stories aloud while students listen and follow along with printed copies. For reading comprehension, have students read the stories individually or in pairs.
5. **Distribute Guiding Questions:** These questions will help students engage with the storytelling activity and think more deeply about the stories they heard or read. Guiding Questions
 - What is the story about?
 - What was your favourite part of the story?
 - Can you name one word related to water in the story?
6. **Encourage Story Sharing:** Invite students to share their own water-related stories or anecdotes from their cultural backgrounds. Explain that these stories can be about

traditions, memorable experiences, or adventures involving water. Encourage students to share a simple water-related story or experience, using basic vocabulary and short sentences. Ask simple follow-up questions to help them add details (e.g., "Was the water warm or cold?" "What colour was the water?").

7. Discussion: Encourage students to reflect on the commonalities and differences in how water is perceived and appreciated in different cultures.
8. Conclusion Summarize the main points of the activity, emphasizing the significance of sharing stories to build empathy and understanding of cultural diversity. Encourage students to keep an open mind and continue exploring stories from different cultures to enhance their appreciation for global diversity.

A2 Level

1. Introduction: Begin by discussing the importance of stories in understanding and appreciating different cultures. Highlight how stories can provide insights into cultural values, traditions, and experiences. Ask students if they know any stories from their own or other cultures that involve water. Inform students that today we will share water-related stories from various cultural backgrounds to foster empathy and appreciation for cultural diversity.
2. Story Selection: Explain that the class will listen to a series of water-related stories from different cultures. These stories illustrate the importance and diverse roles of water in cultural practices and experiences.
3. Storytelling: Read aloud or have students read one or more of the following stories:
 - The Ganges River: A story about the spiritual significance of the Ganges River in India.
 - The Eternal River: Life on the Nile: A narrative about how the Nile River has supported life and culture in Egypt for thousands of years.
 - The Maori's Magical Waka: A tale from New Zealand about the Maori's relationship with the sea and their traditional canoes.
 - The Festival of Lights: A story about a water lantern festival that celebrates the connection between water and light in Southeast Asia.
4. Listening and/or Reading Comprehension: For listening comprehension, read the stories aloud while students listen and follow along with printed copies. For reading comprehension, have students read the stories individually or in pairs.
5. Distribute Guiding Questions: These questions will help students engage with the storytelling activity and think

more deeply about the stories they heard or read. Guiding Questions

- How does water play an important role in the story?
 - What did you learn about the culture from the story?
 - Can you describe a scene involving water?
6. Encourage Story Sharing: Invite students to share their own water-related stories or anecdotes from their cultural backgrounds. Explain that these stories can be about traditions, memorable experiences, or adventures involving water. Encourage students to share a brief story or tradition involving water, using descriptive words and simple sentences. Ask questions that prompt them to describe more about the cultural context (e.g., "What does this tradition mean to your family?" "How do people in your culture use water in celebrations?").
 7. Discussion: Encourage students to reflect on the commonalities and differences in how water is perceived and appreciated in different cultures.
 8. Conclusion Summarize the main points of the activity, emphasizing the significance of sharing stories to build empathy and understanding of cultural diversity. Encourage students to keep an open mind and continue exploring stories from different cultures to enhance their appreciation for global diversity.

B1 Level

1. Introduction: Begin by discussing the importance of stories in understanding and appreciating different cultures. Highlight how stories can provide insights into cultural values, traditions, and experiences. Ask students if they know any stories from their own or other cultures that involve water. Inform students that today we will share water-related stories from various cultural backgrounds to foster empathy and appreciation for cultural diversity.
2. Story Selection: Explain that the class will listen to a series of water-related stories from different cultures. These stories illustrate the importance and diverse roles of water in cultural practices and experiences.
3. Storytelling: Read aloud or have students read one or more of the following stories:
 - The Ganges River: A story about the spiritual significance of the Ganges River in India.
 - The Eternal River: Life on the Nile: A narrative about how the Nile River has supported life and culture in Egypt for thousands of years.
 - The Maori's Magical Waka: A tale from New Zealand about the Maori's relationship with the sea and their traditional canoes.

