

# Our Friends in Other Countries

## Session 1

TIME

90 min.  
including  
break



Art of Learning

THEME  
**13**



### WARM-UP: 'PEN FRIEND' SONG

<b>This will happen:</b>	Class learns the 1st and 2nd verses of the 'pen friend' song in the language of the pen friend school and explores singing these in different ways in the round.
<b>Materials needed:</b>	'Pen friend' song lyrics (resource bank - audio file) Speakers and something to play music on. Alternatively, an instrument if any of the adults are able to play.
<b>Preparations in advance:</b>	Test out 'pen friend' song. Listen to the soundtracks (verses 1 and 2) and learn the lyrics and melody well. Practise where in the rhythm the students should start singing and how to get them to start at the right time. Check that the technical equipment works.
<b>Preparations in the space:</b>	Check the sound is working.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

Stand in a choir formation or in circles (with the adult as a conductor and singer).  
Explain to the students that today they are going to warm up their brains, bodies and voices with a song.

#### 1. Rehearse the 1st verse:

My name is... Explaining the lyrics so everyone understands what they mean. Rehearse the words and melody together, or separately.

*My name is Johanna, what's your name? - Per!*

*My name is Johanna, Per!*

#### 2. Sing the 1st verse with the soundtrack or with a live instrument (if anyone can play).

#### 3. Rehearse the 2nd verse:

*I live with...* with the lyrics and melody and explain them so that everyone understands what the lyrics mean.

*I live with my mother and father, I live with my family*

*I have many brothers and sisters, I live with my family*

#### 4. Sing verses 1 and 2 with the soundtrack or with a live instrument (if anyone can play). Sing them one after the other.

Split the group in half.

Group 1 can sing the 1st verse all the time, while Group 2 moves to the 2nd verse after the 1st verse.

#### 5. Reflection: What was it like to sing this in another language? What did you do to remember the words?

Divide into groups and move into the main activity.

### REFLECTION: PEN FRIEND REFLECTION

<b>This will happen:</b>	Students begin their individual pen friend letters and envelope artworks. The students learn who their pen friend is.
<b>Materials needed:</b>	Master list of pen friends from a school in another country (resource bank). Letter templates (resource bank). Envelopes. Writing tools. Whiteboard to write up foreign language phrases. A clipboard.
<b>Preparations in advance:</b>	Print several of each letter template in colour (from which students can choose). Check that all Art of Learning students from the class are included on the list of letter friends, and matched with someone at the pen friend school in another country.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Classroom.

#### GUIDANCE:

**1.** Explain that students will have their own pen friend and that they will write them a letter. At the end of each session, they will get to write something on this letter so that at the end of the theme all the letters will be ready to be sent to their pen friends in another country. And maybe there will be letters for them too, from their pen friends!

**2.** Since the pen friend does not understand the language the students speak, the letter must be written in English. And luckily, they learn a little English in each warm-up during this theme and these words are used in the letter (feel free to link to other words they have learned as well!).

**3.** Review the words the students have sung in the warm-up, sing them, and write them up.

**4.** Write up and explain to students how to start on a letter (Date, day of the week, Dear...)

**5.** Each student learns the name of their own pen friend, gets to choose a letter template and envelope, and can start on their letter. Adjust the task to an appropriate English language level and allow students who know more English to write more. Feel free to offer dictionaries, if appropriate. Students can sit at their desks or choose to sit on the floor. If so, keep a book or a clipboard under the sheet so that it works well to write on.

**6.** After the session, letters and envelopes are collected and saved for the next session (if applicable, students can take their letters and envelopes home if they want to continue working on them).

### NOTES

# Our Friends in Other Countries

## Session 1

TIME

90 min.  
including  
break



Art of Learning

THEME  
13



### MAIN ACTIVITY

<b>This will happen:</b>	Students receive letters from children in the pen friend school, where their names and information is missing. They need to find out who the child is.
<b>Materials needed:</b>	Envelopes with photos, drawings and sheets of facts about students in the pen friend school (1 for each group). T1301 Worksheet and T1301 Profile sheet, 1 for each group. Pens and colours and glue for each group. Either a) Tape (to hide envelopes), or b) mailbag (for the envelopes). Tablet with recording function for each group.
<b>Preparations in advance:</b>	Check that envelopes with all the info are ready. Print sheets for the groups. If a) Hide the envelopes in the room or b) Put the envelopes in a mail bag.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space. Option of quiet areas to record.

### GUIDANCE:

- Each group (approx 4) should receive or select an envelope (these can either be hidden in the room, or arrive in a mailbag.). Each envelope is made by one child in a class in the pen friend school. Explain that the plan was for them to have pen friends in another country, but that the names and information about the children has disappeared, and that they must help to find out as much as possible about the children who wrote the letters.
- In groups, the envelopes are opened and their contents are looked at. The students are given a worksheet and they are asked to complete the sheet together.
  - Photograph task: Look closely at the photograph. Who is this? Using the owner profile sheet, fill out what they think is correct.
  - Drawing tasks: What do they think this child likes or cares about?
  - Truth and lie task: 2 of these phrases are true about the person, 1 is a lie. Which one do you think is a lie? Why?Let the groups work on their own. Divide the tasks, if needed. Assist and help where needed.
- Reflect together: What was it like to imagine what another child is like, based on photography, some text and a drawing? Do they remember doing something similar before in the Art of Learning? (Theme 7 (In Your Shoes) and 8 (The Mystery Box). How much of what they've imagined about the child do they think is correct?
- In the same groups, the students share their findings/ideas about the child by making audio recordings. They need to agree on what to say and who will say what (everyone should say something). When the groups are ready, they are given a digital tablet which has a voice recording.
- The groups record their videos. Encourage them to assess the quality and to do a new take if the group is not satisfied with their work.
- Pair groups up and ask them to share the video recordings they have made.
- Reflection. Four groups come together and discuss: What was it like to talk about someone they have never met? Explain that someone will be doing the same thing about them at a school in another country. Ask: What would they say about themselves? What lies would they write about themselves? Finish by saying that a message has arrived with a list of names and addresses of children in the pen friend school, which this class will have as pen friends. Move into the reflection.

### NOTES