



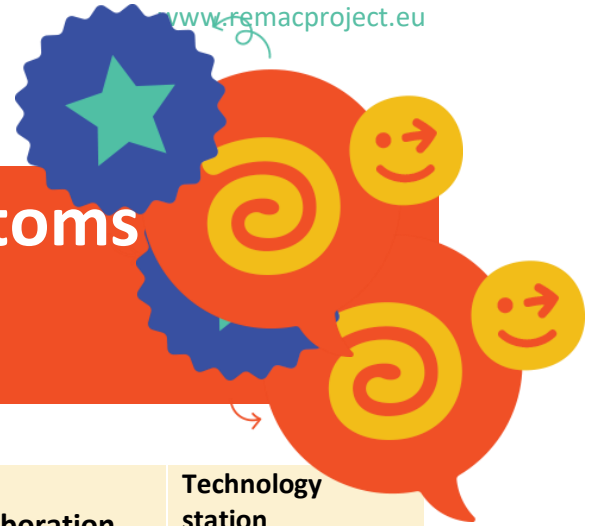
YEAR 3





Intercultural Activities

Teachers' E-book

3rd grade

Transport & Customs



Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task		A1, A2, B1, NS	NS	
2 nd task	B1, NS	A1, A2, B1, NS	B1, NS	A1, A2, B1, NS
3 rd task	A1, A2, B1, NS	A1, A2, B1, NS	B1, NS	A1, A2, B1, NS

Task One – Transport around the world

Description

ML.ICC.3, 1.1
ML.ICC.3, 1.2
ML.ICC.3, 1.3
ML.ICC.3, 1.4

Technological Tools

Drag the Definitions into the Correct Boxes

A1 – [Drag the Definition Transport Methods A1](#)

A2 – [Drag the Definitions Transportation methods A2](#)

B1 – Drag the Definitions Transportation methods B1

NS – [Example Sentences](#)

NS – [Match the Definition Transportation methods NS](#)



A1 level

1. Introduction: Provide pictures of various modes of transportation from different parts of the world e.g., rickshaw from India, gondola from Italy, yellow taxi from New York (A suggested list is in the educators' section). Pronounce each transportation mode and have students repeat after you.
2. Matching Card Activity: Create two sets of cards. One set with the transport word and another set with their definitions. Shuffle both sets of cards separately and distribute them to students. Ask students to find the matching pairs of transport words and their definitions.
3. Students will match the picture of the transport with the name written on flashcards. Example: Match "gondola" with the image of the gondola. Technological Tool [Drag the Definition Transport Methods A1](#)
4. Follow-up: After matching, students will color in simple pictures of the vehicles they learned, while repeating the vocabulary words.

A2

1. Introduction: Show pictures of various vehicles (e.g., canoe in Canada, bullet train in Japan).
2. Create a memory game with cards that show different transportation images (e.g., tuk-tuk from Thailand, double-decker bus from London). Students take turns flipping over two cards, trying to find matching pairs. When they find a match, they must say the name of the transport and the country where it is commonly used. Example: Flip over tuk-tuk and tuk-tuk and say, "Tuk-tuk from Thailand. Technological Tool [Drag the Definitions Transportation methods A2](#)
3. Ask students to form simple sentences to describe where the transport is found and used. Example: "The bullet train is in Japan," or "People ride canoes in Canada."

B1

1. Introduction: Show pictures of transportation methods in different climates (e.g., dog sled in snowy Alaska, bicycle in rainy

	<p>Amsterdam). Assign students different transportation methods (e.g., rickshaw, tuk-tuk, gondola).</p> <ol style="list-style-type: none"> 2. Discuss: Students will discuss how the weather affects transportation choices and then write short explanations. Example: "In Alaska, people use dog sleds because it is snowy and cold." 3. Research: Students will research, with your guidance, and write a few sentences about how and where the transportation method is used, and why it is important in that region. Example: "The gondola is a boat used in Venice, Italy. It travels through canals, which are like streets made of water." 4. Presentation: Students will present their fact file to the class, describing their chosen mode of transportation. <p>Native Speakers</p> <ul style="list-style-type: none"> ○ Introduction: Divide students into groups and assign each group a country (e.g., Egypt with camels and cars, Italy with gondolas and trains). ○ Research: Each group will research the traditional and modern transport of their assigned country and discuss how transportation has changed. Example: In Egypt, students might discuss the use of camels in the past and cars today. Students will also research transportation solutions that reduce pollution (e.g., electric buses in China, cycling culture in the Netherlands). ○ Create a presentation: Each group will create a presentation on how their assigned country is working to make transportation greener and present their findings to the class. Example: "In the Netherlands, many people ride bikes instead of cars to reduce air pollution." They are to write a few sentences. ○ Presentation: Groups will present their findings and engage in a class debate on how transportation will change in the future. ○ Technological Tools – Example Sentences and Transportation methods- Match the Definition
<p>Language skill</p>	<ul style="list-style-type: none"> ○ Speaking: Students will practice pronunciation, forming complete sentences, and presenting their findings to the class. ○ Listening: Students will listen to descriptions, sounds, and peer presentations, improving comprehension and vocabulary recognition. ○ Reading: Students will read transportation-related descriptions and instructions, enhancing their vocabulary and understanding of written text. ○ Writing: Students will write sentences, descriptions, or paragraphs about transportation, developing their writing skills across different language levels.
<p>Competences for democratic culture</p>	<ul style="list-style-type: none"> ○ Respect for Cultural Diversity: Students will learn to appreciate transportation methods from different cultures and how these methods reflect the environment and lifestyle. ○ Critical Thinking: Students will critically analyze how weather and geography influence transportation around the world, fostering curiosity and problem-solving skills.



Type of learning Activity

Learning Outcome

- Students will learn about different modes of transportation around the world, expanding their vocabulary and cultural knowledge.
- They will develop an understanding of how transportation choices are influenced by geography, culture, and climate.
- Students will improve their ability to discuss and describe transportation, using full sentences and appropriate vocabulary for their language level.