- The Festival of Lights: A story about a water lantern festival that celebrates the connection between water and light in Southeast Asia.
- 4. Listening and/or Reading Comprehension: For listening comprehension, read the stories aloud while students listen and follow along with printed copies. For reading comprehension, have students read the stories individually or in pairs.
- 5. Distribute Guiding Questions: These questions will help students engage with the storytelling activity and think more deeply about the stories they heard or read. Guiding Questions
 - How is water significant to the characters in the story?
 - What cultural practices involving water are described in the story?
 - What similarities or differences do you notice between this story and your own experiences with water?
- 6. Encourage Story Sharing: Invite students to share their own water-related stories or anecdotes from their cultural backgrounds. Explain that these stories can be about traditions, memorable experiences, or adventures involving water. Encourage students to share a detailed story or tradition involving water, incorporating more complex sentences and descriptive language. Ask questions that encourage them to analyse the cultural significance and compare it with other traditions (e.g., "Why do you think this water ritual is important in your culture?" "Can you think of another culture that has a similar tradition?").
- 7. Discussion: Encourage students to reflect on the commonalities and differences in how water is perceived and appreciated in different cultures.
- 8. Conclusion Summarize the main points of the activity, emphasizing the significance of sharing stories to build empathy and understanding of cultural diversity. Encourage students to keep an open mind and continue exploring stories from different cultures to enhance their appreciation for global diversity.

Native Speaker Level

1. Introduction: Begin by discussing the importance of stories in understanding and appreciating different cultures. Highlight how stories can provide insights into cultural values, traditions, and experiences. Ask students if they know any stories from their own or other cultures that involve water. Inform students that today we will share water-related stories from various cultural backgrounds to foster empathy and appreciation for cultural diversity.
2. Story Selection: Explain that the class will listen to a series of water-related stories from different cultures. These

stories illustrate the importance and diverse roles of water in cultural practices and experiences.

3. Storytelling: Read aloud or have students read one or more of the following stories:
 - The Ganges River: A story about the spiritual significance of the Ganges River in India.
 - The Eternal River: Life on the Nile: A narrative about how the Nile River has supported life and culture in Egypt for thousands of years.
 - The Maori's Magical Waka: A tale from New Zealand about the Maori's relationship with the sea and their traditional canoes.
 - The Festival of Lights: A story about a water lantern festival that celebrates the connection between water and light in Southeast Asia.
4. Listening and/or Reading Comprehension: For listening comprehension, read the stories aloud while students listen and follow along with printed copies. For reading comprehension, have students read the stories individually or in pairs.
5. Distribute Guiding Questions: These questions will help students engage with the storytelling activity and think more deeply about the stories they heard or read. Guiding Questions
 - What themes related to water are explored in the story?
 - How does the story reflect the cultural values of the people who told it?
 - Why do you think water is a common element in many cultural stories?
6. Encourage Story Sharing: Invite students to share their own water-related stories or anecdotes from their cultural backgrounds. Explain that these stories can be about traditions, memorable experiences, or adventures involving water. Encourage students to share a comprehensive story or tradition involving water, focusing on cultural significance, symbolism, and personal reflection. Ask thought-provoking questions that prompt them to explore deeper meanings and connections (e.g., "What do you think this story reveals about the relationship between people and water in your culture?" "How might this story be similar or different from water stories in other cultures?").
7. Discussion: Encourage students to reflect on the commonalities and differences in how water is perceived and appreciated in different cultures.
8. Conclusion Summarize the main points of the activity, emphasizing the significance of sharing stories to build empathy and understanding of cultural diversity. Encourage students to keep an open mind and continue

