

Panwapa Whole School Citizenship Week (Formally Information booths)

A week of fun activities where groups of mixed aged children work together to create an interactive display culminating in a Local Community Exhibition

PHASE I	- Engaging with Panwapa	- Sessions 1, 2, 3
PHASE II	- Becoming a Global Citizen	- Sessions 4 and 5
PHASE III	- Creating Local Community Exhibition	- Sessions 6 to 10

Goals

- Gain an awareness of the wider world
- Appreciate similarities and differences
- Gain an understanding of and connection to their local community

Age range

- Reception to Yr6
- Grouped into mixed age working parties for the duration of the project

Timescale

Teachers are encouraged to adapt the project based on available resources and time scale. Ideally the project is an opportunity for children to work and interact in mixed age groups across the whole school culminating in Local community exhibition. In its most basic form the project could be adapted to become a class based activity where small groups of children contribute towards a whole class display.

Curriculum links [Refer to Foundation and KS1 curriculum grids for detailed breakdown of learning objectives and links to other subjects\)](#)

Foundation Stage

Social and Emotional Development

SEAL – (Red) Theme 1 New Beginnings

Problem solving, Reasoning and Numeracy

Knowledge and Understanding of the World

Communication, Language and Literacy

Key Stage One

PSHE/Citizenship QCA Unit 5 Living in a diverse world

SEAL (Blue) Theme 1 New Beginnings

Geography

ICT Unit 1C: The information around us, Unit 1E: Representing information,
Unit 2C: Finding Information, Unit 2E: Questions & answers

Tips for the project

- Encourage pupils to reflect on their learning in a daily circle time or project diary
- Incorporate multimedia whenever possible
- Encourage and foster the involvement of parents, and other community members

PHASE I - Engaging with Panwapa

Sessions 1, 2, 3 – In the first phase, pupils will familiarize themselves with Panwapa World and the Panwapa muppets. This phase is also an opportunity to establish group norms to be used for the duration of the project.

Videos:

- **Panwapa DVD: (see Formal lessons – lesson 3,5,6,7,8)**

There are 4 video stories and 8 live action movies (LAFs) that welcome pupils to Panwapa Island. These can be accessed on the Panwapa pack DVD or via www.panwapa.com.

Refer to the Guide to Video stories and movies for themes, discussion points and follow up activities. Play one or two of these videos in each of the next three sessions to introduce pupils to the characters and the ideas that inform the characters' lives.

Online:

- **Creating Avatars: (see formal lessons – Lesson 1, 2)**

Each group will begin by accessing the Panwapa Web page and creating an avatar for each child. (If the group is too large, you may want to create just one avatar for the group, or break children into small groups that create their own avatars).

- **Treasure Hunts: (See formal lessons - lesson 1, 2, 4)**

Groups will explore the Web site *Panwapa World*, leaving Panwapa Cards in as many countries as time permits and participating in Treasure Hunts. The goal of this activity is to familiarize pupils with basic geography.

- **Panwapa Cards: (see formal lessons – Lesson 1- 2)**

Each pupil will make his or her own Panwapa Card. A reproducible version of this card is available in the Panwapa magazine, which is downloadable from the caregiver section of the site. On the card, pupils develop and write their own personal motto, which should be conceived in the spirit of Panwapa and global citizenship. This motto can be taken from the Panwapa Power Pact or devised independently.

- **Koko's Hide and Seek: (See formal lessons – lesson 7)**

In this game, available on the Panwapa Web site, pupils have the opportunity to learn words in any one of five languages. Each Panwapa child may want to set personal goals. For example, pupils may want to try to learn at least three words in each of the five languages.

- **Panwapa Movie Playalong: ((See formal lessons – lesson 3,6,7,8)**

This activity, available on the Panwapa Web site, presents eight interactive films designed to raise questions about how children around the world fulfill basic needs ranging from food, water and shelter to obtaining literacy and education.

Classroom Activities:

- **Build a Tradition:**

Discuss what makes certain practices “traditions.” For instance, talk about how traditions are meaningful and important to people, and are often passed down from one generation to the next. A tradition might involve making certain crafts or foods, is usually repeated periodically, and can involve friends and family. Remind pupils that there are traditions in Panwapa as well. For example, Panwapa folks have a sing-along every Saturday night in the gazebo to honour how they first came together as a community and the sheep baaa at the sun once a week to give thanks for having arrived safely at Panwapa Island. Invite pupils to share their family traditions. Then ask them to work together to create a tradition for every time the class or group convenes. Through these traditions, children will let their voices and values be heard within their community. Ask children what others might learn from their new traditions.

- **Panwapa Flags:**

The culminating activity of this phase is making a Panwapa flag for your class or group. The flag should picture the six things that are most important to you as a group and that you feel best communicates who you are and what you stand for.

