



Unit 3

Global Citizenry: Cultural Diversity and Community Understanding

Teacher Directions:

In this unit, students will explore similarities and differences with other cultures as well as appropriate ways to welcome others into their community.

In Lessons 1 and 2, students will gain exposure to the concept of stereotypes and the importance of embracing others' differences.

In Lessons 3 through 5, students will examine different languages and learn to communicate in a variety of ways.

In Lessons 6 and 7, students will explore the value of teamwork and identify the merit of working together with others in our community.

In Lesson 8, students will create inspirational Peace Cards to distribute to people throughout their community.

In Lessons 9 through 11, students will plan a celebration with members of the community to celebrate diversity and the value of teamwork.

Each lesson will run approximately 40-50 minutes, depending on the age of the students and the level of detail that the teacher would like to cover. It is recommended to complete two to three lessons per week; however, teachers are advised to adapt the length of the unit to meet the needs of their students.

The "cumulative review" section of each lesson is intended to be a *quick* reminder of past work and an introduction to the upcoming concepts. It is designed to highlight key ideas and prepare students for the cumulative assessment. With these questions, what is more critical than "correct" or "wrong" answers is the process that students engage in to arrive at their answers. We encourage teachers to engage the students in such a discussion.

The accompanying cumulative assessment should be administered prior to the first lesson and again after the completion of the unit. Informal assessments are listed throughout the lesson plans in order to give teachers an opportunity to verify mastery and check for understanding.

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Lesson 1: Welcome to My Neighbourhood!

Essential Questions:

- Why is it important to make people feel welcome in my community?
- How can I welcome people to my community?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.

Outcomes:

Students will...

- express ways in which a given situation or circumstance might be perceived by another person.
- analyse how different perspectives affect situations.
- recognise when actions hurt others, and demonstrate effective strategies for coping with various situations.
- empathise with how it feels to be new in a community and to have to make new friends.
- describe how to make new people feel welcome.

Curriculum Ties

- Social Studies: global awareness; civic ideals and practices; culture; community
- Health: feelings

Age Range:

Ages 5 - 7

Materials/Resources:

- Panwapa Web site
- Panwapa Video
 - *Welcome to Panwapa Island*
- Panwapa Video Viewing Guide (Appendix 1)

Agenda:

1. Inform students that they will be viewing a video clip about a Muppet who is moving to Panwapa Island. Ask students to predict how Azibo will be received when he arrives on Panwapa Island.
2. Play the video, *Welcome to Panwapa Island*. Use the "Panwapa Video Viewing Guide" (Appendix 1) to discuss the video.
3. Discuss what students noticed about Azibo's experience. Use questions from the Panwapa Video Viewing Guide (Appendix) to guide the discussion.
4. Discuss the definition of the word "stereotype". Talk about how people sometimes jump to conclusions about each other based on hardly any information. Discuss the conclusions the residents of Panwapa Island made about Azibo. How did they come to these conclusions? What ultimately got them to change their minds?
5. Ask students to make a class list of differences between people that lead to stereotypes. These may include:
 - speaking another language,
 - dressing in unusual clothing, or
 - having unusual eye, hair, or skin color.

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Closure: Inform students that tomorrow they will create and share new drawings about the importance of welcoming others.

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Lesson 2: Welcome to My Neighbourhood (Part 2)!

Essential Questions:

- Why is it important to make people feel welcome in my community?
- How can I welcome people to my community?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.

Outcomes:

Students will...

- express ways in which a given situation or circumstance might be perceived by another person.
- analyse how different perspectives affect situations.
- recognise when actions hurt others, and demonstrate effective strategies for coping with various situations.
- empathise with how it feels to be new in a community and to have to make new friends.
- describe how to make new people feel welcome.

Curriculum Ties

- Social Studies: global awareness; civic ideals and practices; culture; community
- Health: feelings

Age Range:

Ages 5 - 7

Materials/Resources:

- Variety of writing papers (traditional, comic strips, etc.)
- Writing utensils
- Art supplies
- Blank Panwapa Game Cards

Cumulative Review:

- What is a stereotype?
- Who can name one of the differences between people that might lead to a stereotype?

Agenda:

1. Divide students into groups. Each group will be given ten-to-fifteen minutes to create a drawing, comic strip or series of drawings showing how he or she would react if he or she saw someone reacting negatively to someone different. How could he or she help change the person's mind about the stereotype and the negative behavior? Be sure to model the process first.
2. At the end of the ten minutes, ask each group to share their drawings with the class. The teacher will make a list of all the strategies students devise to combat stereotypes. Discuss the list, and any additional ways students can combat stereotypes.

Closure:

- Create Panwapa Game Cards about combating stereotypes. Examples of game cards include:
 - What is a stereotype?
 - Why are stereotypes sometimes harmful?
 - How did the Muppets of Panwapa Island stereotype Azibo?