	exploring stories from different cultures to enhance their appreciation for global diversity.
Language skill	<ul style="list-style-type: none"> ○ Reading Comprehension: Students will enhance their ability to understand written texts by reading culturally diverse stories related to water. They will practice identifying main ideas, details, and cultural contexts. ○ Listening Comprehension: Students will improve their listening skills by paying attention to stories read aloud, understanding different accents, pronunciations, and storytelling styles. ○ Speaking: Students will develop their speaking skills by sharing their own water-related stories and participating in discussions. They will practice expressing ideas clearly, using appropriate vocabulary and sentence structures. ○ Writing: Students will practice writing by reflecting on their learning in journals, expressing their thoughts on cultural diversity and the significance of water in different cultures. ○ Creative Expression: Students will enhance their creative skills by illustrating or crafting visual representations of the stories they have heard or their personal narratives.
Competences for democratic culture	<ul style="list-style-type: none"> ● Knowledge and Critical Understanding of Language and Communication: Students will learn how language and storytelling are used to convey cultural values, traditions, and experiences, enhancing their understanding of diverse ways of communication. ● Respect for Cultural Diversity: By exploring stories from various cultures and sharing their own cultural narratives, students will develop respect for cultural diversity and an appreciation for the unique ways different communities interact with water. ● Empathy: Through listening to and sharing personal and cultural stories about water, students will practice empathy, understanding the emotions, experiences, and perspectives of others
Type of learning Activity	
Learning Outcome	<ul style="list-style-type: none"> ● Students will understand and appreciate the cultural significance of water in different societies by engaging with diverse stories and sharing their own experiences. ● Students will develop empathy by listening to and discussing personal narratives related to water from different cultural perspectives, recognizing commonalities and differences. ● Students will improve their language skills by participating in storytelling, discussion, and reflection activities that encourage both verbal and written expression.



Objective (Link to Curriculum and/or European frameworks)

English Language and Social Studies



Teachers Resources

Water Related Stories

Title: The Sacred Ganges: A River of Purification

In the ancient and colourful land of India, where the air was filled with the scent of spices and the sound of sacred chants, there flowed a river that held a unique place in the hearts of the people—the majestic Ganges. To the people of India, it wasn't just a river; it was a source of spirituality and cleansing.

In the bustling city of Varanasi, nestled on the banks of the Ganges, there lived a young girl named Anika. She had always been captivated by the stories her grandmother told her about the sacred river. For as long as she could remember, her family had traveled to the Ganges to pray, to bathe, and to release candles onto its tranquil surface.

Anika had often heard the elders speak about the Ganges being more than just a river. It was believed to be a goddess, Ganga Ma, who had descended from the heavens to bless the land. The waters of the Ganges were not just water; they were a purifier of the soul.

Each morning, as the sun painted the sky in hues of orange and pink, Anika would join her family by the riverbank. There, they would offer prayers to the rising sun, a symbol of light and hope. The riverbanks were bustling with life, as pilgrims and devotees from all corners of India gathered to seek spiritual solace.

Anika watched in awe as her family released small, candle-lit boats onto the Ganges. These were called "diyas." Each diya held a tiny flame, a symbol of hope and gratitude. It was believed that the Ganges would carry their wishes and prayers to the divine realms.

Anika's grandmother explained that the waters of the Ganges were believed to wash away sins and purify the soul. Bathing in the river was not just a physical cleansing; it was a spiritual renewal. It was a way of connecting with the divine and seeking forgiveness.

As Anika grew older, she began to understand the profound spiritual connection between the Ganges and her people. The river was not just water; it was a lifeline, a source of spiritual strength, and a symbol of their unwavering faith.

She realized that the Ganges was more than just a river; it was a testament to the rich tapestry of Indian culture. It had witnessed countless pilgrims and devotees seeking solace, and its banks had been a witness to centuries of history and tradition.