PHASE II - Becoming a Global Citizen

Sessions 4 and 5 - Once groups are fully familiar with the online world, they should continue to check their mail, send Panwapa Cards, and go on Treasure Hunts to earn new Cards. The focus of this next phase is to extend pupils' learning beyond the online world and into their real-life community. Using the magazine as your guide, choose 2 – 6 activities in which to engage the group. Suggested activities include the following:

Needs and Wants Game (See formal lessons - lesson 4) **(Full description available in magazine)**

- The following script can be used to present the Needs and Wants Game: Imagine you are on a boat heading to an area of Panwapa Island where no one has been before.

Think of all the things you will need to take with you to live on Panwapa Island. *Children take turns naming 1 thing they would take. (If you can, write down or draw children's suggestions on cards or pieces of paper.) Keep going around the circle until the children have run out of suggestions.*

It looks like the boat does not have much room! Choose 12 things from this list to take with you; leave the rest behind. *Write down the items children choose; if using cards, separate them into "take" and "leave" piles.*

Oh dear, your little boat is STILL overloaded. You can only take 6 things with you: which 6 things will you keep, and which 6 will you leave behind?

Help children consider: are these things they will need in order to survive on the island, or things they want, which are not actually essential for their survival? Are there some other "needs" that they may have missed?

I'll Trade You (Full description available in magazine)

- Explain that generally, people or groups of people trade things that they have too much of, for things that they don't have enough of in order to improve their lives.
- Ask pupils to choose a group: it might be their family, school, local area, or community.

Ask them to think about:

The goods that group has (toys, kinds of food, or materials for building or making things)

The skills that group has (these might include knowing how to read, cook, sing or hunt).

Record ideas by making a list or drawing pictures.

Consider some of the things your group needs. Write or draw those things as well.

Now, identify who might have those things.

- Set up what you think might be a fair trade. Pupils can role-play both sides, working out the best way to make an exchange that is good for everyone.

In the end, is each group better off? Are you trading for needs or for wants?

A Warm Welcome (see formal lesson 6)
(Reproducible version available in magazine)

- In the magazine, we present how to say 'Welcome' in five languages. Using this information or finding out how to say 'Welcome' in additional languages, create a Welcome sign. Use pebbles, wood, straw, sand, and whatever art supplies are available to create a sign or sculpture for public display outside your school.

International Treasure hunt (See formal lessons – lesson 1,2,4)
(Full version available in Panwapa magazine)

- Small groups or even individual children can go on a treasure hunt in which the "treasure" is diversity.

Challenge them to find the following:

- A person who speaks more than one language (pupils get bonus points for finding someone who speaks more than *two* languages).
- A food made or grown in another country.
- A dish made using a recipe from another country.
- Something in your home made in another country.
- Words are from another language.
- Pictures of or from other countries (photos, magazine or newspaper clippings, postcards, or maps).

PHASE III - Creating Local Community Exhibition

Sessions 6 to 10 –The following activities are designed to familiarize pupils with their own communities, thereby instilling in them a sense of pride in what their community has accomplished, as well as a sense of potential about what their community can become. For children, global citizenship begins in their own community, because this is where the larger world begins. Understanding, investigating and connecting with community is the first step in engaging with the larger world.

This section culminates in the creation of display about the community.

The task:

'Panwapa Island is floating towards our class, and that Azibo, Koko, Bill the Bug, Tungar, Athena, and Baabra and her family will soon be visiting. What do you want them to know about where you live?'

For the purposes of this project, community is defined as a geographic location. Remind pupils that they are all also part of religious, ethnic, and other communities that are not confined to one location.

With this definition in place, the groups can approach the display using all or some of the tools below.

- **A Map** - Make a map of your community. Bill in particular will want to know how to get around. A basic map with a few highlights for the Panwapa friends will be a great place to start.

Preparation:

- This is a map for children. Begin by conducting a group brainstorming session about places in your community that are important in the lives of young people.
- Find a variety of maps of the community from a variety of sources including the internet.
- From these maps, choose one that is easy to read and understand. Then copy the map onto a transparency or Interactive Whiteboard. Project the transparency onto a large piece of paper hung on a wall. Ask older pupils or adult helpers to trace an outline of the skeleton of the map so that pupils can fill in with the items below.

Extension activities:

- Visit archives and museums to see older maps of their community.
- Visit arboretums, botanical gardens, and parks in the area to learn about the topographical features of the community.
- Interview community members about locations that should be on the map.

Features to include on map:

- Most interesting areas of nature
- Walking and cycle routes

- Habitat of the most interesting and common local animal
- Bodies of water and swimming pools
- Coolest building or kind of building
- Sports facilities
- Entertainment/leisure facilities
- Schools
- Libraries
- Zoos and aquariums
- Parks, playgrounds, and amusement parks
- Museums
- Landmarks
- Popular places where children and families go, like favourite restaurants

Extension Activities:

- Create a guided tour to go with the map. Pupils might want to make multiple tours for multiple interests, such as an art tour, a nature tour, and / or a historical tour.
- Make the map into a treasure hunt around town. Ask pupils to look for the various landmarks by following the clues that your group creates.
- Create the map on google maps and upload digital pictures and audio recordings about the places you include.

