

Panwapa Formal Lesson: 10) What can we do?

Panwapa objectives	Build awareness of the broader world. Engender excitement for learning about the world. Promote an understanding that one's actions impact others. Build a willingness to take responsibility for one's actions. Encourage children to participate in their communities both locally and globally.	
Panwapa Outcomes	Identify areas of their community that could be improved. Create plans for improving their community. Make concrete suggestions for ways to positively affect the world.	
Essential Questions	How do the choices I make affect my community and my world? How can I make the world a better place?	
Year Group	Year One/Two Reception (small group guided 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	Citizenship QCA Unit 5 Living in a Diverse world	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
	SEAL Theme	To recognise and respect diversity within their communities To understand that their actions affect themselves and others at a variety of levels, from a family/classroom level through to a global level To reflect on what they have learnt about their identities, their communities and how places in the world are connected
	Geography	To understand that the world extends outside their locality To recognise similarities and differences and communicate them
	Literacy	To listen to and reflect on the words of others in the class To take turns in speaking and to respond appropriately to others
Foundation Stage	Emotional Development	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) To consider the consequences of their words and actions for themselves and others (ELG 7)
Foundation Stage	Social Development	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)

	SEAL Theme 1 New Beginnings	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.
	Knowledge and Understanding of the World	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)
	Communication, language and Literacy Language of communication and thinking	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) 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) Speak clearly and audibly with confidence and control and show awareness of the listener (ELG 8)
Time scale	Day One: 60 minutes (<i>Time may vary according to the connection speed and computers</i>) Day Two: 60 minutes	
Resources	Panwapa Adventure Game Boards, Panwapa Game Cards from all previous lessons, Handouts: Let's Make a Plan, A Model Plan, Azibo Cut-out, Panwapa Diplomat Certificates	
Suggested Activities		
Day One	Whole class Input	Day One: 1. After completing Lesson 4: "Needs & Wants Around the World", pupils should be aware of universal, basic needs. After completing Lesson 9: "Teamwork", they may have determined a problem area in their school or community. If they haven't, brainstorm areas in the school or community that could be improved. Is there a place in your community that could be cleaner? Can you think of community places that may need some flowers or a fresh coat of paint? Think about your play area or an area which is used by others. How could you make the place better?
	Year One/Two Guided/Independent group work	In small groups, use the "Let's Make a Plan!" handout to make a plan for helping in your school or community. Use the "A Model Plan" handout as an example.

	Plenary	Share the plans with the class. Determine if the plan would be possible for the class to follow. As a class, select the most appropriate plan. Then, using the planning sheet, prepare and implement your project!
Day Two	Year One/Two Whole class Input	Tell pupils that they have now completed the Panwapa unit! In order to celebrate, the class will play the Panwapa Adventure Board Game. Tell pupils that this is their final chance to create more Panwapa Game Cards!
	Year One/Two Guided/Independent group work	Encourage pupils to spend the beginning of class creating more cards. Play the Panwapa Adventure Board Game using all of the preexisting game cards from the magazine, and the cards pupils made throughout the unit. Celebrate how much the class has learned!
	Year One/Two Plenary	Pass out Panwapa Diplomat Certificates. Give children time to decorate the certificates, and display them around the room.
	Extension activities	Throughout the year, pupils can continue to create new Panwapa Game Cards.



Let's Make a Plan!

What will we do?	How will it be done?	Who will be in charge?	Who will help?	What supplies are needed?



A Model Plan

What are we going to do?	How will it be done?	Who will be in charge?	Who will help?	What supplies do we need?
We will plant a garden in the empty field next to the community center.	We will ask permission to plant a garden. We will each bring a seedling to plant. We will invite friends bring seedlings too.	Ms. Lopez	Layla Amelia Joseph Mohammed Shahnaz	Seedlings Spades Fertilizer Water

From the people behind



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