As she stood by the river with her family, Anika felt a deep sense of belonging and peace. The Ganges was not just water; it was a bridge to the divine, a reminder of the importance of faith and spiritual connection.

Anika knew that as long as the Ganges flowed, the traditions, the faith, and the culture of her people would thrive. The Ganges was not just water; it was a river of spirituality, a river of purity, and a river that connected generations in a timeless journey of faith.

For A1 Level

- Story: The Ganges River is sacred to many people in India. They believe that bathing in its waters cleanses the soul. People travel to the river to pray and release candles onto its surface.
- Guiding Questions:
 1. What river is important in this story?
 2. Why do people go to this river?
 3. What do people do at the river?
 4. How is the river important in people's lives?
 5. Can you think of a river in your country?

For A2 Level

- How do you think the belief in the Ganges River's sacredness affects people's behavior?
- Can you describe a place that is important in your culture, like the Ganges River is in India?
- What would you do if you visited a sacred place like the Ganges River?
- How does this story show that water can have special meaning in different cultures?

For B1 Level

- In what ways does the Ganges River play a role in Indian culture and religion?
- How do you think this story reflects the idea that water can have a spiritual significance in different cultures?
- Share a water-related tradition or ritual from your own culture.
- Why is it important for people to preserve and protect water sources like the Ganges River?

For Native Speakers

- Analyze the cultural, religious, and environmental significance of the Ganges River.
- Reflect on how the story illustrates the profound role of water in connecting people to their spiritual beliefs.
- Share a personal water-related memory or experience from your own culture.
- What can we learn about global cultural diversity and the importance of water from stories like this one?



Title: The Eternal River: Life Along the Nile

In the ancient and mystical land of Egypt, where golden sands stretched as far as the eye could see, there flowed a river that was nothing short of magical—the mighty Nile. This magnificent river was the heart and soul of a civilization that had thrived for thousands of years.

In the bustling city of Thebes, nestled on the banks of the Nile, there lived a young boy named Amun. He had always been fascinated by the river, for it was not just any river; it was the lifeblood of Egypt. It sustained their people, nurtured their land, and connected cities and villages like veins in a body.

Every morning, as the golden sun kissed the waters, Amun would run down to the riverbank. He would watch with wonder as fishermen cast their nets, farmers irrigated their fields, and traders floated downstream on their boats laden with goods.

Amun knew that the Nile was not just a river; it was a giver of life. Its annual flooding, predictable as the rising of the sun, brought rich silt that fertilized their fields. It was a reminder of nature's bountiful gifts and the need to live in harmony with it.

As he sat on the riverbank, Amun often listened to the tales of the elders. They spoke of the ancient gods who were believed to dwell in the Nile. The river was not just water; it was a divine gift, a source of sustenance and a highway of dreams.

But it wasn't only the practical uses of the Nile that fascinated Amun. He was drawn to the way it connected people, villages, and cities, much like the threads of a vast tapestry. The river was not just a giver of life; it was a unifier, weaving their society together.

One day, Amun's father, a skilled farmer, took him to the fields. He showed Amun how they relied on the Nile's floods to water their crops. It was a delicate balance, a dance with nature that had been perfected over centuries. Amun's heart swelled with pride as he realized the importance of this age-old tradition.

As the years passed, Amun grew into a young man, but his fascination with the Nile never waned. He knew that their connection with the river was more than just practical; it was spiritual. The Nile was the essence of their culture, a testament to their ability to adapt and thrive in a challenging environment.

And so, Amun, like his ancestors, continued to honor the Nile. He prayed for its blessings, thanked the river spirits, and paid homage to the ancient gods. The Nile was not just a river; it was a guardian, a provider, and a symbol of their unbreakable spirit.

As he gazed upon the Nile, Amun felt a profound sense of gratitude and connection. The river had been their companion for thousands of years, and its story was intertwined with the story of Egypt itself.