Objective (Link to Curriculum and/or European frameworks)

Educators Resources

Different transport vocabulary pictures

Technological Tools - https://www.canva.com/templates/EAE-Nkfq0_A-vehicles-transport-coloring-book/

A1	A2	B1	NS
<p>Car Definition: A vehicle with four wheels used for transporting people. Example: A red car drives on the road.</p>	<p>Subway Definition: An underground train system in a city. Example: We took the subway to get downtown.</p>	<p>Segway Definition: A two-wheeled, self-balancing personal transporter. Example: Tourists rode Segways through the park.</p>	<p>Bamboo Train (Cambodia) Definition: A small train made of bamboo, used for short-distance travel on tracks. Example: We rode the bamboo train across the countryside in Cambodia.</p>
<p>Bus Definition: A large vehicle that carries many passengers. Example: The bus stops at the station.</p>	<p>Helicopter Definition: A flying vehicle with rotating blades. Example: The helicopter landed on the hospital roof.</p>	<p>Hovercraft Definition: A vehicle that glides over land or water on a cushion of air. Example: The hovercraft traveled quickly over the water.</p>	<p>Boda-Boda (East Africa) Definition: A motorcycle taxi used in many parts of East Africa. Example: The boda-boda is a fast way to get around busy streets in Uganda and Kenya.</p>
<p>Bike Definition: A two-wheeled vehicle that you pedal to move. Example: I ride my bike to school.</p>	<p>Tram Definition: A rail vehicle that runs on tracks in the street. Example: The tram takes people around the city.</p>	<p>Gondola Definition: A narrow, flat-bottomed boat used in Venice. Example: We took a gondola ride along the canals.</p>	<p>Shotover Jet Boat (New Zealand) Definition: A high-speed jet boat used for thrilling rides on rivers. Example: In New Zealand, the Shotover Jet zips through narrow canyons at high speed.</p>
<p>Train Definition: A long vehicle that moves on tracks and carries passengers. Example: The train travels through the city.</p>	<p>Ferry Definition: A boat that carries people and cars across water. Example: We took the ferry to cross the river.</p>	<p>Longboat (Thailand) Definition: A narrow, long boat used to travel on rivers and canals. Example: We took a longboat through the floating markets in Thailand.</p>	<p>Matatu (Kenya) Definition: A privately-owned minibus used for public transport in Kenya. Example: The matatu is colorful and loud, and it's a common way for people to travel around Nairobi.</p>
<p>Boat Definition: A small vehicle used for traveling on water. Example: We took a boat ride on the lake.</p>	<p>Dog Sled (Alaska) Definition: A sled pulled by dogs, used in snowy regions. Example: People in Alaska use dog sleds to travel through the snow.</p>	<p>Felucca (Egypt) Definition: A traditional wooden sailboat used along the Nile River. Example: We sailed the Nile in a felucca, just like people have done for centuries.</p>	<p>Vaporetto (Italy) Definition: A public water bus that serves as the primary form of public transportation in Venice. Example: The vaporetto offers a more economical way to travel the canals of</p>

			Venice compared to private water taxis.
<p>Plane Definition: A vehicle with wings that flies in the sky. Example: The plane takes off from the airport.</p>	<p>Monorail Definition: A train that runs on a single rail. Example: The monorail takes tourists around the park.</p>	<p>Cable Car Definition: A vehicle that runs on a cable, often up a hill. Example: We took the cable car to the top of the mountain</p>	<p>Jeepney (Philippines) Definition: A brightly colored and highly decorated public bus, originally made from converted American military jeeps. Example: In the Philippines, the jeepney is a popular and affordable way to get around cities and rural areas.</p>
<p>Taxi Definition: A car that you pay to take you somewhere. Example: We called a taxi to go to the hotel.</p>	<p>Sailboat Definition: A boat that moves using sails and wind. Example: We watched the sailboats in the harbor</p>	<p>Tuk-tuk Definition: A motorized rickshaw, common in Thailand and other parts of Asia. Example: The tuk-tuk ride was a fun way to see the city</p>	<p>Sampan (China and Southeast Asia) Definition: A small, flat-bottomed wooden boat used for transportation and fishing, commonly found in rivers and coastal waters. Example: Sampans are often seen transporting goods and people along the rivers of China and Southeast Asia.</p>
<p>Motorbike Definition: A two-wheeled vehicle powered by an engine. Example: He rides a motorbike to work.</p>	<p>Moped Definition: A small motorcycle with pedals. Example: She rides a moped to work.</p>	<p>Electric Car Definition: A car powered by electricity instead of gasoline. Example: They charge their electric car at home.</p>	<p>Dhow (Middle East, East Africa) Definition: A traditional sailing vessel with one or more masts, used in the Indian Ocean and Red Sea for fishing and transport. Example: Dhows have been used for centuries for trading and fishing along the coasts of the Arabian Peninsula and East Africa.</p>
<p>Scooter Definition: A small, light motorcycle. Example: She rides a scooter around the city.</p>	<p>Rickshaw Definition: A small, two-wheeled vehicle pulled by a person or a bike. Example: We rode a rickshaw through the market.</p>	<p>Amphibious Vehicle Definition: A vehicle that can travel on both land and water. Example: The tour included an amphibious vehicle that drove into the lake.</p>	<p>Yakatabune (Japan) Definition: A traditional Japanese pleasure boat, used for dining and entertainment cruises along rivers and bays. Example: In Japan, the yakatabune offers a unique way to enjoy traditional Japanese food while sailing along rivers in cities like Tokyo.</p>



