

## Panwapa Formal Lesson: 8) Learning around the world

Panwapa objectives	Build awareness of the broader world. Promote an understanding that one's actions impact others. Encourage children to participate in their communities both locally and globally. Promote an understanding that all people share certain basic needs, and that disparities in resources affect individuals' abilities to fulfill these needs.	Engender excitement for learning about the world. Build a willingness to take responsibility for one's actions. Cultivate a desire to address these disparities.
Panwapa Outcomes	Demonstrate a desire to help a person in need. Understand the concepts of "fair versus unfair" and "right versus wrong". Begin to understand that monetary value is only one of many values. Respect that various cultures and countries have a diverse range of values, beyond money. Identify several issues directly affecting people in other countries around the world.	
Essential Questions	Why do children have different educational experiences around the world? How does learning about different educational experiences help us understand each other?	
Year Group	<b>Year One/Two Reception (small group guided activity)</b>	
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)		
<b>Key Stage One</b>	<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</b>	To develop strategies to deal with prejudice, including racism, and to support others who encounter it 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
	<b>Geography</b>	To understand that the world extends outside their locality To recognise similarities and differences and communicate them
	<b>Literacy</b>	To ask and answer questions, make relevant contributions, offer suggestions and take turns To take turns in speaking and to respond appropriately to others

<b>Foundation Stage</b>	<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) To consider the consequences of their words and actions for themselves and others (ELG 7)
	<b>Social Development</b>	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)
	<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> 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) 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)
<b>Time scale</b>	Day One: 50 minutes Day Two: 50 minutes Day Three: time depends on the number of invited guests	
<b>Resources</b>	Panwapa Movie Play-Alongs - <i>Juan Pablo from Guatemala</i> , <i>Moses from Tanzania</i> Writing utensils, Paper, Crayons, markers, coloured pencils and/or paints Blank Panwapa Game Cards, Handouts: Children and Schools Around the World, My School Experience	
<b>Suggested Activities</b>		

<b>Day One</b>	<b>Whole class Input</b>	<p><i>This lesson involves writing invitations for guests. Teachers should use their judgement about how to teach this lesson based on the age of their pupils. The directions below are general suggestions.</i></p> <ol style="list-style-type: none"> <li>1. Inform pupils that they will be learning about how schools differ around the world. Tell them that part of this lesson will involve learning from parents, relatives, friends and teachers.</li> <li>2. Each pupil will write a letter inviting a parent, a relative who lives nearby, a friend outside the school or a teacher to come to the classroom to share his or her experience with the class. Remember to include a way to find out how many people will be attending.</li> <li>3. Model the letter writing process for the pupils. The letter should include: the date and time of the proposed visit, the purpose of the visit, the anticipated length of visit, and a response card for the invitee to send back to the pupil.</li> <li>4. Address and decorate the invitations.</li> <li>5. As a class, role-play handing the letter to its recipient. Practice being polite and asking for a response.</li> </ol>
	<b>Plenary</b>	<p>Ask each pupil to read one thing he or she included in his or her letter. Remind pupils to deliver their letters and to get a response for who will be able to attend.</p>

**Day Two****Whole class Input**

Inform the pupils that they will be watching the Panwapa movie play-along video *Juan Pablo from Guatemala*. In this movie, Juan Pablo meets a boy who is unable to go to school because he has to help his family. Juan Pablo and his teacher come up with a plan of how they can help Chato and his brothers and sisters learn to read.

Discuss the following with the pupils:

- Why don't Chato and his brothers and sisters go to school?
- How did pupils answer "Bill's Big Question" at the end of the video?
- How did other children around the world answer the question? Discuss the graphs.

Use the "Panwapa Video Viewing Guide" (Appendix 1) to further discuss the video.

Remind pupils about the lesson on needs and wants. Tell the pupils that not all people in the world have an opportunity to go to school.

Tell the pupils that the next movie they will be watching will also be about children going to school, but this movie will be slightly different.

Watch the Panwapa movie play-along video *Moses from Tanzania*. In this movie, Moses has to run an hour to get to his school. Once there, he must learn to speak a different language, because the language he speaks is not used in school.