Amun knew that as long as the Nile flowed, Egypt would flourish, and its people would continue to thrive. The Nile was not just water; it was life, history, and the heartbeat of a civilization that had endured for millennia.



For A1 Level

- Story: The Nile River is the longest river in the world, and it flows through Egypt. It has been a source of life and civilization for thousands of years. People use the river for drinking water, farming, and transportation.
- Guiding Questions:
 - What river is this story about?
 - How do people use the river in their daily lives?
 - Why is the river important to Egypt?
 - Can you think of a river near your home?
 - What are some things you can do with water?

For A2 Level

- How does the Nile River impact the lives of people in Egypt?
- Can you explain the concept of a river being a "source of life and civilization"?
- What do you think would happen if the Nile River dried up or became polluted?
- How does this story show that water can be essential for a society's survival?

For B1 Level

- Discuss the historical significance of the Nile River in the development of Egyptian civilization.
- How can the Nile River serve as a reminder of the interconnection between water and human history?
- Share a water-related tradition or practice from your culture that has a long history.
- What are the challenges and responsibilities related to protecting vital water sources like the Nile River?

For Native Speakers

- Analyze the profound historical and cultural role of the Nile River in Egypt.
- Reflect on the ways in which water shapes the destiny of civilizations and human progress.
- Share a personal water-related story or memory from your own culture.
- What can we learn about the importance of water for sustaining societies and human history from stories like this one?



Title: The Maori's Magical Waka

In the picturesque land of New Zealand, where lush green forests met crystal-clear waters, there lived the Maori people. They were known for their deep connection to the land and the sea, and one of their most treasured traditions was building the magnificent "waka."

Among these Maori was a curious and adventurous young girl named Rangi. She had grown up hearing stories of the ancient waka tradition passed down through generations. Her grandfather, Papa Te Rangi, was a master waka craftsman, and he had promised to teach Rangi the secrets of this sacred art.

One sunny morning, Rangi eagerly joined her grandfather by the banks of a tranquil river. There, standing majestically, was an unfinished waka. It was carved from the giant trunk of a native kauri tree, and it gleamed with an aura of respect and heritage.

Papa Te Rangi's eyes twinkled as he explained to Rangi that the waka was more than just a boat; it was a vessel that connected their people to their ancestors and the spirits of the land and sea. The Maori believed that the waka was a living entity, with a heart and soul.

Rangi listened intently as her grandfather showed her how to carve intricate designs into the wood, each representing a different aspect of their culture and beliefs. Every stroke of the chisel carried a piece of their history, connecting them to their roots.

As the days turned into weeks and the weeks into months, Rangi's skills grew. She learned how to shape the waka, create paddles, and most importantly, to respect the materials they used. Papa Te Rangi emphasized that their connection with nature was at the heart of their traditions.

Finally, the waka was ready. Its bows and stern were beautifully decorated with the symbols of their tribe and the spirits of the ocean. Its body was smooth and sleek, ready to glide through the waters. Rangi felt a sense of accomplishment like never before.

One bright day, the people of the Maori tribe gathered by the riverbank to witness the launch of the waka. Rangi stood proudly beside her grandfather as he conducted a traditional blessing ceremony. Their voices sang ancient chants, invoking the spirits to protect their journey.

With a collective effort, the waka was gently lowered into the water. It glided gracefully, as if it knew its purpose. Rangi's heart swelled with pride and awe as she realized that she was now part of a tradition that spanned generations. The waka was not just a vessel; it was a living connection to the past, a bridge to the future.

And so, the Maori people set off on their waka, their spirits high, knowing that their magnificent creation, crafted with love and respect, would always carry them safely and proudly through the endless waters of life. The waka tradition was a symbol of unity, culture, and the deep bond between the Maori and their land and sea.



Rangi had not only learned the art of waka building but also the importance of preserving their traditions, respecting nature, and keeping their connection with their ancestors alive. As they paddled across rivers, lakes, and the ocean, Rangi and her people knew that the waka was not just a boat; it was a vessel of their identity, a vessel of their hearts.