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Assessment (for Lessons 1 and 2):

1. Teacher observation
2. Pupil participation
3. Creation of Panwapa Game Cards

Extension/Enrichment:

- Ask students to write in their journals about how they would like to be treated when they meet new people.
- Ask students to write in their journals about a time when they either met new people or were new to a situation. Did they feel welcome or unwelcome? What made them feel that way?
- Ask students to write in their journals about a time they felt stereotyped. What was the stereotype about? How did they react? How would they react now?

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Lesson 3: How Do We Communicate?

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?

Objectives:

This lesson will...

- 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.

Outcomes:

Students will...

- understand that people around the world speak different languages.
- understand that being able to communicate affects how people get along.

Curriculum Ties:

- Social Studies: global awareness; languages; culture; people, places & environment; civic ideals and practices
- Language Arts: writing, listening

Age Range:

Ages 5 - 7

Materials/Resources:

- Panwapa Videos
 - *Speaking Like Sheep*
- Panwapa Video Viewing Guide (Appendix 1)

Cumulative Review:

- What is a stereotype?
- Who can name one of the differences between people that might lead to a stereotype?
- How can we combat stereotypes?

Agenda:

1. Ask students if they know what it means to communicate. Make a list of examples of ways in which we communicate with each other. Tell students that they will be adding to the list throughout the lesson.
2. In the Panwapa video, *Speaking Like Sheep*, 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. Add these examples of communication to the lists students started.
3. 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.

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Closure:

- 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 students that tomorrow they will learn more about other languages.

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Lesson 4: A Warm Welcome!

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?

Objectives:

This lesson will...

- 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.

Outcomes:

Students will...

- 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.

Curriculum Ties:

- Social Studies: global awareness, languages; culture; people, places & environment; civic ideals and practices
- Math: bar graphs
- Language Arts: writing, listening

Age Range:

Ages 5 - 7

Materials/Resources:

- Panwapa Videos
 - *Hannah From Israel*
- *Panwapa Magazine*
 - How to say hello in several languages, p. 15
 - A Warm Welcome, p. 12
- "What Languages Do You Speak?" Chart
- Panwapa Video Viewing Guide (Appendix 1)

Cumulative Review:

- How can we combat stereotypes?
- How can we communicate without using language?

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Agenda:

1. Review the discussion about communication and languages from the last lesson. Tell students that today they will learn more about languages from other countries.
2. Watch the short video, *Hannah From Israel*. Talk about the different languages that students used on the clock. Why was it important to the community to use multiple languages? Use the Panwapa Video Viewing Guide (Appendix 1) to further discuss the video.
3. Ask students how many of them speak more than one language. Make a visual representation of the number of languages spoken. Write the students' names on the graph sheet. Across the top, add the names of the languages spoken. Color in the corresponding squares to show what languages are spoken, or how many languages are spoken in class.
4. Using page 15 of the magazine, learn how to say "hello" in several languages. Practice saying the new ways to say "hello" as a class.
5. Make copies of the "A Warm Welcome" sign from page 12 of the Panwapa Magazine. Ask students to finish the sign. Tell students to think of places where they could hang their signs in their homes or apartment buildings, or—if possible—in the school building. Students can also create a class "Welcome Sign" to hang by the classroom door.

Closure:

- Review how to say "hello" in several languages. Tell the students that in the next lesson they will learn how to say more words.

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Lesson 5: New Languages!

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?

Objectives:

This lesson will...

- 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.

Outcomes:

Students will...

- 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.
- understand the value of speaking multiple languages

Curriculum Ties:

- Social Studies: global awareness, languages; culture; people, places & environment; civic ideals and practices; community
- Language Arts: writing, listening

Age Range:

Ages 5 - 7

Materials/Resources:

- Computer with Internet access
 - "Koko's Hide and Seek" game
- Teacher-prepared Panwapa Game Cards
- Blank Panwapa Game Cards

Cumulative Review:

- How can we communicate without using language?
- What are some languages that people in the world speak?
- Can anyone say "hello" in another language?

Agenda:

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.

1. Tell students that today they are going to learn some new words in other languages.
2. Ask students to look at the Panwapa homepage in English. Then show them how to switch the page into another language. Ask students to pay attention to how the text changes. How are

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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.
4. Ask students to make Panwapa Game Cards based on the words they learned during the activity. Ask students to format their cards to say: "How do you say _____ in _____?" on the front, and to have the correct vocabulary word on the back.
5. Practice and/or teach students the words or phrases on the Panwapa Game Cards. Then practice the words by playing the game!

Closure:

- Go around the room and ask each child say one word he or she learned in a new language during these lessons.
- 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 students to talk both about the way the language looks and the way it sounds.
- Discuss how it felt to learn words in new languages. Why is important to learn to communicate with others from around the world?

