

## Panwapa Formal Lesson: 1) Who am I? Part I

If computers are not available, each pupil needs paper copies of the "Panwapa Cards" handout.

Panwapa objectives	Build awareness and engender excitement for learning about the world. Build an appreciation for similarities and differences in traditions and lifestyles Build an appreciation between one's own culture and the cultures of others.	
Panwapa Outcomes	Identify unique aspects of themselves. Respect and value similarities and differences.	Identify positive aspects of their own identity. Realise the importance of similarities and differences.
Essential Questions	How are people around the world similar? How are people around the world different?	
Year Group	<b>Year One and Two      Reception</b> (adult led activity)	
National Curriculum Subject links (England and Wales)		Objectives/learning goals
(refer to Foundation and KS1 curriculum grids for detailed breakdown of learning objectives and links to other subjects)		
Key Stage One	<b>Citizenship QCA Unit 5 Living in a Diverse world</b>	To recognise and show respect for similarities and differences about identities and the things that contribute to our identity, including our membership of different groups To know about different communities, including family and school To recognise and respect diversity within their communities
	<b>SEAL Theme 1 New Beginnings</b>	To understand that they belong to a community To feel safe and content within their class To feel good about the ways they are similar and the ways they are different to others To know how to make someone feel welcome
	<b>ICT Unit 1C: The information around us</b> <b>Unit 1E: Representing information</b> <b>Unit 2C: Finding Information</b> <b>Unit 2E: Questions &amp; answers</b>	<b>key idea:</b> that information comes from a variety of sources and can be presented in a variety of forms <b>key idea:</b> that data can be collected and presented as pictograms <b>technique:</b> to use pictograms to answer simple questions <b>key idea:</b> that information can be represented as graphs but that this can only provide limited answers to questions
Foundation stage	<b>Social Development</b>	To work as part of a group or class, taking turns and sharing fairly (ELG 4) To understand that people have different needs, views cultures and beliefs, that need to be treated with respect. (ELG 7) To understand that they can expect others to treat their needs, views, cultures and beliefs with respect. (ELG 8)
Foundation Stage	<b>Emotional Development</b>	To have a developing respect for their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. (ELG 5) To have a developing respect for their own cultures and beliefs and those of other people. (ELG 6)

	<b>SEAL Theme 1 New Beginnings</b>	To know that people in group/class are like them. To like the ways we are all different and be able to tell something that is special about themselves.
	<b>Knowledge and Understanding of the World</b>	To begin to know about their own cultures and beliefs and those of other people (ELG 6) To begin to explore what it means to belong to a variety of groups and communities (ELG 9)
	<b>Communication, language and Literacy</b>	Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions (ELG 4) Interact with others, negotiating plans and activities and taking turns in conversation (ELG 6) Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Extend their vocabulary, exploring the meanings and sounds of new words (ELG 7)
<b>Time scale</b>	Day One: 40 minutes ( <i>Time may vary according to the connection speed and computers</i> ) Day Two: 50 minutes	
<b>Resources</b>	Computers with Internet access, Printer, Writing utensils, coloured pencils, Blank Panwapa Game Cards Handouts: Panwapa Cards, Panwapa Crafts, Instruments, Animals, Activities, Food, Sports	
<b>Preparation for lessons</b>	Teacher create user name and password for each child on <a href="http://www.panwapa.com">www.panwapa.com</a>	
<b>Suggested Activities</b>		
<b>Day One</b>	<b>Whole class Input</b>	<ol style="list-style-type: none"> <li>1. Begin the lesson by discussing what pupils have in common. Guide this discussion using examples of pupils' likes and dislikes of the Panwapa Card choices. For instance: <ul style="list-style-type: none"> <li>• Raise your hand if you like to play football.</li> <li>• Raise your hand if you play a musical instrument.</li> <li>• Raise your hand if you like to eat fish.</li> </ul> </li> <li>2. Tell pupils that just like they have things in common with other people in their classroom, they also have things in common with children all over the world. Inform pupils that they will be using Panwapa to learn about children living in different countries. The word <i>panwapa</i>, which comes from the Tshiluba (pronounced "che-loo-bah") language spoken in the Democratic Republic of the Congo in Central Africa, means "here on this earth." Panwapa is a floating island that travels the five oceans of the world. Therefore, it belongs to no country, but is simply "here on this earth."</li> <li>3. Familiarise the class with Panwapa World on the website <a href="http://www.panwapa.com">www.panwapa.com</a> Create a class avatar, home and flag.</li> </ol>