<p>Truck Definition: A large vehicle for carrying goods. Example: The truck delivers food to the store.</p>	<p>Bullet Train Definition: A high-speed train, especially common in Japan. Example: The bullet train travels very fast between cities.</p>	<p>Maglev Train Definition: A train that uses magnetic levitation to move without touching the ground. Example: The maglev train is one of the fastest in the world.</p>	<p>Troika (Russia) Definition: A traditional Russian sleigh pulled by three horses, often used in snowy regions during winter. Example: The troika is famous for its speed and elegance and is used in Russian festivals and parades.</p>
<p>Camel Definition: A large animal used for transportation in desert areas. Example: People in Egypt ride camels through the desert.</p>	<p>Oxcart (Central America) Definition: A cart pulled by oxen, traditionally used to carry goods. Example: Farmers in Costa Rica use oxcarts to transport crops.</p>	<p>Pirogue (West Africa) Definition: A small, wooden boat used for fishing and transportation in rivers and lakes. Example: The pirogue is commonly used by fishermen in West Africa.</p>	<p>Bicitaxi (Latin America) Definition: A bicycle rickshaw used for transporting people in urban areas, especially in countries like Cuba and Mexico. Example: Bicitaxis are a common sight in Havana, where they weave through narrow streets carrying passengers.</p>
<p>Elephant Definition: A large animal sometimes used to carry people in certain countries. Example: In Thailand, tourists ride elephants through the jungle.</p>	<p>Raft Definition: A flat boat made of logs or other materials. Example: We rode a raft down the river in India.</p>	<p>Cyclo (Vietnam) Definition: A three-wheeled bicycle taxi used in Vietnam. Example: The cyclo is a popular way to travel around the busy streets of Hanoi.</p>	<p>Moliceiro (Portugal) Definition: A colorful, traditional boat used in the Aveiro lagoon, primarily for transporting seaweed but now popular with tourists. Example: The moliceiro's bright designs make it a beautiful way to explore the canals of Aveiro in Portugal.</p>

Student Resources

ML.ICC.3
Code 1.1, 1.2

Teacher
station
Collaboration
station

- Together with the teacher you will be learning about different transport in the world
- Repeat the words after the teacher
- You will be matching pictures with words. The teacher has two sets of cards – one with transport pictures and another with words. Pick one card from one set and another from another. Do they match? If not its someone else's turn.
- Use the technological Tool - [Drag the Definition Transport Methods A1](#)
- Colour in the transport pictures that the teacher gives you.

ML.ICC.3
Code 1.3, 1.4

Teacher
station
Collaboration
station
Independent
station

- Together with the teacher you will be learning about different transport in the world
- The teacher will show you various vehicle pictures from around the world
- You will be playing a memory game. You will take it in turns to flip over two cards to find the matching pair. Example: Flip over tuk-tuk and tuk-tuk and say, "Tuk-tuk from Thailand."
- Technological Tool [Drag the Definitions Transportation methods A2](#)
- Write simple sentences to describe where the transport is found and used. Example: "The bullet train is in Japan," or "People ride canoes in Canada."

ML.ICC.3
Code 1.3, 1.4

Teacher station
Collaboration
station
Independent
station

- Together with the teacher you will be learning about different transport in the world
- The teacher will show you various vehicle pictures from around the world
- Discuss: Does weather affect transport choices? Example: "In Alaska, people use dog sleds because it is snowy and cold."
- Research: The teacher will give you a transport method to find some information about. Write a few sentences about how and where the transport is used. Example: "The gondola is a boat used in Venice, Italy. It travels through canals, which are like streets made of water."
- Present your findings to the class.



ML.ICC.3
Code 1.3, 1.4

**Teacher
station
Collaboration
station
Independent
station**

- Together with the teacher you will be learning about different transport in the world
- You will work in groups a country. You will work together to find different methods of transport e.g., Egypt with camels and cars, Italy with gondolas and trains
- You will search the traditional and modern transport of that country. Example: In Egypt, students might discuss the use of camels in the past and cars today.
- Also find whether these transport solutions reduce pollution, example, electric buses in China, cycling culture in the Netherlands.
- Create together a presentation and present it to the class.
- Technological Tools – Example Sentences and Transportation methods- Match the Definition



Task Two

Description

ML.ICC.3, 3.1
ML.ICC.3, 3.2



Technological Tool

Hotspot

A1 – [Hotspot A1](#)

A2 – [Hotspot A2](#)

B1 – [Hotspot B1](#)

NS – [Find the word that Matches the Description](#)

NS – [Example Sentences](#)

A1 Level

1. Introduction (Teacher): Introduce the concept of costumes and how people dress differently in various cultures depending on the weather. Show pictures or the technological tool's hotspots featuring traditional clothing from different countries (e.g., a kimono from Japan or a poncho from Mexico).
2. Exploring Hotspots (Students): Guide students to use the technological tool [Hotspot A1](#) to click on hotspots that display different traditional costumes. As they explore, read aloud the costume's name and the country it's from, emphasizing pronunciation.
3. Matching Game (Students): Using flashcards, students will match the name of the costume with the correct picture from the hotspot tool. Example: Match "kimono" with the image of the traditional Japanese costume.
4. Interactive Colouring (Students): After matching, provide colouring pages featuring simple images of the costumes they explored. As students, colour, help them repeat the vocabulary for each item.
5. Weather and Costumes (Teacher): Ask simple questions like, "Is it hot or cold where people wear this costume?" Help students respond with one-word answers, such as "Hot" or "Cold."

A2

1. Introduction (Teacher): Show more detailed images of traditional costumes from around the world using the hotspot tool. Introduce some additional vocabulary, such as "jacket," "dress," "hat," and link it to the weather. For example, "In cold weather, people wear jackets."
2. Exploring Hotspots (Students): Students will explore the hotspot tool independently, selecting costumes and listening to the description of what people wear in that country. Example: "This is a poncho. People in Mexico wear it when it's chilly."
3. Sentence Creation (Students): After exploring, ask students to describe the costumes in basic sentences. Example: "This is a kimono. People wear it in Japan. It's warm in Japan during summer."
4. Matching Game (Students): Play a digital or physical matching game where students match costumes to weather conditions. Example: Poncho (cool weather) – Sandals (hot weather).