Assessment (for Lessons 3-5)

1. Teacher observation
2. Pupil participation
3. Communication lists
4. Welcome sign
5. Creating Game Cards
6. Reading or saying the words on the game cards

Extension/Enrichment

- Explore the Panwapa World Information Booths online to learn more about different countries and their languages. Listen to the information in various languages.

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Write your own game card.

www.panwapa.com



Lesson 6: Teamwork (Citizenship in Action!)

Essential Questions:

- How do my choices affect my community and my world?
- How can I get along with other people?

Objectives:

This lesson will...

- gain an understanding that one's actions impact others.
- build a willingness to take responsibility for their own actions.

Outcomes:

Students will...

- understand the value of working together to create change.
- demonstrate a willingness and desire to help others.
- demonstrate effective strategies for resolving everyday conflicts
- strategise and work collaboratively with others, even when presented with setbacks.

Curriculum Ties

- Social Studies: global awareness; culture; civic ideals and practices; community

Age Range:

Ages 5 - 7

Materials / Resources:

1. Panwapa video
 - *Snow Story*
2. Panwapa Video Viewing Guide (appendix)
3. *Panwapa Magazine*
 - "Human Dominos", p. 21

Cumulative Review:

- What are some languages that people in the world speak?
- Can anyone say "hello" in another language?
- How can you tell the difference between English and Spanish? English and Chinese?

Agenda:

1. Watch the Panwapa video, *Snow Story*. Discuss how teamwork helped the Panwapa residents get their storm preparations done faster. Use the Panwapa Video Viewing Guide (Appendix 1) to discuss the video.
2. Make a list of the teamwork attributes that the residents of Panwapa showed in the video (i.e., helping, kindness, co-operation, communication, collaboration, conflict resolution, etc.).
3. As a class, do the "Human Dominos" activity from page 21 of the *Panwapa Magazine*. Ask the group to move into a tight circle with their bodies turned so that they all have their left sides toward the centre of the circle. Students must stand close together. At the count of three, the children sit down on the lap of the person behind them. If all students do this at the same time, they should end up with a circle of children seated on one another's laps; if anyone doesn't sit right, the whole thing collapses! If there is a gap in the middle of the circle, the circle will be missing part of the help it needs to succeed. (Even the children that are farthest apart in the circle still depend on one another.)

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4. Explain that in our wide world, humans depend on one another, just like these human dominos. When people engage in teamwork, they can get the job done together. In the global community, each person's actions have the power to affect change, no matter how young or how old.

Closure:

- Return to the list of attributes students made after watching the video. What attributes of teamwork did they use during the human dominos game?

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Lesson 7: The Importance of Teamwork!

Essential Questions:

- How do my choices affect my community and my world?
- How can I get along with other people?

Objectives:

This lesson will...

- gain an understanding that one's actions impact others.
- build a willingness to take responsibility for their own actions.

Outcomes:

Students will...

- understand the value of working together to create change.
- demonstrate a willingness and desire to help others.
- demonstrate effective strategies for resolving everyday conflicts.
- identify situations in which respect and care for one's own or others' property is not taking place.
- make suggestions for maintaining a safe environment.
- identify and demonstrate positive interpersonal skills needed to work collaboratively for the good of the community.
- strategize and work collaboratively with others, even when presented with setbacks.

Curriculum Ties

- Social Studies: global awareness; culture; civic ideals and practices; community

Age Range:

Ages 5 - 7

Materials / Resources:

- Handouts
 - Problem Cards
- Blank Panwapa Game Cards

Cumulative Review:

- How can you tell the difference between English and Spanish? English and Chinese?
- What does "teamwork" mean? What are some examples of teamwork?
- Why is teamwork important?

Agenda:

1. Review the attributes of teamwork from the day before. Ask students to act out each attribute to remind the class of what the attributes mean.
2. Tell students that today, the class will be discussing some problems facing the residents of Panwapa Island. Explain that each of these problems can be solved using teamwork.
3. Divide students into groups. Give each group one of the scenarios listed below. Ask each group to act out the problem, and a solution to the problem. Here are the scenarios:
 - A river runs through Panwapa. Bill and Azibo design a fantastic device that channels part of the river directly to the football field and creates a shower that everyone can use after playing football. Suddenly, the drinking-water supply at the community centre has been reduced to a trickle, and the others are puzzled and upset. How might the community use the water in a way that is fair and appropriate for everyone?