	<p><b>Guided/Independent work</b></p>	<ol style="list-style-type: none"> <li>1. Each pupil should log on to Panwapa using the username and password created by the teacher prior to the lesson.</li> <li>2. Pupils will create their Panwapa Flag, avatar (<i>an icon representing a person in cyberspace</i>), and home and setting based upon their personal preferences.  N.B. (<i>Pupils should not click the "Back" button on their browser while they are in the middle of creating their Panwapa Kid/Home/Flag; doing so may kick them out of the activity. Should pupils want to change their choices, they should finish the entire setup process and then make changes using the "Change Me" button.</i>)</li> <li>3. Once pupils have completed all three items, ask them to click on the "My Home" button located on the bottom left side of the window. This will display their avatar standing in front of the home they created along with their flag (known as the "Panwapa Me Page").</li> <li>4. If possible, print out each pupil's "Panwapa Me Page" to hang up in the classroom.</li> <li>5. If Internet access is unavailable, provide each pupil with a blank copy of the Panwapa Card (found on the "Panwapa Card" handout), a pencil and crayons or coloured pencils. Ask each pupil to draw a picture of themselves in the big box. Ask each pupil to draw the flag of his or her country in the box above his or her picture. In each of the six smaller boxes, ask pupils to use the attached various handouts to draw or paste their favourite: food, sport, activity, animal, craft, and musical instrument.</li> </ol>
	<p><b>Plenary</b></p>	<p>Ask the pupils to share what they chose and why they chose certain items. Were there similarities to their friends' choices. Ask them how their choices were different from those of their friends. Ask pupils to guess how their choices might compare to those of children in other countries. How would they be similar? How would they be different? Why? Inform the pupils that during the next lesson they will be comparing their choices to their classmates. (<i>If online access is available, pupils will also be comparing their choices to other Panwapa Kids' choices.</i>)</p>

<p><b>Day Two</b></p>	<p><b>Whole class Input</b></p>	<ol style="list-style-type: none"> <li>1. Review the previous lesson in which pupils created Panwapa Cards.</li> <li>2. Inform pupils that during this lesson they will compare the Panwapa Card that they created to those of other children in the class. They will also get the opportunity to look at and collect cards from Panwapa Kids around the world via the website.</li> <li>3. <i>During these activities, pupils will view each other's Panwapa Cards and compare themselves to their classmates.</i> <ul style="list-style-type: none"> <li>• Play "Stand-up/Sit-down". For example, sit in a circle, and tell everyone who likes pizza to stand up. Everyone sit down. Then ask everyone who likes rabbits to stand up.</li> <li>• After the game, talk about which things were the most popular, and which items only one or fewer pupils liked. Discuss that it's alright to like things that everybody likes and to like things that nobody else likes. Pupils will then go to the Panwapa site and find Panwapa kids who share the same likes.</li> </ul> </li> <li>4. Demonstrate to pupils how to visit Panwapa kids on the website. Go on a treasure hunt to find other children around the world with the same/different choices. <i>(Note: pupils need to be logged on in order to do a Treasure Hunt. Click on Bill the Bug's globe, log on, and then click on "Treasure Hunt" near the bottom right corner.)</i></li> </ol>
	<p><b>Guided/Independent work</b></p>	<p><b>Class based activity</b></p> <ul style="list-style-type: none"> <li>• Compare the Panwapa Card that they created to those of other children in the class.</li> <li>• Complete the hand Venn diagram activity on page 8 of <i>Panwapa Magazine</i>. In this activity, pupils trace the outlines of each other's hands onto a sheet of paper so that the palms overlap. Ask pupils to compare their Panwapa Cards with other pupils's cards. Pupils then write or draw the similarities between the cards in the space where the palms of the hands overlap, and write or draw the differences between their cards in the fingers.</li> <li>• Create a class Treasure Hunt based on pupils' Panwapa Cards. For example, ask the class to find a classmate who has one of the same items, then have pupils find a classmate with two of the same item, etc.</li> </ul> <p><b>Online computer based activity</b></p> <ul style="list-style-type: none"> <li>• Compare the Panwapa Card that they created to those of other children around the world using Panwapa world on the internet.</li> <li>• Ask pupils to complete one or more "Treasure Hunts" on Panwapa World. Remind pupils to leave their cards with the Panwapa Kids they visit.</li> </ul>