5. Colour and Label (Students): Provide more complex colouring pages with costumes from various countries. As they colour, students will label the costumes with words like "dress," "hat," or "scarf," and add a simple sentence about the weather in that region.

B1

1. Introduction (Teacher): Use the [Hotspot B1](#) to show costumes from different countries. Discuss how costumes can reflect the culture, values, and weather conditions of a country. For example, "In Russia, people wear fur coats because it is very cold in winter."
2. Exploring Hotspots (Students): In pairs, students will explore the hotspot tool, clicking on different costumes and taking notes on what they see. Ask them to write down a few facts, such as, "The Maasai in Kenya wear colorful clothes because it is part of their culture, and the weather is hot."
3. Class Discussion (Teacher/Students): After exploring, lead a discussion where students share what they learned. Ask questions like, "Why do people in cold countries wear thicker clothing?" or "What materials are used in hot weather?"
4. Costume and Weather Descriptions (Students): Have students write short paragraphs describing a traditional costume, explaining how it reflects the weather and culture. Example: "In India, people wear saris made of light fabric because it is hot. The sari is part of their culture and is worn during celebrations."
5. Colouring and Explanation (Students): Students will colour pictures of more detailed costumes from the hotspot tool and write short explanations about the weather and cultural significance of the costume.

Native Speaker Level:

1. Introduction (Teacher): Use technological tools to show complex traditional costumes from various countries. Introduce the idea that costumes represent not just weather but also cultural identity, history, and values. Technological Tools are - [Find the word that Matches the Description](#) and [Example Sentences](#)
2. Exploring Hotspots (Students): Students will explore the hotspot tool independently, choosing one or two costumes to research in-depth. They will focus on how the costume reflects both the climate and the culture. Example: "The kimono is worn during ceremonies in Japan. It's made of silk because Japan can be hot in the summer, but people wear layers in winter."
3. Cultural Reflection Writing (Students): After researching, students will write a reflection on how the costumes they explored represent the culture and the weather. Example: "The Inuit in Canada wear fur-lined coats because it is freezing in the Arctic. The clothing is not just practical; it is also part of their cultural identity."
4. Group Presentations (Students): Students will present their findings to the class, sharing details about the costumes and their

	<p>connection to both culture and climate. They should focus on using advanced vocabulary and thoughtful explanations.</p> <p>5. Detailed Colouring and Comparison (Students): Students will colour intricate costumes from the hotspot tool, then write a comparative analysis about how different cultures' clothing adapts to their environment and traditions.</p>
Language skill	<ol style="list-style-type: none"> 1. Speaking: Students will practice pronunciation of costume-related vocabulary and engage in discussions about cultural traditions and weather. They will describe what they see and explain how the costumes are suited to different climates, using full sentences. 2. Listening: Students will listen to teacher explanations, descriptions of costumes from the technological tool, and peer presentations, improving their ability to comprehend spoken information and follow instructions. 3. Reading: Students will read descriptions of traditional costumes and cultural practices, developing their ability to recognize and understand new vocabulary related to clothing, culture, and weather. 4. Writing: Students will write sentences or paragraphs about the traditional costumes they explore, describing the relationship between the clothing and the weather or culture. This will help them develop writing skills in sentence structure, vocabulary use, and descriptive writing.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Respect for Cultural Diversity: Students will learn to appreciate different cultural traditions by exploring costumes from around the world. They will develop respect for the ways people express identity through clothing. 2. Curiosity and Openness: Students will engage with new cultural knowledge by exploring costumes and their significance. This will foster curiosity and an openness to learning about diverse cultural practices and lifestyles. 3. Empathy and Understanding: By studying how different cultures dress according to weather and tradition, students will develop empathy for how climate and cultural factors influence people's lives and customs. 4. Reflection on One's Own Culture: Through comparisons with their own culture, students will reflect on how their cultural customs are similar to or different from those they are studying, promoting self-awareness and global citizenship. 5. Global Awareness and Critical Thinking: Students will analyze how geography, climate, and history shape cultural traditions. They will gain a broader perspective on the world and learn to think critically about how clothing can reflect both practical and symbolic needs.
Type of learning Activity	
Learning Outcome	<ol style="list-style-type: none"> 1. Cultural Awareness: Students will develop an understanding of traditional costumes from different cultures and how they reflect weather conditions and cultural identity.



	<ol style="list-style-type: none">2. Vocabulary Development: Students will expand their vocabulary related to clothing, culture, and weather, using new words in both speaking and writing.3. Connection Between Climate and Culture: Students will be able to explain how weather impacts the clothing choices of people in different parts of the world.4. 4. Critical Thinking and Reflection: Students will be able to analyze and compare how traditional clothing reflects cultural values, history, and identity, as well as practical adaptations to weather
Objective (Link to Curriculum and/or European frameworks)	