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- When Azibo arrived on Panwapa Island, he started to care for a small mango tree. Since then, only he has watered and cared for the tree. The tree is now full of ripe mangoes, and all of his friends want some. But Azibo doesn't want to give them away: Mangoes are good for keeping monsters healthy and their fur furry!
 - Baabra's lambs, who don't sleep in hammocks, are having fun swinging in Azibo's hammock. But Azibo is sleepy and needs to take a nap. Should the lambs play somewhere else, even though they are having fun? Should Azibo nap somewhere else, even though the hammock is his bed?
4. After each group performs, discuss how each solution incorporated attributes of teamwork. As a class, brainstorm alternative solutions. Talk about how there are lots of ways to solve problems, but most solutions require co-operation and teamwork.

Closure:

- Create Panwapa Game Cards about the attributes of teamwork. Examples:
 - What was one example of teamwork in the Panwapa video *Snow Story*?
 - Name one attribute of teamwork.

Assessment (Lessons 6 and 7)

1. Teacher Observation
2. Pupil Participation
3. Presentations

Extension / Enrichment:

- When watching the other Panwapa videos, ask the students if teamwork was involved in the situation. How could they tell? How did teamwork help?
- Ask students to perform plays about possible solutions to the problems on the Problem Cards handout. Remind them to use the attributes of teamwork in their plays.

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Problem Cards

You discover that one of your classmates is falling behind in class because he or she is having trouble getting to school.

You discover that something in your play area is falling apart.

You discover that the gate latch on the gate at home is broken.

You discover that an adult is sick and needs help with chores.

You discover that your school does not have enough books for younger children to read.

You discover there are people in your community who need reading glasses, but cannot afford them.

You discover that a friend is getting bullied.

You discover that your favorite play area is covered in litter.

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Lesson 8: Creating and Sharing Peace Cards!

Peace Cards

Panwapa Power Pact: Panwapa kids believe their actions, large and small, have the power to change the way things are in their community, their nations and around the world.

Description

In this activity, students create messages of peace and understanding to be distributed in their communities.

Essential Questions:

- Why is it important to make people feel welcome in my community?
- How can I welcome people to my community?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.

Outcomes:

Students will...

- express ways in which a given situation or circumstance might be perceived by another person.
- analyze how different perspectives affect situations.
- empathize with how it feels to be new in a community and to have to make new friends.
- describe how to make new people feel welcome.

Curriculum Ties

- Social Studies: global awareness; civic ideals and practices; culture; community
- Health: feelings
- Writing: cards

Age Range:

Ages 5 - 7

Materials Needed*

***Unless otherwise indicated, all materials are available on www.panwapa.com.**

- *Panwapa Magazine*
 - Hello!, page 15
- Handouts
 - Panwapa Peace Cards Sentence Starters (attached)
- Art supplies

Cumulative Review:

- What does "teamwork" mean? What are some examples of teamwork?
- Why is teamwork important?
- Why might working with a team be better than working by yourself?

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Agenda:

Create Peace Cards.

- Explain that today, students are going to send messages of peace and understanding to people who are different from them in many ways.
- Ask children to decorate inspirational greeting cards for children and elders living in shelters, hospitals, and nursing homes. On the front of the card, each child will write the word "hello" in multiple languages using the words they learned in Lesson 4. Revisit p. 15 of *Panwapa Magazine* if students need reminders. Ask students to research how to write "peace" in multiple languages. Then write "peace" on the cards in different languages. On the inside, using ideas from the design of the Panwapa Card, students can draw a picture of themselves, a picture of something they like, and a positive message. Use the Panwapa Peace Card Sentence Starters handout to help students brainstorm positive messages.
- Peace Cards can be sent to local or international organizations or to wherever there are people who could benefit from receiving positive messages.

Service Learning Extension

- To extend the message of peace, invite students to use thread, elastic cording, beads, paper, and ribbon to create peace bracelets for donation to an organization of choice (preferably an organization that focuses on anti-violence issues). Depending on the type of materials used, students may decorate the bracelets with inspirational messages of peace and hope with letter beads. Attaching your Peace Card (or making another one) from the activity above will complete your message of hope.

Additional Activities

- Ask children to research symbols of peace and healing around the world and then make greeting cards using these peace symbols. For example, students might learn how to make paper cranes or might draw doves.
- Ask children to leave messages of peace for Panwapa kids in the online world.

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Panwapa Peace Card Sentence Starters

Finish one of these sentences in your own words. Practise writing it below. When you're ready, write it on your Peace Card!

If kids ran the world,...

I wish the people of the world would...

My role model is..., because...

Every day, I try to...

I imagine a world where...

I love.... because...

I hope that we...

I hope that one day...



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines provided for writing.

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Lesson 9: Let's Celebrate (Introduction)!

Let's Celebrate!

Power Pact: Panwapa Kids want to have their voices heard and respected at home, in their communities and beyond.

Description

In the Panwapa Power Pact, you pledge to share your ideas. The objective of the next three lessons is to give everyone in the group an opportunity to share their ideas in planning a celebration. "Let's Celebrate" is designed as a whole group activity!