For A1 Level

- Story: The Maori people of New Zealand have a special tradition called "waka," where they carve and build boats. These boats are used for traveling on rivers, lakes, and the ocean.
- Guiding Questions:
 1. What is the tradition of "waka"?
 2. How do the Maori people use these boats?
 3. Do you have a tradition in your culture related to water?
 4. What do you like to do by the water?
 5. How do you think people build boats?

For A2 Level

- How do you think the Maori's tradition of building boats connects them to water?
- Can you describe a water-related tradition in your culture, like the Maori waka?
- What materials do you think the Maori people use to build their boats?
- How does this story show that water can be a source of inspiration for art and tradition?

For B1 Level

- Discuss the cultural significance of the Maori waka tradition in New Zealand.
- How do you think creating boats like the waka connects the Maori people to their environment?
- Share a water-related tradition or art form from your culture.
- Why is it important for cultures to preserve and celebrate traditions related to water?

For Native Speakers

- Analyze the artistic, cultural, and environmental aspects of the Maori waka tradition.
- Reflect on how the story illustrates the way water can inspire creativity and tradition.
- Share a personal water-related story or memory from your own culture.
- What can we learn about the power of water to inspire art and tradition from stories like this one?



Title: The Festival of Lights: Loi Krathong

Once upon a time, in the enchanting land of Thailand, there was a magical festival called "Loi Krathong." It was a time when the people of Thailand celebrated the beauty and importance of water in their lives.

In the heart of a bustling city, there lived a young girl named Achara. She had heard countless tales from her grandmother about the grandeur of Loi Krathong. Achara's heart fluttered with excitement as the festival approached. She couldn't wait to be part of the age-old tradition.

As the full moon rose over the horizon, Achara and her family gathered by the riverbank. In their hands, they held small, delicate boats made of banana leaves and colourful flowers. These were their "krathongs." Each krathong was a work of art, meticulously crafted to resemble a lotus flower.

Achara watched as her grandmother lovingly placed a small candle and some incense sticks on their krathong. She explained that the candle symbolized light in the darkness, and the incense sticks were meant to honor the river spirits. Achara's heart swelled with pride as she realized the importance of the tradition.

The river sparkled in the moonlight, reflecting a thousand stars. Achara gently released their krathong onto the water. It floated gracefully, carried by the gentle current. Achara made a wish as she watched her krathong drift away. She wished for happiness and good fortune for her family and friends.

But Loi Krathong was not just about the krathongs. Along the riverbanks, people released sky lanterns into the night sky. These lanterns resembled miniature hot air balloons and were believed to carry away misfortunes and send hopes and dreams to the heavens.

Achara gazed at the lanterns as they soared into the night, like stars taking flight. She felt a profound connection to the people around her, each with their own krathongs and lanterns, sharing their dreams with the universe.

As the night continued, traditional Thai music filled the air, and the riverbank was alive with colourful parades and performances. Achara danced to the rhythmic beats and watched in awe as fire dancers mesmerized the audience.

Achara's grandmother, with a twinkle in her eye, explained that Loi Krathong was not just a festival; it was a way of expressing gratitude to the water that sustained their lives. It was also a time for forgiveness and renewal, a chance to let go of worries and start anew.

When the festival came to an end, Achara felt a deep sense of peace and joy. She knew that Loi Krathong was not just a single day; it was a reminder of the importance of water, unity, and letting go of the past.



The river spirits had been honored, and the wishes had been sent to the heavens. As Achara and her family made their way home, their hearts were as light as the lanterns that had carried their dreams. And the memory of Loi Krathong would forever be etched in their hearts, reminding them of the beauty of tradition and the importance of water in their lives.