Educators Resources

A1	A2	B1	NS
<p>Kimono (Japan) Definition: A traditional Japanese robe with wide sleeves and a sash. Example: The kimono is worn on special occasions.</p>	<p>Kaftan (Middle East) Definition: A long, loose-fitting garment with wide sleeves. Example: The kaftan is worn in many Middle Eastern countries.</p>	<p>Kimono (Japan) Definition: A traditional Japanese garment with wide sleeves and a sash, often worn during festivals and formal occasions. Example: The kimono is a symbol of Japanese culture and is worn during tea ceremonies and weddings.</p>	<p>Cheongsam (China) Definition: A fitted dress with a high collar and side slits, representing traditional Chinese elegance. Example: The cheongsam is worn during Chinese New Year and other cultural celebrations.</p>
<p>Sari (India) Definition: A long piece of cloth wrapped around the body and draped over the shoulder. Example: Women wear saris in India.</p>	<p>Traje de Flamenca (Spain) Definition: A colorful dress with ruffles, worn during the Flamenco dance. Example: The traje de flamenca is worn at festivals in Spain.</p>	<p>Sari (India) Definition: A long piece of cloth wrapped elegantly around the body and draped over the shoulder, commonly worn by women in India. Example: The sari is worn in various styles across India, reflecting the diverse cultural heritage of the country.</p>	<p>Kanga (East Africa) Definition: A colorful fabric wrapped around the body, worn by women in Kenya and Tanzania. Example: The kanga is not only clothing but also a means of communication through its printed messages.</p>
<p>Poncho (Mexico) Definition: A large piece of fabric with a hole for the head, worn like a cape. Example: The poncho keeps people warm</p>	<p>Dashiki (West Africa) Definition: A colorful, loose-fitting shirt. Example: The dashiki is worn in many West African countries.</p>	<p>Poncho (South America) Definition: A large piece of fabric with a hole for the head, worn as a cloak. Example: The poncho is a traditional garment in many South American countries, used for warmth and protection from the rain.</p>	<p>Gho (Bhutan) Definition: A knee-length robe tied with a belt, worn by men in Bhutan. Example: The gho is the national dress of Bhutan, worn during official ceremonies and daily life.</p>
<p>Kilt (Scotland) Definition: A knee-length skirt for men, made of tartan cloth. Example: The kilt is part of Scottish tradition.</p>	<p>Lederhosen (Germany) Definition: Leather shorts with suspenders. Example: Men wear lederhosen at Oktoberfest.</p>	<p>Sarong (Southeast Asia) Definition: A long piece of cloth wrapped around the waist, commonly worn in Indonesia, Malaysia, and other</p>	<p>Barong Tagalog (Philippines) Definition: An embroidered formal shirt made of lightweight fabric, worn by men in the Philippines.</p>

		<p>parts of Southeast Asia.</p> <p>Example: The sarong is versatile and can be worn in various styles, reflecting the cultural diversity of the region.</p>	<p>Example: The barong tagalog is a traditional attire for formal occasions and weddings in the Philippines.</p>
<p>Dashiki (West Africa)</p> <p>Definition: A colorful, loose-fitting shirt.</p> <p>Example: The dashiki is worn in many West African countries.</p>	<p>Abaya (Middle East)</p> <p>Definition: A long, black robe worn by women.</p> <p>Example: The abaya is common in Saudi Arabia.</p>	<p>Thobe (Middle East)</p> <p>Definition: A long, white robe worn by men, commonly seen in Saudi Arabia and other Gulf countries.</p> <p>Example: The thobe is a traditional garment that signifies cultural identity and heritage in the Middle East.</p>	<p>Qipao (China)</p> <p>Definition: A traditional Chinese dress with a high collar and tight fit, often made of silk.</p> <p>Example: The qipao is worn during significant cultural events like Chinese New Year.</p>
<p>Hanbok (Korea)</p> <p>Definition: Traditional Korean clothing with vibrant colors and simple lines.</p> <p>Example: Koreans wear the hanbok on holidays.</p>	<p>Batik (Indonesia)</p> <p>Definition: A fabric with intricate patterns, often used for clothing.</p> <p>Example: Batik shirts and dresses are popular in Indonesia.</p>	<p>Dirndl (Germany)</p> <p>Definition: A traditional dress with a tight-fitting bodice, full skirt, and apron, typically worn in Bavaria.</p> <p>Example: The dirndl is a popular attire for women during Oktoberfest in Germany.</p>	<p>Lederhosen (Germany)</p> <p>Definition: Leather shorts with suspenders, traditionally worn by men in Bavaria.</p> <p>Example: Lederhosen are a common sight during Oktoberfest and other Bavarian festivals.</p>
<p>Cheongsam (China)</p> <p>Definition: A tight-fitting dress with a high collar and slits.</p> <p>Example: The cheongsam is worn during celebrations in China.</p>	<p>Thobe (Middle East)</p> <p>Definition: A long robe worn by men.</p> <p>Example: Men in Saudi Arabia wear the thobe.</p>	<p>Kaftan (Middle East)</p> <p>Definition: A long, flowing garment with wide sleeves, often decorated with intricate embroidery.</p> <p>Example: The kaftan is worn in various Middle Eastern countries and is popular for its comfort and elegance.</p>	<p>Abaya (Middle East)</p> <p>Definition: A long, black robe worn by women in many Middle Eastern countries, symbolizing modesty.</p> <p>Example: The abaya is a significant part of women's clothing in Saudi Arabia and the UAE.</p>
<p>Dirndl (Germany)</p> <p>Definition: Traditional dress with a tight bodice, full skirt, and apron.</p>	<p>Kanga (East Africa)</p> <p>Definition: A colorful fabric wrapped around the body.</p>	<p>Dashiki (West Africa)</p> <p>Definition: A vibrant, loose-fitting shirt that is a staple of West African fashion.</p>	<p>Batik (Indonesia)</p> <p>Definition: A traditional fabric decorated with intricate patterns, often used for</p>

<p>Example: Women wear dirndls at Oktoberfest.</p>	<p>Example: Women in Kenya and Tanzania wear kangas.</p>	<p>Example: The dashiki is often worn during celebrations and ceremonies in countries like Nigeria and Ghana.</p>	<p>making shirts and dresses. Example: Batik clothing is a cultural icon in Indonesia, known for its unique designs and craftsmanship.</p>
<p>Sarong (Southeast Asia) Definition: A long piece of cloth wrapped around the waist. Example: People wear sarongs in Indonesia and Malaysia.</p>	<p>Qipao (China) Definition: Traditional dress with a high collar and tight fit. Example: The qipao is worn during Chinese New Year.</p>	<p>Kilt (Scotland) Definition: A traditional Scottish garment, resembling a skirt, made of woolen tartan fabric. Example: The kilt is typically worn by men during cultural events and Highland games in Scotland.</p>	<p>Aloha Shirt (Hawaii) Definition: A brightly patterned shirt, often made of lightweight fabric, worn for both casual and formal occasions in Hawaii. Example: The Aloha shirt is commonly worn during Hawaiian luaus and parties, representing the relaxed and tropical culture of the islands.</p>
<p>Gho (Bhutan) Definition: A knee-length robe tied with a belt. Example: Men wear the gho in Bhutan.</p>	<p>Barong Tagalog (Philippines) Definition: An embroidered shirt worn by men. Example: Men wear the barong tagalog at formal events in the Philippines.</p>	<p>Hanbok (Korea) Definition: Traditional Korean clothing characterized by its bright colors and simple lines, worn during festivals and celebrations. Example: The hanbok is an important part of Korean heritage and is worn during Lunar New Year and Chuseok.</p>	<p>Kamleika (Aleut/Alaska) Definition: A waterproof coat traditionally made from the skins of marine animals, worn by the Aleut people in Alaska. Example: The Kamleika was worn by the Aleut to protect against wind and rain while hunting in harsh coastal conditions. The design of the coat allowed freedom of movement while keeping the wearer dry.</p>

