

Panwapa Formal Lesson: 7) What Are Our Customs?

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	Identify positive aspects of others' customs and rituals. Appreciate customs and rituals of individuals and groups from other cultures. Recognise when people look and behave differently than they do. Respect and value similarities and differences in behaviours and customs.	
Essential Questions	How are people around the world similar? How are people around the world different? How can we learn about and appreciate different cultures and customs?	
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 develop strategies to deal with prejudice, including racism, and to support others who encounter it To recognise and respect diversity within their communities
	RE	To know that religious people have different ways of showing that they belong to their faith
	Geography	To understand that the world extends outside their locality To recognise similarities and differences and communicate them
	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	<p>To understand that people have different needs, views cultures and beliefs, that need to be treated with respect. (ELG 7)</p> <p>To understand that they can expect others to treat their needs, views, cultures and beliefs with respect. (ELG 8)</p> <p>To work as part of a group or class, taking turns and sharing fairly (ELG 4)</p>
	SEAL Theme 1 New Beginnings	<p>To know that people in group/class are like them.</p> <p>To like the ways we are all different and be able to tell something that is special about themselves.</p>
	Knowledge and Understanding of the World	<p>To begin to know about their own cultures and beliefs and those of other people (ELG 6)</p> <p>To begin to explore what it means to belong to a variety of groups and communities (ELG 9)</p>
	Communication, language and Literacy Language of communication and thinking	<p>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)</p>
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	<i>Pupils can view the online movies either as a group or on individual computers.</i> Panwapa Video - Baa to the Sun, Sing to the Moon, Shem Ping from China Writing utensils, Computers for online movies & headsets, Printer, Blank Panwapa Game Cards, Handouts - Panwapa Character Sheets	
Suggested Activities		

Day One**Whole class Input
Reception Activity**

In the third video story, "Baa to the Sun, Sing to the Moon," a sleepy Azibo is awakened by Baabra and her lambs as they say baa loudly to the sun. It's their family tradition; they baa to the sun weekly to say thanks for arriving safely on Panwapa. But they're keeping Azibo awake! That night, the rest of the Panwapa group has their weekly sing-along, while Baabra's lambs try to rest. How can everybody sleep and still respect one another's traditions?

Play the video, *Baa to the Sun, Sing to the Moon*.

- Before watching, ask: Do you like to sing? When do you sing? With whom do you sing? Are some songs extra special to you?
- During viewing, pause the video when Athena asks a question, and give children a chance to respond.
- After watching, ask: What traditions do you and your family observe? Have you seen people practising other traditions in your community? Describe them.

**Year One/Two
Extension activity**

1. Tell pupils that today we will be learning about customs and how customs can affect how people get along. Ask the pupils: "What is a custom?" (*A custom is a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place or time.*)
2. Ask pupils to brainstorm customs that apply to their school. (Explain and demonstrate the rules of brainstorming: Welcome all ideas; suggest improvements in a positive manner; piggyback on each other's ideas; and keep track of all ideas.)
Keep a list of all ideas. If pupils have trouble identifying school customs, ask questions to get them started: Is it customary to sing a song or recite a poem at some point during the school day or year? Is it customary to greet an adult in a specific way?
3. Review the list of ideas to determine an understanding of customs. When going through the list, confirm that each of the items is actually a custom. If some examples are not customs, explain why.
4. Inform pupils that they will be watching a Panwapa movie about one of the Sheep family's customs and how it affects Azibo. The movie is also about how the Panwapa Islanders' custom of singing affects the Sheep family.
5. Watch *Baa to the Sun, Sing to the Moon*.
6. Afterwards, ask pupils: What was happening in this story? What were the problems the Sheep family and Azibo experienced? What was Koko's solution?
7. Point out that even though both Azibo and Baabara were frustrated, they took the time to understand the importance of each other's customs.
8. Explain that people who come from different countries, or practise different religions, may have different customs. For example, many cultures have different ways of eating food. In some cultures, people use a knife and fork to eat their food. In some cultures, people only use their hands to eat, and sometimes they must use a certain hand. In some cultures, people use chopsticks. In some cultures, no one eats meat. In some cultures, people must have their food prepared in a certain way. These are all examples of customs.
9. Explain to the pupils that customs are usually created for a reason. For example, the use of chopsticks may have come from cooking with twigs. Food was chopped into small pieces so it could cook quickly, and small bits of food could be eaten using the twigs. Over time, the twigs were replaced with chopsticks. (Chopsticks." Fact Monster. © 2000–2007 Pearson Education, publishing as Fact Monster. 01 Sep. 2007 <http://www.factmonster.com/spot/chopsticks1.html>)