Discuss the following with the pupils:

- Why does Moses have to go so far to school?
- Why does Moses run?
- Why might Moses have to speak a different language?
- Why does Moses go to school?
- How does Moses' school differ from the pupils'?
- How did pupils answer "Bill's Big Question" at the end of the video?
- How did other children around the world answer the question? Discuss the graphs.

Use the "Panwapa Video Viewing Guide" (Appendix 1) to further discuss the video.

	<p><b>Guided/Independent group work</b></p>	<p>Compare your school experience with Juan Pablo's and Moses' experiences. Draw a three circle Venn diagram and label one circle with "Juan Pablo's School", one circle with "Moses' School", and one circle with the name of your school. Ask pupils to think about the 3 similarities and differences in each of the three school experiences. Place each description in the appropriate section of the Venn diagram.</p> <p>Review the Venn diagram with the pupils. Ask pupils what they learned about their school experience compared to Juan Pablo's and Moses' experiences.</p> <p>In a previous lesson, pupils learned about needs and wants. Ask the pupils what children "need" to be able to learn. Do they need a building? Do they need books? Do they need pencils?</p> <p>Now ask the pupils what they would "want" to have to help them learn? Would they want a comfortable school? Would they want teachers? Would they want books? Why? Did pupils in the movie have these things?</p>
	<p><b>Plenary</b></p>	<p>Discuss with the pupils that different countries have different traditions for learning. Inform pupils that during the next lesson they will have an opportunity to interview parents, relatives and friends to learn about their school experiences.</p> <p>Using what they've learned from creating their Venn diagrams, ask pupils to brainstorm a list of questions they could ask their guests together. For example: How did you go to school? How did you dress for school? What did your school look like?</p> <p>Once pupils finish their list, display it in the classroom.</p> <p>Remind the pupils that their guests will be newcomers to the classroom. Discuss how pupils should make their guests feel welcome. Encourage pupils to remember the suggestions they brainstormed in other lessons.</p> <p>Give pupils time to create one or two Panwapa Game Cards based on the Venn diagram.</p> <p>Game cards might include Game cards might include:</p> <p>Name two ways children around the world get to school.</p> <p>Name one way your education is similar to Juan Pablo's education, and one way that it is different.</p>

<b>Day Three</b>	<b>Whole class activity</b>	<p><i>Prior to the guests' arrival, discuss how to greet them. The class can create a welcome sign that asks the guests to wait at the door. Children can escort their guests to seats in the classroom.</i></p> <p>Welcome the guests. Inform the guests that the class has been studying what learning is like for people around the world.</p> <p>Tell the pupils and guests that in the previous lesson the pupils created a list of questions they would like to ask their guests about their school experiences. Review the list of questions.</p>
		<p>Inform pupils and guests that they will be drawing a three-paneled picture that illustrates three things about the guests' schooling. Give each pupil and their guest a "My School Experience" sheet. Each team will have approximately 10-to-15 minutes to create, colour and label their pictures.</p> <p>When time is up, group two-to-three of the teams together. Each pupil should present their guest's drawing to the other teams. The groups will have fifteen minutes to share. <i>(As an option, pupils can create a Venn diagram organising what they learn from the other teams.)</i></p> <p>If time permits, regroup the teams into new groups, and once again share the drawings.</p>
	<b>Plenary</b>	<p>After rotating the groups several times, have a whole group discussion. Ask the pupils to discuss what they learned about their guests' school experiences. How were their guests' experiences similar to their own? How were they different?</p> <p>Ask pupils and their guests to create Panwapa Game Cards. Game cards might include:</p> <ul style="list-style-type: none"> <li>What are different ways of traveling to school?</li> <li>Why do some schools require uniforms?</li> <li>Describe what a school in another country might look like.</li> </ul> <p>Also give pupils time to prepare thank you cards in which they list one or two things they enjoyed learning from their guests.</p>

### **Extension activities**

Post the drawings around the room. Discuss what the pupils learned from their guests. Ask pupils to predict what schools might look like in the future. Draw and write about their predictions.

Use the Azibo and Koko cut-outs from the *Panwapa Magazine*. Send them off to another school.

Ask the children in that school to decorate the Azibo and Koko cutouts, and write a description of a typical school day to send back to your school. Remember to include an envelope with the correct return postage!