ML.ICC.3

Code 2.1, 2.2, 2.3

Teacher station
Technology station
Independent Station

- Today you will be talking about how different people wear different clothes.
- When the teacher tells you click on the [Hotspot A1](#) to display different clothes from different countries.
- After play a matching game, where you need to match the name of the costume with the correct image.
- The teacher will give you some costumes to colour.



ML.ICC.3

Code 2.1, 2.2, 2.3

Teacher station
Technology station
Independent Station

- Today you will be talking about how different people wear different clothes.
- When the teacher tells you click on the [Hotspot A2](#) to display different clothes from different countries.
- After play a matching game, where you need to match the name of the costume with the correct image.
- Write a few sentences describing the costume
- The teacher will give you some costumes to colour.



ML.ICC.3

Code 2.1, 2.2, 2.3

Teacher station
Technology station
Collaboration station
Independent Station

- Today you will be talking about how different people wear different clothes.
- When the teacher tells you click on the [Hotspot B1](#) to display different clothes from different countries.
- In pairs explore the different costumes and take notes about the costume and also about the weather.
- Questions
 - Why do people in cold countries wear thicker clothing?
 - What materials are used in hot weather?
- Write a short paragraph about the traditional costume and how it reflects the weather and culture. Example: "In India, people wear saris made of light fabric because it is hot. The sari is part of their culture and is worn during celebrations.
- Draw a picture of one of the costumes you learnt about.



ML.ICC.3

Code 2.1, 2.2,
2.3

Teacher
station
Technology
station
Collaboration
station
Independent
Station

- Today you will be talking about how different people wear different clothes.
- When the teacher tells you click on the technological [Find the word that Matches the Description](#) and [Example Sentences](#) to display different clothes from different countries.
- Research in groups how the costumes represent the culture and weather. Example: “The Inuit in Canada wear fur-lined coats because it is freezing in the Arctic. The clothing is not just practical; it is also part of their cultural identity.”
- Present your findings to the class.
- Colour a costume from the hotspot tool.

Task Three – Cultural Customs

Description

ML.ICC.3, 3.1

ML.ICC.3, 3.2

ML.ICC.3, 3.3



Materials Needed:

- Colouring pages representing customs from different cultures
- Pictures depicting cultural customs
- A set of interview questions about cultural customs
- Crayons, coloured pencils, or markers

Technological Tools

A1 – [Fill in the gaps](#)

A2 – [Fill in the gaps](#)

B1 – [Fill in the gaps](#)

NS – [Fill in the gaps](#)

NS – [Example Sentences](#)

A1

- Introduction to Cultural Customs (Teacher): Introduce the concept of cultural customs in simple language. Explain that different countries and groups of people have their own special traditions, festivals, and clothing.
- Colouring Pages (Teacher): Distribute colouring pages that show different cultural customs, such as people celebrating a festival, traditional dances, or wearing traditional clothing.
- Colouring (Students): Allow students to colour the pages using crayons or markers. As they colour, walk around the room to provide vocabulary about the images, such as "This is a sari" or "They are dancing."
- Sharing (Students): After colouring, ask students to show their pictures to the class. Have each student share what they think is happening in the picture. For example, "They are dancing," or "She is wearing a red dress."
- Technological Tool: Students can complete the [Fill in the gaps](#) tool about the various customs.

A2

1. Introduction to Expanded Cultural Customs (Teacher): Provide more detailed descriptions of cultural customs. Show pictures of various cultural practices, such as weddings, holidays, and food preparation.
2. Picture Description (Students): Give each student a picture that depicts a specific cultural custom. Ask them to describe what they see in basic sentences. Encourage them to use adjectives, such as: "I see a man wearing a colourful costume." "They are eating a big meal at a festival."
3. Group Discussion (Class): After describing the pictures, gather the students to discuss what they observed. Ask questions like, "What colours did you see?" or "What do you think they are celebrating?"

4. Colouring Pages (Teacher): Distribute colouring pages that show different cultural customs, such as people celebrating a festival, traditional dances, or wearing traditional clothing.
5. Technological Tool: Students can complete the [Fill in the gaps](#) tool about the various customs

B1

1. Introduction to Global Cultural Customs (Teacher): Provide a deeper explanation of various cultural customs from around the world. Show pictures or short videos that depict a wider range of traditions, festivals, and ceremonies. Discuss how these customs reflect the values or history of different countries. For example, talk about how Holi celebrates the arrival of spring in India or how the Day of the Dead honors ancestors in Mexico.
2. Cultural Interview Activity (Students): Pair students up and give each pair a different picture of a cultural custom. Ask them to interview each other using the following questions:
 - "What do you see in this picture?"
 - "Why do you think they are celebrating?"
 - "What special clothing or items do you see?"
3. Encourage students to use more complex sentences and descriptive language, such as, "I see people wearing traditional clothing made of silk. They might be celebrating a wedding because everyone looks very happy."
4. Group Discussion (Class): After the interviews, bring the class together for a group discussion. Ask pairs to share what they discovered in their interviews. Pose questions like, "How does this celebration differ from ones you know?" or "What similarities do you notice between different customs?"
5. Cultural Colouring Pages (Teacher): Distribute colouring pages featuring complex cultural scenes, such as a Maasai jumping ceremony or a Venetian carnival. As students colour, encourage them to think about the cultural significance of what they are colouring. Provide prompts like, "Why do you think the masks are so colourful?" or "What is special about this traditional dance?"
6. Cultural Comparison Writing (Students): Once colouring is complete, ask students to write a few sentences comparing the cultural custom they coloured with a celebration from their own culture. For example, "In the Venice Carnival, people wear masks and dance in the streets. This is similar to our Halloween because we also wear costumes."
7. Technological Tool: Students can complete the [Fill in the gaps](#) tool about the various customs