Reflection:

- What parts of your local area are most important to you? Why?
- Are these spaces on existing maps of your community? Why or why not?
- What did you learn about your local area from doing this activity?
- How have your ideas about your community changed after doing this activity?

*Note that the map should be a working document that you add to as you keep exploring. This is a good first activity because it defines what the community is, and it gives children ideas about places to visit for research for future components of the project.

- **A Timeline** - Create a timeline of historical events in your community.

Preparation:

- Read about the local community in history books
- Visit archives and libraries and look at old newspapers and other historical documents
- Interview relatives and friends about their memories of the community
- In order to divide the work, groups of pupils could be assigned different decades or time periods to explore

Features to include:

- One piece of history that you would want to tell others (this can overlap decades)

- Series of historical events, preferably with illustrations or pictures from the time period
- Oral history interviews with members of the community to be made into a tape that people can listen to / video that people can watch
- Audio or video descriptions of what children in that area want to be when they grow up
- In high technology settings, consider making videos / recordings of interviews with members of the community who know about historical events. Then the timeline could be interactive – you could walk along it and play multimedia stories that are relevant to each decade.

Extension activities:

- Create a history book about the community.
- Create a historical documentary about a place or time in the community.
- Make a time capsule.
- Create a virtual or real museum exhibit about a place or time in the community.

Reflection:

- What did you learn about your community that you didn't know before?
 - How does what you learned change your view of your community?
 - What information did you find out that surprised you? Why was it surprising?
 - How did the information in your primary sources (like interviews and newspapers) compare with the information in your textbooks? How do you explain the differences?
- **A Community Portrait** - Create a booklet that focuses on the fun activities, opportunities and traditions that make the community unique.

Preparation:

- Visit the local Tourist information Board or Town Hall to get information about important annual events.
- Visit local religious institutions like churches, synagogues, mosques, and temples to learn more about their roles in the community. The same goes for other community-oriented organisations.
- Interview local people about traditions and celebrations they remember that may no longer exist or exist in different forms.
- Conduct a poll to get a sense of the various 'favourites' categories listed below.
- Visit local restaurants and ask chefs about the possibility of collecting recipes from them.
- Visit local Entertainment venues and interview performers and theatre staff about the arts in the community.

Features to include:

- Traditions: What are some of the traditions that are unique to this town or area? Ask pupils to find pictures of themselves and their families participating in these traditions, or ask pupils to take photographs of the traditions as they occur. Encourage pupils to go to archives and look for historical records of these traditions or others.
- Celebrations: What do children do on their birthdays? What are the most popular holidays and how does your community celebrate them? Again, try to find photographic evidence of these celebrations, and interview members of the community about them.
- Food: What do people in your community like to eat? What do people eat for every meal? Collect favourite recipes, or create menus reflecting what people eat for breakfast, lunch, and dinner.
- Music: What do people sing? When people dance, what music do they put on, and what dances do they do? Find or make recordings of songs that many people learned as children.
- Art: Is there a local craft that is popular in the area? Include instructions on how to make it.
- School: What do children like to do in school and after school? Take pictures and conduct interviews.
- Game: What are children's favourite board games? Ball games? Card games? Ask pupils to include pictures of people playing each game and a short list of rules and procedures for the game.
- Sports: What are the most popular sports for boys and girls? Encourage children to find newspaper clippings or other reports of these sporting events, or to write reports themselves.
- Toy or Gift: What is the thing that children most want in the area? Ask pupils to poll classmates or ask classmates to fill out wish lists.
- Business: Are there one or two local businesses that dominate the local economy or that employ a lot of the adults in that community? Are there small businesses that have a strong presence in the community? Ask pupils to interview members of these businesses and to record their history.

Extension Activities

- Partner with another community and exchange community portraits. Try to do recipes or crafts in your partner's book, or to learn music from the book. Document the results and exchange.
- Bind and publish a version of the book and make multiple copies to sell. Design a community service project and use the proceeds from book sales to fund the project.
- Have a fair displaying the crafts and recipes that have been created. Perform the music and dances that were found.
- Create a photography exhibit with photographs of landmarks people and activities.

Reflection:

- What have you learned about your classmates and people in your community?

- How does what you learned change the way you feel about your community?
- How do these activities reflect the uniqueness of your community?
- What are some sources of knowledge in your community that you discovered that you didn't know about?
- How can you tie these activities to historical research you have already done?

In the process of creating and displaying the community display, encourage pupils to identify needs in their communities. After the display is complete, discuss these needs, and try to develop solutions to them. This could then lead into a community service project. In fact, the activities can and should be paused at any point to give pupils the chance to develop community service projects based on what they learn about their community. It is through these projects that pupils truly become connected with the larger world, and begin to learn the skills necessary to effectively practice global citizenship.

From the people behind



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