Ask pupils to use the Panwapa site to find the countries from the "Children & Schools Around the World" handout. To help pupils narrow down where to look for the country, provide them with the continent on which the country is located. When all the pupils have found the country, read the schooling information to them. Leave Panwapa Cards for children living in that country.

If the Internet is unavailable, ask pupils to use a map to find the countries from the "Children & Schools Around the World" handout. To help pupils narrow down where to look for the country, give them the continent on which the country is located. When all the pupils have found the country, read the schooling information to them.



## Kids & Schools around the World

Country	Schooling	Interesting Fact
<b>Brazil</b>	The school year runs from February through December. Kids attend school for about four hours in the morning or the afternoon. Most schools require uniforms.	An estimated one-quarter of children in Brazil do not attend school at all, but work instead, especially in cities.
<b>Cambodia</b>	Only about 45% of Cambodian kids finish elementary school. The figure is much lower for children who live in rural villages. Most students wear uniforms.	Cambodian children study maths, history, geography, science, <u>Khmer</u> (Cambodia's official language), English, and French, as well as art, music and dance.
<b>China</b>	Most schools in China run from about 7:30 a.m. to 5:00 p.m., including a two-hour break for lunch. Uniforms are typically required.	Besides subjects such as language and maths, schools teach moral education-values and attitudes that are believed to be important for all citizens.
<b>Costa Rica</b>	Children start school at age six. They have six years of primary school and three years of secondary school. Students enter college at age 15, and attend one of Costa Rica's six universities. All students wear uniforms.	Costa Rica takes education very seriously. It was one of the first countries in Latin America to offer free and mandatory education for all children.
<b>Egypt</b>	School attendance is required for six years, generally beginning at age six or seven. However, many do not attend; literacy in Egypt is less than 60%.	Besides lessons in reading and writing, the school week includes religious education. Muslim and Christian children receive separate instruction.
<b>Ethiopia</b>	Because much of Ethiopia is rural, kids who attend school may have to walk several miles each way.	Unlike in most African nations, school in Ethiopia is free. However, many kids work to help support their families. Less than half are still enrolled by grade 5.
<b>France</b>	The school day typically runs from 8:00 a.m. to 4:00 p.m., with a two-hour lunch break. Schools close Wednesday and Sunday, and have a half-day on Saturday.	There are no uniforms in public schools; however, religious dress, such as headscarves for Muslim girls or yarmulkes for Jewish boys, is banned.
<b>India</b>	The school year begins in April in most of north and east India, and in June in most of south and west India.	Barely half of children in India finish primary school. Drop-out rates are higher for girls; only about 40% of adult women in India can read.
<b>Iran</b>	Girls and boys are educated separately until the university level. In addition, girls typically have only female teachers, and boys typically have only male teachers.	Since Iran has an official religion— <u>Islam</u> - religious study is part of public-school education at all grades.
<b>Japan</b>	Schools in Japan are very competitive and the pressure to score well begins early. Even preschoolers may attend "cram schools" to prepare for exams.	The Japanese school year typically begins in April and lasts until March. There is a summer break of about six weeks, but kids have homework during that time.
<b>Mexico</b>	Large schools hold two shifts—one group of children attends in the morning, and one attends in the afternoon. Uniforms are usually required.	The school year typically runs from the beginning of September through the end of June.
<b>Nigeria</b>	The school year in Nigeria runs from January through December. Typically, there are three semesters, with a month off following each one.	Most schools have strict dress codes. There are not only required uniforms but also rules about hairstyles, jewellery and accessories.
<b>Russia</b>	Russian children have nine years of elementary education. The school day usually runs from 8:30 a.m. to 2:30 p.m.; lunch is eaten at school.	School uniforms were abolished in the 1990s. For attire, the emphasis is on warmth-children may even wear fur coats.
<b>South Africa</b>	Children ages 7 through 15 are required to attend school. Parents must pay fees for their children to attend school, even public schools. All students wear uniforms.	Schools in South Africa are packed with kids. In fact, some schools have two or three sessions to accommodate all the kids.

School information from:

"<http://www.factmonster.com/ipka/.html>." Fact Monster.

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# My School Experience

**Directions:** Draw one picture in each panel showing something about your school experience. The picture may show how you went to school, what the school looked like, or what you wore to school. Write a caption under each picture describing that panel.

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