Native Speaker Level:

1. Introduction to Cultural Diversity (Teacher): Provide an advanced introduction to cultural diversity. Show a variety of images and videos that highlight customs, festivals, and celebrations from across the globe. Emphasize how these

customs shape the identity and values of different cultures. Explain the deeper meanings behind cultural customs, such as how the Maasai jumping dance is a sign of strength and bravery, or how the Chinese New Year symbolizes new beginnings and good fortune.

2. Cultural Investigation (Students): Assign each student or small group a cultural custom to investigate. Give them an image and some background information about the custom. Ask them to write a short paragraph answering questions like:
 - "What is the custom about?"
 - "Why is this tradition important to the people who celebrate it?"
 - "How does this custom reflect the culture's values?"Encourage students to use advanced vocabulary and detailed explanations, such as, "The Maori perform the haka to express unity and strength before a challenge. This dance is a powerful symbol of their heritage."
3. Class Presentation (Students): Each group presents their findings to the class, sharing the significance of the custom and what they learned. As students present, ask follow-up questions like, "How is this custom similar to one you know?" or "What makes this tradition unique?"
4. Advanced Cultural Colouring Pages (Teacher): Provide detailed colouring pages depicting intricate cultural customs, such as Japanese tea ceremonies or a Brazilian Carnival parade. While students are colouring, discuss the symbolism of the colours, costumes, or items in the pictures. For example, talk about how the Japanese tea ceremony is about mindfulness and simplicity, and how every action and item has a purpose.
5. Cultural Reflection Writing (Students): After colouring, ask students to write a short essay reflecting on the custom they coloured. Have them focus on why they think the custom is important and what they found most interesting about it. Example: "I coloured a picture of the Japanese tea ceremony. I learned that this custom is about peace and reflection. The careful movements of the tea master show how important patience and mindfulness are in Japanese culture."
6. Technological Tool: Students can complete the [Fill in the gaps](#) tool about the various customs and the [Example Sentences](#).

Language skill

1. Listening: Students will practice listening carefully to their classmates during presentations and interviews.
2. Speaking: Students will describe cultural customs, participate in interviews, and present their findings to the class
3. Reading: Students will read interview questions, picture descriptions, or simple vocabulary related to cultural customs
4. Writing (Optional for higher levels): Students will write answers to interview questions or summaries of what they learned about cultural customs.



Competences for democratic culture	<ol style="list-style-type: none">1. Co-operation and Collaboration: Students will work together during interviews, pair activities, and group discussions, fostering teamwork and mutual support.2. Respect for Diversity: Through learning about different cultural customs, students will develop respect for diversity and appreciate the uniqueness of various traditions.3. Empathy and Active Listening: Students will practice empathy by listening to their peers' stories and experiences, and by showing interest in different cultural practices.4. Responsibility and Accountability: Students will take responsibility for completing their tasks, whether it is colouring, describing pictures, or conducting interviews.1. 5. Civic-Mindedness: Through learning about cultural customs, students will gain a better understanding of global cultures and the role that traditions play in communities.
Type of learning Activity	
Learning Outcome	<p>By the end of the activity, students will:</p> <ol style="list-style-type: none">1. Learn and Use Cultural Vocabulary: Develop vocabulary related to cultural customs, such as festivals, traditional clothing, and food.2. Appreciate Cultural Diversity: Gain an understanding and appreciation for cultural customs from different parts of the world.3. Develop Descriptive Language Skills: Enhance their ability to describe images, customs, and personal experiences using appropriate vocabulary and adjectives.4. 4. Improve Listening and Speaking Confidence: Build confidence in speaking and listening by participating in group discussions and interviews.
Objective (Link to Curriculum and/or European frameworks)	