	Year One/Two Plenary	<p>Explain to the class that just because customs are different between cultures does not mean that they are better or worse than other customs. Tell them that customs are not right, not wrong: just different! <i>(Stress this phrase throughout all the lessons.)</i></p> <p>Review what pupils learned from this lesson:</p> <p>A custom is the way things are done by a group of people.</p> <p>Customs can be different for different countries or religions.</p> <p>Sometimes different customs can create problems, but understanding why someone follows a custom can help lead to a solution. This is what happened with Baabra and Azibo.</p> <p>Inform pupils that during the next lesson they will be using what they learned during this lesson to create customs for each of the Panwapa characters.</p>
Day Two	Year One/Two Whole class Input	<p>Watch the Panwapa video <i>Shem Ping from China</i>. Review what pupils learned in the previous lesson about customs. What are some customs they observed in this video? Use the "Panwapa Video Viewing Guide" (Appendix 1) to further discuss the video.</p> <p>Inform pupils that they will be creating customs for each of the eight Panwapa characters. Each group of pupils will be assigned a different character. <i>(The teacher can use his or her discretion as to how the groups are assigned their characters. Either allow the pupils to choose, or ask pupils to draw names out of a hat, or assign each group a character. It is important for each group to have a different character, since the pupils will be role-playing with the characters in a later activity.)</i></p>
	Year One/Two Guided/Independent group work	<p>Pass out the Panwapa character handouts. Using the Panwapa character handout, pupils will brainstorm customs for their character. Encourage pupils to be creative, and to invent entirely new customs. Use these questions to guide children in this exercise:</p> <p>Greetings: what is the custom for greeting others?</p> <p>Eating: what is the custom for eating food?</p> <p>Tell the pupils that they will have approximately ten minutes to brainstorm customs for greetings and eating. Remind pupils that they are not allowed to touch each other while acting out these customs. They must keep their hands to themselves. Encourage pupils to come up with reasons for why these customs exist. Remind pupils of the rules for brainstorming. The teacher should let the pupils know when the first ten-minute session is over, and tell the pupils to move on to the next question. Try to make sure that the groups aren't all using the same types of greetings. Use open ended questions to help pupils come up with other customs of greetings and eating food</p>

	<p>Year One/Two Plenary</p>	<p>Discuss as a group: How did the pupils choose the customs? Did pupils make choices about their customs based on their Muppet character? Would these customs make pupils feel welcome? Why or why not? Generally, how do pupils think customs come about? What are some customs in their own families? How were these customs started? How were they passed down? Inform pupils that during the next lesson, they will be presenting their customs to each other by using the greetings that they developed today.</p>
<p>Day 3</p>	<p>Year One/Two Whole class Input</p>	<p>Review the previous lesson of creating new customs for the Panwapa characters. Pupils should look at their Panwapa character handout to see the shape and colour drawn in the corner. During the first sharing, pupils will find other pupils who have the same shape, and will greet them using the custom created by their group. Tell pupils that it is important that they take their time with each greeting. The teacher should circulate and watch what the pupils do. Come together as a group. Discuss the different types of greetings. Were pupils surprised by any of the greetings? How did it feel to be greeted in a way that was different? Did anybody ask any questions about a greeting they experienced? Who had similar greetings? How were they similar? Explain to the pupils that people all over the world have many different customs for greeting others. Sometimes people consider a different type of a greeting as being rude because they don't understand the custom. By learning about different customs and cultures, pupils can develop a better understanding of other people from around the world. Now ask pupils to pretend to eat food with pupils from different groups. Model sitting down either on the floor or at a desk/table to show how pupils should share their custom. During this sharing, pupils will be looking for other pupils who have the same colour on the corner of their paper, rather than the same shape.</p>

<p>Year One/Two Plenary</p>	<p>After pupils have role-played, call everyone back into a large group. Discuss this role-playing situation. Were some of the customs similar? Were some of the customs different? Did the differences in customs create any problems? What did pupils like about other people's customs?</p> <p>Ask pupils if they have experienced a similar situation in which they encountered new customs outside of school. Discuss the differences and similarities. What are some customs they have learned about during these lessons that they like? Why do they like them?</p> <p>Reinforce that there are many different customs around the world. Ask for suggestions and discuss how pupils can learn more about different customs.</p>
<p>Extension activities</p>	<p>Each Pupil should create Panwapa Game Cards about customs. The teacher can help the pupils generate a list of ideas as a whole group, if it is difficult for the pupils to create the cards on their own. For example:</p> <p>Give an example of a custom at your school.</p> <p>Give an example of a custom on Panwapa Island. Watch the Panwapa Movies to observe customs from other countries.</p> <p>Use FactMonster (www.factmonster.com), a similar website or books to learn about different customs around the world.</p>

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Greeting

What is Athena's custom for greeting others? What does she do? How does she act? What does she say?



Food

What is Athena's custom for eating her food? How does she eat? In her culture what would be the polite way to eat?

Handwriting practice lines for the Greeting section.

Handwriting practice lines for the Food section.



Greeting

What is Azibo's custom for greeting others? What does he do? How does he act? What does he say?



Food

What is Azibo's custom for eating his food? How does he eat? In his culture what would be the polite way to eat?

Handwriting practice lines for the Greeting section, consisting of multiple sets of three horizontal lines (top, middle, bottom) with a dotted line in the middle.

Handwriting practice lines for the Food section, consisting of multiple sets of three horizontal lines (top, middle, bottom) with a dotted line in the middle.



Greeting

What is Tungar's custom for greeting others? What does he do? How does he act? What does he say?



Food

What is Tungar's custom for eating his food? How does he eat? In his culture what would be the polite way to eat?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, provided for both the 'Greeting' and 'Food' sections.