Essential Questions:

- Why is it important to make people feel welcome in my community?
- How can I welcome people to my community?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.

Outcomes:

Students will...

- identify different ways of celebrating around the world
- identify different reasons to celebrate around the world
- brainstorm and document ideas

Curriculum Ties

- Social Studies: global awareness; civic ideals and practices; culture; community
- Health: feelings

Age Range:

Ages 5 - 7

Materials Needed*

***Unless otherwise indicated, all materials are available on www.panwapa.com.**

- Panwapa Video Viewing Guide (Appendix 1)
- Information Booths handouts
 - China, India, Japan, Spain
- Panwapa Videos
 - *Joao from Angola*
 - *Hannah from Israel*
- Handouts
 - Our Great Ideas (attached)
- Writing utensils

Cumulative Review:

- What does "peace" mean?
- How can working together promote peace?

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- Do you think that you and your classmates can help bring some peace and happiness to the world, starting with your own community?

Agenda:

1. Watch the Panwapa videos about celebrating.

- The Panwapa videos, *Joao from Angola* and *Hannah from Israel*, include celebrations. Watch these videos to expose children to different ways of celebrating, and causes for celebration, around the world. Use the Panwapa Video Viewing Guide (Appendix 1) to discuss these videos. This would also be a good time to revisit the Information Booths curriculum, particularly the "Chinese New Year" section of China's Information Booth, the "Holi" section of India's Information Booth, the "Japanese Doll Festival" from Japan's Information Booth and/or "La Tomatina" from Spain's Information Booth. As a class, complete a Venn Diagram comparing and contrasting the different celebrations.

2. Introduce the activity.

- Before starting this activity, make sure children understand that everyone has a right to be heard, and that everyone's ideas need to be respected. Everyone in the group must have a voice and take part in the planning.
- Assign one person the task of making sure that everyone has a turn to share.
- Use the chart, "Our Great Ideas!", to keep track of each child's name and ideas. Ask someone in the group to do this for everyone, or take turns.

3. Discuss celebrations.

- Ask each student to describe his or her favorite part of any celebration he or she has ever been to, or about his or her favorite family tradition for celebrations. For example, children might talk about blowing out candles, breaking piñatas, or wearing hats or costumes. As a group, discuss how people around the world may celebrate in different ways, but they *all* have fun celebrating! This is something everyone in the world has in common.
- Make a list of children's favorite activities on the "Our Great Ideas!" handout (attached).

Closure: Tell students that tomorrow they will begin to plan their celebration.

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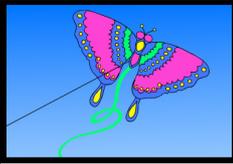
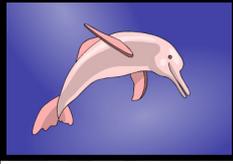
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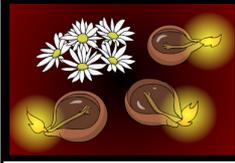
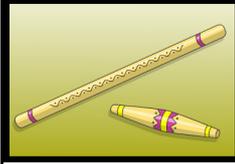
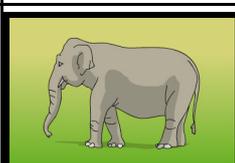
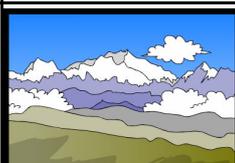
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China Info Booth

Item	Image	Information
Kite		Kite flying is a tradition in China. Some kites look like dragons, birds, butterflies or even fish!
The Yangzi River		The Yangzi river is the longest river in China, and the third-longest river in the world.
Giant Panda		Giant pandas spend half their time sleeping. And when they're awake, they spend most of the day eating bamboo. Being a Panda seems pretty relaxing!
First Birthday		In some parts of China, when a baby turns one, he or she is placed in front of objects like a coin, a doll and a book. According to ancient beliefs, the object that the child picks up will reveal what he or she will be like when he or she grows up!
Chinese New Year		Chinese New Year is the most important holiday in China. One thing people do to celebrate is the Dragon Dance. A line of people hold a dragon costume over their heads and dance in the street!
Golden Monkey		Golden monkeys have blue faces and bright orange fur! They live in the tops of trees in the forest.
Shuttlecock		In this Chinese game, players have to keep the shuttlecock off the ground using their feet and knees! The shuttlecock is made of colourful feathers attached to a round metal base.
Pink Dolphin		Pink dolphins live off the coast of China. Pink dolphins are grey when they're born, and turn pink as they become adults.

