

Panwapa Formal Lesson: 6) How Do We Communicate?

Panwapa objectives	Build awareness of the broader world. Engender excitement for learning about the world. Build an appreciation for the similarities and differences in traditions and lifestyles between one's own culture and the culture(s) of others.	
Panwapa Outcomes	Create and interpret a bar graph. Understand that people are similar. Understand that people are different. Understand that people around the world speak different languages. Understand that being able to communicate affects how people get along.	
Essential Questions	How are people around the world similar? How are people around the world different? Why should we value our similarities and differences? How does the way we communicate affect our relationships?	
Year Group	Reception, Year One/Two	
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 1 New beginnings	To know that there are similarities, as well as differences, between communities in other parts of the world and our own
	Geography	To recognise similarities and differences and communicate them
	Numeracy	To represent the data as block graphs or pictograms
	Literacy	To ask and answer questions, make relevant contributions, offer suggestions and take turns 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)
	Social Development	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) To work as part of a group or class, taking turns and sharing fairly (ELG 4)

	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)
Time scale	Day One: 50 minutes (<i>Time may vary according to the connection speed and computers</i>) Day Two: 50 minutes (<i>Time may vary according to the connection speed and computers</i>) Day Three: 50 minutes (<i>Time may vary according to the connection speed and computers</i>)	
Resources	Panwapa Videos <i>Speaking Like Sheep Hannah From Israel</i> , <i>Panwapa Magazine</i> , International Treasure Hunt p. 7, A Warm Welcome p. 12, Panwapa Adventure Game Board, Panwapa Game Cards, Handouts - Languages Spoken graph sheet with spaces for pupils' names	
Suggested Activities		

<p>Day One</p>	<p>Whole class Input</p>	<p>In the second video story, "Speaking Like Sheep," Baabra the sheep and her two lambs, carrying no luggage at all, arrive on the island. They had to leave their old home, and now they need a place to live on Panwapa. But nobody can understand them—because they only speak "Baa." What will they do? How will everybody communicate? Play the video, <i>Speaking like sheep</i></p> <p>Reception Activity</p> <ul style="list-style-type: none"> • Before watching, ask: Have you heard of other languages? What are they? What are some ways to communicate besides talking? Have you ever been to a place where no one speaks your language? How did you communicate? • During viewing, pause the video when Athena the Owl asks a question, and give children a chance to respond. • After watching, ask: What are some things you could do if you knew another language? Can you teach someone to say "hello" or "welcome" in another language? If you could learn any language, what would it be? Consider the sheep family's big move. How do you think they felt to be looking for a new home? <p>Year One Extension activity</p> <p>In the Panwapa video, <i>Speaking Like Sheep</i>, the Panwapa gang learns that they can communicate with each other even if they don't know each other's languages. After watching the video, discuss how the Sheep and the other characters were able to communicate without using language. Ask children to talk about a time they had trouble communicating, and to share their experiences not being able to communicate well, or in speaking multiple languages.</p> <p>Year Two extension activity</p> <p>.Ask pupils if they know what it means to communicate. Make a list of examples of ways in which we communicate with each other. Tell pupils that they will be adding to the list 2 throughout the lesson. After watching the video, discuss how the Sheep and the other characters were able to communicate without using language. Add these examples of communication to the lists pupils started.</p>
	<p>Plenary</p>	<p>Review how the sheep and the Muppets felt in the video. How did they communicate without using language? How did Baabra feel when Athena was able to communicate with her? Why is it important to try to learn other languages? Tell the pupils that tomorrow they will learn more about other languages.</p>

Day Two	Year One/Two Whole class Input	<p>Review the discussion about communication and languages from the last lesson. Tell pupils that today they will learn more about languages from other countries.</p> <p>Watch the short video, <i>Hannah From Israel</i>. Talk about the different languages that pupils used on the clock. Why was it important to the community to use multiple languages? Ask pupils how many of them speak more than one language. Make a visual representation of the number of languages spoken. Write the pupils' names on the graph sheet. Across the top, add the names of the languages spoken. Colour in the corresponding squares to show what languages are spoken, or how many languages are spoken in class.</p> <p>Using page 15 of the magazine, learn how to say "hello" in several languages. Practise saying the new ways to say "hello" as a class.</p>
	Year One/Two Guided/Independent group work	<p>Make copies of the "A Warm Welcome" sign from page 12 of the Panwapa Magazine. Ask pupils to finish the sign. Tell pupils to think of places where they could hang their signs in their homes or apartment buildings, or—if possible—in the school building. Pupils can also create a class "Welcome Sign" to hang by the classroom door.</p>
	Year One/Two Plenary	<p>Review how to say "hello" in several languages. Tell the pupils that in the next lesson they will learn how to say more words.</p>
Day 3	Year One/Two Whole class Input	<p><i>Before this lesson, create Panwapa Game Cards with words or phrases from various languages. You may find the Translator widget in Mac OS X helpful for writing words in other languages. You may also use numbers in different languages.</i></p> <ol style="list-style-type: none"> 1. Tell pupils that today they are going to learn some new words in other languages. 2. Ask pupils to look at the Panwapa homepage in English. Then show them how to switch the page into another language. Ask pupils to pay attention to how the text changes. How are different languages similar to their own? How are they different? 3. Play "Koko's Hide and Seek" online. As a class, learn to say one or more of the countdowns.
	Year One/Two Guided/Independent group work	<p>Opportunity to use www.panwapa.com to listen to different languages and play Koko's Hide and seek.</p> <p>Ask pupils to make Panwapa Game Cards based on the words they learned during the activity. Ask pupils to format their cards to say: "How do you say ____ in ____?" on the front, and to have the correct vocabulary word on the back.</p> <p>Practice and/or teach pupils the words or phrases on the Panwapa Game Cards. Then practice the words by playing the game!</p>

	Year One/Two Plenary	<p>Sit in a circle and ask each child to say one word he or she learned in a new language during these lessons.</p> <p>Ask children ways they have learned to identify different languages. How can they tell the difference between Spanish and English? Arabic and English? Spanish and Arabic? Remind pupils to talk both about the way the language looks and the way it sounds.</p> <p>Discuss how it felt to learn words in new languages. Why is important to learn to communicate with others from around the world?</p>
	Extension activities	<p>Explore the Panwapa World Information Booths online to learn more about different countries and their languages. Listen to the information in various languages.</p>