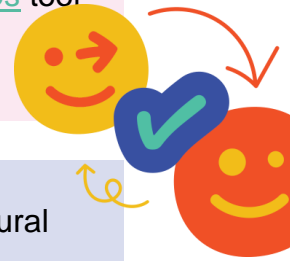
Educators Resources

A1	A2	B1	NS
<p>Greeting (Japan) Custom: Bowing Definition: People bow to each other to say hello or show respect. Example: In Japan, people bow when they meet.</p>	<p>Celebration (United States) Custom: Thanksgiving Dinner Definition: Families gather to eat a big meal and give thanks. Example: In the United States, people have turkey for Thanksgiving.</p>	<p>Celebration (Brazil) Custom: Carnival Definition: A big festival with parades, music, and dancing before Lent. Example: Carnival in Brazil is famous for its colorful costumes and samba music.</p>	<p>Festival (Spain) Custom: La Tomatina Definition: A festival where people throw tomatoes at each other in the streets. Example: In Buñol, Spain, thousands of people participate in La Tomatina by throwing overripe tomatoes in a huge, messy food fight.</p>
<p>Mealtime (India) Custom: Eating with Hands Definition: People use their right hand to eat food. Example: In India, many people eat rice and curry with their hands.</p>	<p>Festival (India) Custom: Holi - Festival of Colors Definition: People throw colored powders at each other to celebrate spring. Example: During Holi in India, everyone gets covered in bright colors.</p>	<p>Respect (New Zealand) Custom: Hongi Greeting Definition: People press their noses together as a greeting. Example: The Māori in New Zealand greet each other with a hongi.</p>	<p>Celebration (Kenya) Custom: Maasai Jumping Dance Definition: A traditional dance where Maasai men jump as high as they can in a show of strength and bravery. Example: During special celebrations, Maasai warriors in Kenya perform a jumping dance, with each man trying to jump higher than the others.</p>
<p>Greeting (France) Custom: Kissing on the Cheek Definition: People kiss each other's cheeks as a greeting. Example: In France, friends kiss on the cheek to say hello.</p>	<p>Respect (Thailand) Custom: Wai Greeting Definition: People put their hands together and bow their heads. Example: In Thailand, people greet each other with a wai.</p>	<p>Festival (Japan) Custom: Hanami - Cherry Blossom Viewing Definition: People have picnics under blooming cherry trees. Example: In Japan, families and friends enjoy hanami in the spring.</p>	<p>Wedding (Morocco) Custom: Henna Ceremony Definition: A traditional pre-wedding ceremony where the bride's hands and feet are decorated with intricate henna designs. Example: At Moroccan weddings, the bride has a special henna ceremony where her hands and feet are</p>



			adorned with beautiful patterns for good luck.
<p>Celebration (Mexico) Custom: Piñata at Parties Definition: Children break a decorated container filled with candies and toys. Example: At birthday parties in Mexico, children hit a piñata.</p>	<p>New Year (Scotland) Custom: First-Footing Definition: The first person to enter a home after midnight brings good luck. Example: In Scotland, people visit friends' homes right after New Year starts.</p>	<p>Wedding (Nigeria) Custom: Traditional Attire Definition: Wearing colorful and elaborate clothes for the wedding ceremony. Example: Nigerian weddings are vibrant, with guests wearing traditional attire.</p>	<p>Respect (Greece) Custom: Smashing Plates Definition: Breaking plates as a way to celebrate or show joy at events such as weddings. Example: At weddings in Greece, people smash plates to celebrate happiness and good luck for the newlyweds.</p>
<p>Holiday (China) Custom: Giving Red Envelopes Definition: People give red envelopes with money inside during Chinese New Year. Example: In China, children receive red envelopes during the New Year.</p>	<p>Daily Life (Ethiopia) Custom: Coffee Ceremony Definition: A special way of preparing and drinking coffee with friends and family. Example: In Ethiopia, the coffee ceremony is an important social event.</p>	<p>Birthday (Russia) Custom: Pulling Ears Definition: Friends and family gently pull the birthday person's ears. Example: In Russia, it's a tradition to pull the birthday person's ears once for each year of their age.</p>	<p>Festival (China) Custom: Dragon Boat Festival Definition: A festival honoring the ancient poet Qu Yuan, where dragon boat races are held, and people eat sticky rice dumplings. Example: During the Dragon Boat Festival in China, people watch colorful dragon boat races and eat zongzi (sticky rice dumplings).</p>

<p>ML.ICC.3 Code 3.1, 3.2, 3.3</p> <p>Teacher station Technology Station Independent Station</p>	<ul style="list-style-type: none"> • Together with the teacher you will be discussing cultural customs and special traditions • The teacher will be giving you a colouring page of a national or celebration custom. Colour it in. • Share the picture in class and explain what is happening for example, "They are dancing," or "She is wearing a red dress." • When the teacher tells you click on the Fill in the gaps tool about the various customs.
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<p>ML.ICC.3 Code 3.1, 3.2, 3.3</p> <p>Teacher station Technology Station Independent Station</p>	<ul style="list-style-type: none"> • Together with the teacher you will be discussing cultural customs and special traditions. • The teacher will be showing you some pictures. Describe what you see • The teacher will be giving you a colouring page of a national or celebration custom. Colour it in. • Share the picture in class and explain what is happening for example, "They are dancing," or "She is wearing a red dress." • Discuss "What colours did you see?" or "What do you think they are celebrating?" • When the teacher tells you click on the Fill in the gaps tool about the various customs.
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<p>ML.ICC.3 Code 3.1, 3.2, 3.3</p> <p>Teacher station Technology Station Collaboration station Independent Station</p>	<ul style="list-style-type: none"> • Together with the teacher you will be discussing cultural customs and special traditions. • The teacher will be showing you some pictures. Describe what you see • The teacher will be giving you a picture to describe. In pairs ask each other the following questions <ul style="list-style-type: none"> • "What do you see in this picture?" • "Why do you think they are celebrating?" • "What special clothing or items do you see?" • Describe what you are seeing example "I see people wearing traditional clothing made of silk. They might be celebrating a wedding because everyone looks very happy." • The teacher will be giving you a colouring page of a national or celebration custom. Colour it in. • Share with the class what you have drawn and think about the cultural meaning. • Write a few sentences • When the teacher tells you click on the Fill in the gaps tool
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ML.ICC.3
Code 3.1, 3.2,
3.3

Teacher
station
Technology
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Collaboration
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Independent
Station

- Together with the teacher you will be discussing cultural customs and special traditions.
- The teacher will be showing you some pictures. Describe what you see
- In groups find information about a cultural custom that the teacher will give you.
- Write a short paragraph answering these questions.
Example "The Maori perform the haka to express unity and strength before a challenge. This dance is a powerful symbol of their heritage."
 - "What is the custom about?"
 - "Why is this tradition important to the people who celebrate it?"
 - "How does this custom reflect the culture's values?"
- Share your findings with the class
- The teacher will give you a cultural custom colouring page which you are to draw in.
- Write a paragraph about the custom you have just coloured. Example: "I coloured a picture of the Japanese tea ceremony. I learned that this custom is about peace and reflection. The careful movements of the tea master show how important patience and mindfulness are in Japanese culture."
- When the teacher tells you click on the [Fill in the gaps](#) tool and the [Example Sentences](#).