India Info Booth

Item	Image	Information
Diwali		Diwali is the Hindu Festival of Lights, celebrated throughout India with beautiful oil lamps, new clothes, sweets and fireworks. This 5-day holiday is also known as Deepavali, which in Sanskrit means "row of lights".
Kolam		Many Indian families use rice flour or coloured powders to create patterns outside their homes. These patterns are called by different names in different Indian languages, such as Kolam, Rangoli and Aalpana.
Monsoon		Monsoons are strong winds that blow across India, changing direction with the season. The winter monsoon blows from the land toward the sea, and is very hot and dry. The summer monsoon blows from the sea to the land, and it brings heavy rains.
Bengal Tiger		Most Bengal tigers live in India. Each tiger has its own pattern of stripes, which serves as camouflage among trees and tall grasses. And here's something unusual: unlike most cats, Bengal tigers love to swim!
Gilli-danda		A very popular game among Indian children is gilli-danda. It's played with a small wooden peg—the gilli—and a wooden stick: the danda. One player has to flip the gilli up into the air from the ground using the danda. If other players cannot catch it, they pick it up and throw it at the danda.
Holi		On the second day of Holi, a spring festival in India, people run through the streets throwing water and coloured powder at each other. I guess that's why Holi is also known as the Festival of Colours!
Asian Elephant		Asian elephants are not as big as African elephants, but they're still very big! They can weigh between 3 and 5 tons and move entire trees using their trunks!
Kanchenjunga		Kanchenjunga is a mountain on the border between India and Nepal. It is the third highest mountain on earth! The name "Kanchenjunga" means "the five treasures of the snows", because the mountain has 5 huge, snowy peaks.

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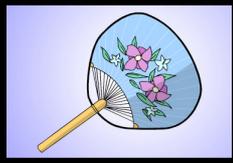
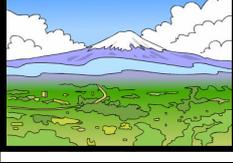
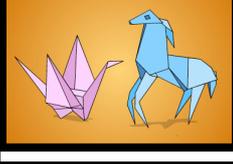
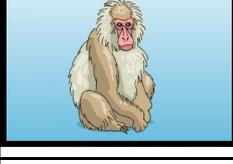
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Japan Info Booth

Item	Image	Information
Kokeshi Doll		Kokeshi dolls are wooden dolls from Japan. They have large, round heads, but no arms or legs. Everything is painted on: their clothes, their hair, even their faces!
Paper fan		Paper fans called uchiwa are made in Japan. Special designs make the fans unique and beautiful! Long ago, they were used in plays, tea ceremonies or simply to stay cool!
Kimono		The kimono is a traditional long robe from Japan. Kimonos can be worn by men, women and children for different occasions like weddings or the tea ceremony.
Mt. Fuji		Japan's tallest mountain is a volcano called Mt. Fuji. Lots of people climb it in the summer. It can take the whole day to go up and come back down.
Origami		Origami is the traditional Japanese art of paper folding. You can learn to fold paper into almost anything: animals, planes, boats or even an owl!
Snow monkey		Snow monkeys live in northern Japan where it gets very cold in the winter. That's why Snow Monkeys have nice thick coats to keep them warm! Snow Monkeys also find hot springs to relax in while they wait for spring.
Red Crowned Crane		The Red-Crowned Crane, also known as the Japanese Crane, is a tall, white bird with a red patch of skin on its head. It is one of the rarest cranes in the world.
Japanese Doll Festival		The Japanese Doll Festival, or Girl's Day, takes place in March. People celebrate by displaying special dolls on shelves covered with red cloth.

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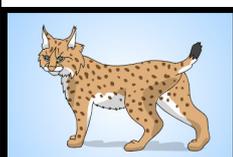
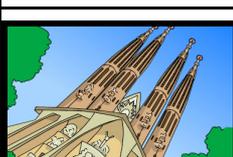


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Spain Info Booth

Item	Image	Information
Flamenco		Spain is known for Flamenco: a passionate form of music that includes singing, guitar playing, hand clapping and dancing.
Fire Salamander		Fire salamanders live in Spanish forests. Their bright colours may be pretty, but they also warn predators that fire salamanders are poisonous!
Iberian Lynx		The Iberian lynx—a small, wild cat—is one of the rarest animals in the world. It has pointy ears topped by strands of hair that puff out when it's scared.
The Guggenheim of Bilbao		The Guggenheim Museum of Bilbao is an art museum in the Basque region of Spain. The Museum building itself is a work of art. It looks more like a huge ship than a museum!
The Altamira Cave		The Altamira Cave, in Spain, is home to large paintings of bison, deer, horses and boars. The paintings are thousands and thousands of years old. The first modern person to see the paintings was an eight-year-old girl!
Cave House		Tungar isn't the only one who lives in a cave! In Guadix [wad-ish], Spain, you can find thousands of cave-houses built into the mountains.
La Tomatina		Every year, the town of Buñol in Spain hosts La Tomatina: the world's biggest tomato fight. 150,000 squishy tomatoes are thrown in the festival. Don't wear your new white shirt when you go to La Tomatina!
La Sagrada Familia		La Sagrada Familia is a huge Roman Catholic Basilica being built in Barcelona, Spain. Construction was started over 120 years ago and they're still working on it.