A1 Level

- Story: In Thailand, there is a festival called "Loi Krathong" where people release small boats made of leaves and flowers onto the water. They also float lanterns on the water to honor the river spirits.
- Guiding Questions:
 1. What is the festival called in this story?
 2. How do people celebrate this festival?
 3. What do you think it means to "honor the river spirits"?
 4. Have you ever been to a special festival or event by the water?
 5. How do you celebrate special days in your culture?

A2 Level

- How do you think the "Loi Krathong" festival connects the Thai people to their rivers and waterways?
- Can you describe a festival or event in your culture that celebrates water?
- What materials do you think are used to make the boats and lanterns in this festival?
- How does this story show that water can be a source of inspiration for cultural celebrations?

B1 Level

- Discuss the cultural and spiritual significance of the "Loi Krathong" festival in Thailand.
- How does this festival reflect the idea that water can be a source of reverence and celebration?
- Share a water-related festival or celebration from your culture.
- Why is it important for people to pay respect to nature and water sources through cultural events?

Native Speakers

- Analyze the cultural, spiritual, and environmental aspects of the "Loi Krathong" festival in Thailand.
- Reflect on how the story illustrates the profound connection between water, spirituality, and cultural celebration.
- Share a personal water-related story or memory from your own culture.
- What can we learn about the intersection of spirituality, culture, and water from stories like this one?

ML.SL.6,
6.1, 6.2, 6.3, 6.4

Teacher Station
Collaborative
Station
Independent
Station

- Today you will be hearing and reading different stories from different cultures. These stories are water-related stories from different cultures.
- 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.
- In pairs answer the following guiding questions
 - What is the story about?
 - What was your favourite part of the story?
 - Can you name one word related to water in the story?
 - Can you describe the main event in the story in simple words?
 - Did you like the story? Why or why not?
 - Can you share a water-related memory from your own life?
 - How does hearing stories make you feel?
- Can you share a water-related story? Tell it to the teacher
- Discuss with the teacher about the importance of water in different cultures.

ML.SL.6,
6.1, 6.2, 6.3, 6.4

Teacher Station
Collaborative
Station
Independent
Station

- Today you will be hearing and reading different stories from different cultures. These stories are water-related stories from different cultures.
- 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.
- In pairs answer the following guiding questions
 - Share a brief summary of the water story you heard.
 - How would you explain the story to a friend using simple language?
 - What part of the story did you find the most interesting?
 - Can you recall a water-related experience you've had in your culture?
 - Why do you think sharing stories is important?
- Can you share a water-related story? Tell it to the teacher
- Discuss with the teacher about the importance of water in different cultures.

ML.SL.6,
6.1, 6.2, 6.3, 6.4

Teacher Station
Collaborative
Station

- Today you will be hearing and reading different stories from different cultures. These stories are water-related stories from different cultures.
- 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.
- In pairs answer the following guiding questions

Independent Station

- Reflect on the cultural significance of the water story you heard.
- Can you discuss the story's key message or lesson?
- How do stories help us connect with people from different backgrounds?
- Share a water-related tradition or memory from your own culture.
- In what ways can stories promote understanding and empathy?
- Can you share a water-related story? Tell it to the teacher
- Discuss with the teacher about the importance of water in different cultures.

ML.SL.6,
6.1, 6.2, 6.3, 6.4

Teacher Station
Collaborative
Station
Independent
Station

- Today you will be hearing and reading different stories from different cultures. These stories are water-related stories from different cultures.
- 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.
- In pairs answer the following guiding questions
 - Analyse the cultural and emotional elements of the water story.
 - How do you think stories can preserve and transmit cultural heritage?
 - Share a personal water-related story or memory that holds significance in your culture.
 - Reflect on the role of stories in building empathy and appreciation for diverse cultures.
 - What steps can you take to encourage the sharing of stories and cultural understanding in your community or beyond?
- Can you share a water-related story? Tell it to the teacher
- Discuss with the teacher about the importance of water in different cultures.