## Plenary

Class discussion based on the independent activity about similarities and differences.

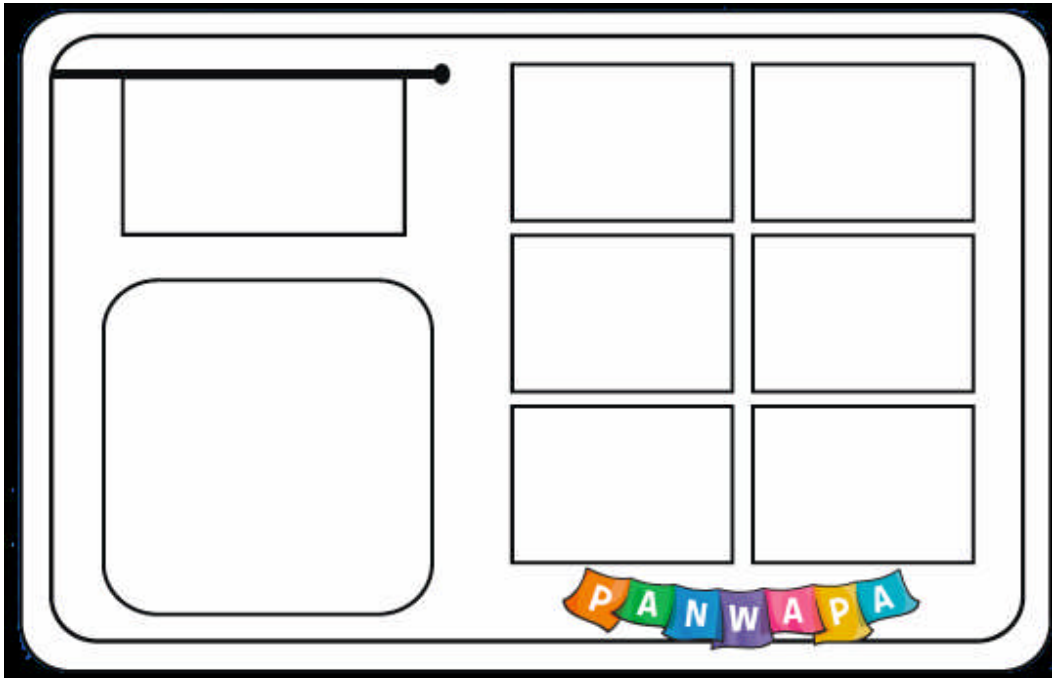
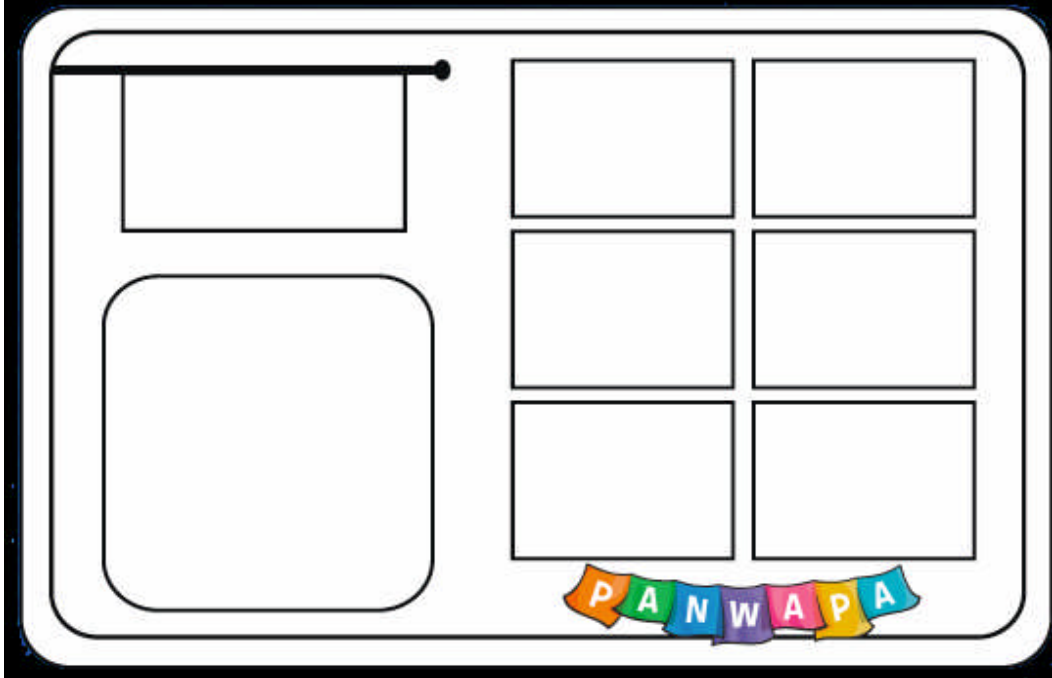
Guiding questions include:

- What did the pupils notice about each of the Panwapa Cards or the "Panwapa Me Page"?
- What makes each pupil's Panwapa Card or "Panwapa Me Page" unique?
- How are the class's Panwapa Cards or "Panwapa Me Pages" different?
- How are the class's Panwapa Cards or "Panwapa Me Pages" the same?
- Why are some of the items the same or different?
- Why doesn't everyone use the same items for their Panwapa Card or "Panwapa Me Page"?
- What did pupils notice about other Panwapa Kids' choices for their cards in other countries?

Reiterate that it is great to like something other people like, and it's also great to like something that nobody else likes. Our similarities and differences make each of us unique. Discuss how this activity demonstrates that even among the small group of pupils in class, there were many differences and similarities. Ask pupils to predict what might happen if the entire school—or even other children in the world—completed this activity. Highlight that pupils will have the opportunity to explore how other children around the world are similar and different by using Panwapa World.



## Panwapa Cards



# Panwapa Crafts



Deer Mask



Hornbill Mask



Huichol Mask



Kachina Doll



Lulua Mask



Russian Dolls



Nuna Buffalo Mask



Opera Mask



Orca Whale Mask



Pharaoh Mask



Shadow Puppet



Venetian Bird Mask



Worry Dolls

# Panwapa Instruments



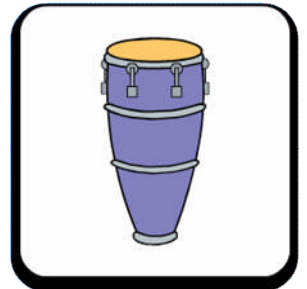
Banjo



Bonang



Clarinet



Conga



Dumbek



Electric Guitar



Flute



Hurdy Gurdy