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Lesson 10: Let's Celebrate (Planning)!

Essential Questions:

- Why is it important to make people feel welcome in my community?
- How can I welcome people to my community?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.

Outcomes:

Students will...

- identify different ways of celebrating around the world
- identify different reasons to celebrate around the world
- work together as a group to plan a celebration

Curriculum Ties

- Social Studies: global awareness; civic ideals and practices; culture; community
- Health: feelings

Age Range:

Ages 5 - 7

Materials Needed*

***Unless otherwise indicated, all materials are available on www.panwapa.com.**

- Handouts
 - Let's Celebrate! invitations (attached)
 - Let's Make a Plan (attached)
- Panwapa Invitation
- Writing utensils
- Art Supplies

Cumulative Review:

- What does "peace" mean?
- How can working together promote peace?
- Do you think that you and your classmates can help bring some peace and happiness to the world, starting with your own community?
- Why do we celebrate? Does everyone celebrate the same way?
- How is a celebration from another country different from one of your celebrations?

Agenda:

1. *Plan the celebration.*

- Determine what to celebrate, when the celebration will happen and where the celebration will be held. Children may want to plan a celebration for a previously held service-learning activity.
- Use the list of "Our Great Ideas!" to choose the activities for the celebration. Keep in mind that not every activity may be included in the celebration.
- Use the "Let's Make a Plan" handout to divide up jobs among groups of students. Decide

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what responsibilities each group has for decorating, planning food, planning drinks and sending out invitations.

2. Create an invitation to hand out.

- The "Let's Celebrate!" invitation handout can be printed and then folded in half with the pictures on the outside.

3. Create posters and decorations.

4. Gather supplies for the activities.

5. Shop and prepare the food and drinks.

Closure: Tell students that next lesson will be their celebration! Discuss with them why it is so exciting to celebrate our accomplishments.

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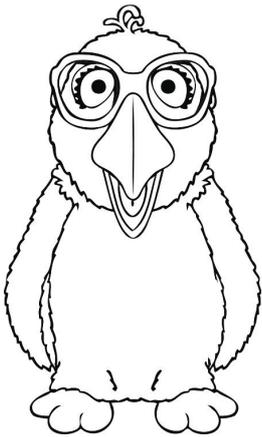


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Let's Celebrate! Invitation: Front



Let's Celebrate!

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Who: _____

What: _____

When: _____

Where: _____

Why: _____

Let's Celebrate! Invitation: Back



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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?

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Lesson 11: Let's Celebrate (Party!)

Essential Questions:

- Why is it important to make people feel welcome in my community?
- How can I welcome people to my community?

Objectives:

This lesson will...

- build awareness of the broader world.
- engender excitement for learning about the world.

Outcomes:

Students will...

- identify different ways of celebrating around the world
- identify different reasons to celebrate around the world
- celebrate their accomplishments

Curriculum Ties

- Social Studies: global awareness; civic ideals and practices; culture; community
- Health: feelings

Age Range:

Ages 5 - 7

Materials Needed*

***Unless otherwise indicated, all materials are available on www.panwapa.com.**

- Panwapa Diplomat Certificates
- Art supplies
- Writing utensil
- Supplies for celebration, as determined by group

Cumulative Review:

- Why do we celebrate? Does everyone celebrate the same way?
- How is a celebration from another country different from one of your celebrations?
- How can we work together to plan a celebration?

Agenda:

1. **Make the decorations and decorate the space.**

2. **Have fun and celebrate!**

- During the celebration, pass out the "Panwapa Diplomat Certificates." Students can be allowed to decorate the certificates after they receive them, and the decorated certificates can be displayed around the room. These certificates are reminders of students' commitments to global citizenship and to making a difference in their communities.

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Service Learning Extension

- Depending on what you are celebrating, invite community members to not only attend the celebration, but also bring items to be donated to the issue or cause of interest for the celebration.

Additional Activities

- Ask children to write a story about their favorite celebration.
- As a group, create a new song for the celebration.
- Ask children to draw pictures of their favorite part of the celebration.

Closure: Discuss with students the importance of being global citizens *every day* and *everywhere*. Remind them that, in order to be true global citizens, their actions need to go far beyond the walls of the school. They should be thinking about fairness and justice regularly, as they will not always have a teacher guiding them to make the best decisions.

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Appendix 1 Panwapa Video Viewing Guide

Viewer's Guide to Panwapa Videos: Questions for Discussion

Story #1: *Hello Panwapa Island!*

- How did the residents of Panwapa Island feel about Azibo when he first arrived? Why did they feel this way?
- How did Azibo feel about the way he was treated when he first arrived?
- Have you ever felt like Azibo did? When? Why?
- Why did the residents of Panwapa change their minds about Azibo?
- What can you do to make new people feel welcome in your community?