Keyboard



Pan Pipe



Piano



Saxophone



Shakuhachi



Sitar



Guitar



Theremin



Trumpet



Violin

# Panwapa Sports



Badminton



Baseball



Basketball



Biking



Cricket



Hockey



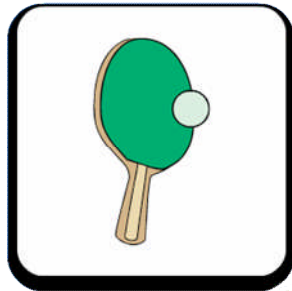
Frisbee



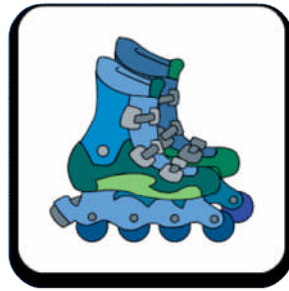
Kite Flying



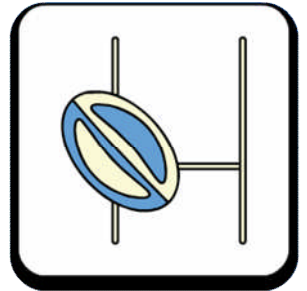
Martial Arts



Ping Pong



Roller Skating



Rugby



Scooter Riding



Skiing



Football



Swimming

# Panwapa Animals



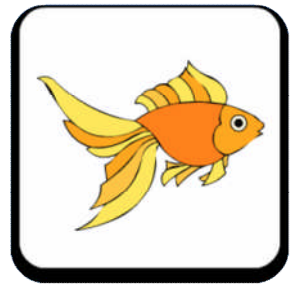
Bear



Cat



Dog



Fish



Frog



Guinea Pig



Horse



Lizard



Monkey



Mouse



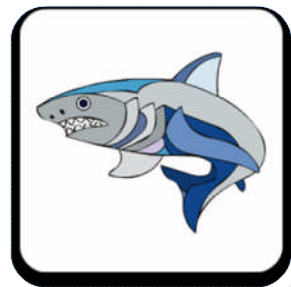
Parrot



Penguin



Rabbit



Shark



Sheep



Snake



Spider



Tiger



Turtle

# Panwapa Foods



Bread



Broccoli



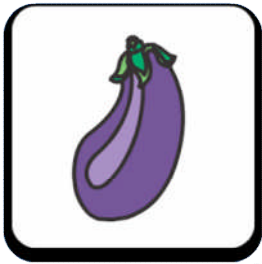
Carrots



Chicken



Dumplings



Aubergine



Fish



Fruit



Grapes



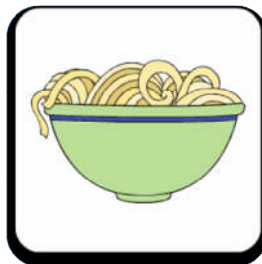
Ice Cream



Meat on a Stick



Meatballs



Noodles



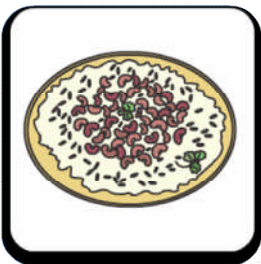
Pickles



Pizza



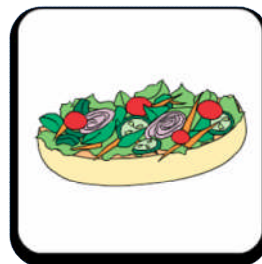
Popcorn



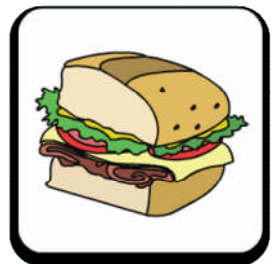
Rice and Beans



Rice



Salad



Sandwich



Sausage



Sushi



Taco



Tofu

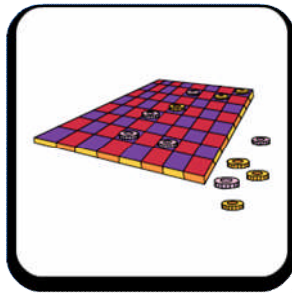


Watermelon

# Panwapa Activities



Art



Board Games



Computers



Cooking



Fishing



Gardening



Hiking



Jigsaw Puzzles



Skipping Rope



Marbles



Origami



Playground



Reading



Toys

From the people behind



In partnership with



Additional support from