Story #2: *Speaking Like Sheep*

- Why did Baabra have trouble communicating with the other residents of Panwapa Island?
- How do you think Baabra felt when she could not speak with the other residents of Panwapa Island?
- Have you ever had to learn a new language or speak to someone who doesn't speak your language? What is it like?
- What are some things you could do to help someone who doesn't speak the same language you do?
- How can you welcome someone who doesn't speak the same language you do?
- How did the residents of Panwapa Island feel when the Sheep family wanted to live on the field?
- How did everyone solve the problem?
- What are some things you could do to help people who may be homeless, or need basic things like food and water, like Baabra and her family?

Story #3: *Baa to the Sun, Sing to the Moon*

- What is a tradition? What are the two traditions shown in this movie?
- Why did the sheep carry-out their tradition?
- Why did the residents of Panwapa Island carry-out their tradition?
- Why did the sheep and Azibo both have problems with each other's traditions?
- How did the residents of Panwapa Island solve these problems?
- What are some traditions in your families? Why are they important to you?
- Why should we respect other people's traditions?

Story #4: *Snow Story*

- What are the residents of Panwapa Island preparing for? What does each one do to prepare?
- What happens when all the residents of Panwapa Island try to prepare for the storm by themselves? Why does this happen?
- How do the residents of Panwapa Island solve the problem?
- When have you used teamwork to solve a problem? Tell us about it.
- How can we use teamwork today to do a community service project?

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Story #5: *Juan Pablo from Guatemala*

- Where does Juan Pablo live? Try to find the country he lives on a map.
- How are Juan Pablo and Chato similar? How are they different?
- What problem did Juan Pablo identify? How did he solve the problem? Who helped him?
- Why do you think Chato could not go to school? Why do you think other children around the world cannot go to school?
- Why is it important to go to school?
- What can you do to help children like Chato who cannot attend school?

Story #6: *Oleg from Russia*

- Where does Oleg live? Try to find the country he lives on a map.
- What is Oleg's home like? Why is it important for him to be able to pack his home up and move it?
- How is Oleg's home similar to your home? How is it different?

Story #7: *Moses from Tanzania*

- Where does Moses live? Try to find the country he lives in on a map.
- How is Moses's life similar to your life? How is it different?
- What language does Moses speak at home? What language does he speak at school? Do you speak a different language at home than at school?
- Moses is not allowed to speak Masai at school. How do you think this affects his life?
- When would it be helpful to know more than one language?
- How is Moses's school similar to your school? How is it different?
- Many children cannot go to school, or they have to run to school, like Moses. What are the benefits of going to school? Why do you think some children do not go to school?
- How can you help children who cannot attend school?

Story #8: *Kamia from USA*

- Where does Kamia live? Try to find the country he lives in on a map.
- Kamia lives in the desert. How does this affect his life?
- How is the desert similar to where you live? How is it different?
- Where does Kamia get water? Where do you get water?
- What does Kamia's family use water for? What does your family use water for?
- How do other children around the world get water?
- What can you do at home to save water?

Story #9: *Joao from Angola*

- Where does Joao live? Try to find the country he lives in on a map.
- How do Joao and his family get food? Where do you get food?
- Why are Joao and his family celebrating?
- How do they celebrate?
- What do you celebrate with your family? How do you celebrate?
- How is the celebration in Joao's village similar to your celebrations? How is it different?

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Story #10: *Hannah from Israel*

- Where does Hannah live? Try to find the country she lives in on a map.
- What problem did Hannah identify?
- How did Hannah's class decide to solve the problem?
- What are some examples of teamwork in the video?
- What is a petition? Why did Hannah and her classmates create one?
- Why did the clock have four faces? How was each clock face different?
- How did Hannah's class feel when they finished the project? Why did they feel this way?
- What is an improvement you would like to make in your community? What steps would you take to get this improvement done?

Story #11: *Shahinoor from Bangladesh*

- Where does Shahinoor live? Try to find the country she lives in on a map.
- What does Shahinoor use to make a toy?
- How does Shahinoor's brother help her?
- How are Shahinoor's toys similar to your toys? How are they different?
- Have you ever made a toy before? If so, what did you make? What did you use to make it? If not, what could you make, and what could you use to make it?

Story #12: *Shem Ping from China*

- Where does Shem Ping live? Try to find the country he lives in on a map.
- How did Shem Ping meet his new friend?
- What did Shem Ping try to eat?
- How is the food Shem Ping ate similar to the food you eat? How is it different?
- What did Shem Ping learn during his visit?
- Have you ever tried something new before? What was it like? What did you learn?
- Why is it important to meet new people and try new things?

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