

Our Friends in Other Countries

Session 2

TIME

90 min.
including
break



Art of learning

THEME
13



WARM-UP: 'PEN FRIEND' SONG

This will happen:	The idea of singing in canon is introduced. The class repeats the 1st and 2nd verses of the 'pen friend' song in the pen friend language and learns the 3rd verse, exploring how to sing these in the round on top of each other/at the same time.
Materials needed:	Song lyrics (resource bank), speakers, and something to play music on. Alternatively, an instrument if any of the adults are able to play.
Preparations in advance:	Listen to the soundtracks (verses 1, 2 and 3) and learn the lyrics and melody well. Write the start of each line on a separate sheet. My name is... I live with... I am 9 years old... I like the flowers... I hope... The sheets can have different colours and symbols, in order to quickly tell them apart during the singing.
Preparations in the space:	Check that the sound and technical equipment is working.
The space looks like this:	Open space.

GUIDANCE:

Stand in a choir formation or in a circle (with the adult as a conductor and singer).

- Repeat the 1st verse and the 2nd verse with the lyrics and the melody. Repeat the meaning of the lyrics. Ask the students what these words would be in their language.
- Repeat with the soundtrack or with a live instrument (if anyone can play) and by splitting 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 as in the previous session with the posters and movements to help.
- Reflection: What was it like to sing on top of each other with different lyrics and melody? Asks for ideas/tips from the students on:
 - How each person can focus on their own text and melody.
 - How the group can work better together.
 If needed, suggest they listen carefully, close their eyes, think hard about their own lyrics, avoid listening to the lyrics of others, that each group moves to a different side of the room, that they each stand next to someone who has the same lyrics as them. Have the posters ready for each line, have movements that fit each line, etc.
- Try again with new ideas, preferably include gestures and/or posters.
- Introduce the new lyrics, melody and the 3rd verse:
I am 9 years old now, I am 9 years old now, next year I'll be 10, yes, next year I'll be 10, yes!
- Split the group into three and sing all three verses in succession (start with the 2nd Verse, then the 3rd and finally the 1st verse and then on top of each other.
- Reflection: How did it go with their ideas to get to sing different verses at the same time? How well did they do today compared to yesterday? Were the posters and/or gestures helpful?

REFLECTION: PEN FRIEND REFLECTION

This will happen:	Students add more to their pen friend letter using the English language phrases they learned in today's warm-up from the 3rd verse. They can also start creating the envelope.
Materials needed:	Letters and any envelopes started in the previous session. Writing tools. Whiteboard to write up English language phrases. A clipboard for each student.
Preparations in advance:	Print out some copies of T1302 Name Artworks, in colour.
Preparations in the space:	
The space looks like this:	Classroom.

GUIDANCE:

- Hand out the letters and envelopes and writing tools.
- Review the words the students have sung in the warm-up from the 3rd Verse (and possibly the 1st and 2nd too). Sing them and write them up. Also write up any additional words that may be relevant as suggested by the students (for example, the number of people they live with, or their pets).
- Each student continues to write their letter. Adjust the task to an appropriate English language level and allow students who know English to write more. Feel free to offer dictionaries, if appropriate. Students can sit at their desks or choose to sit on the floor and ask them to try to work in a different location than yesterday.
- Those who finish quickly can start on the colourful drawing/artwork on the envelope, putting the name of their pen friend on a central place on the envelope. (See resource bank for inspirational images).
- 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).

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MAIN ACTIVITY:

This will happen:	Students watch a video of a girl from Karachi (T1301 in resource bank) and are encouraged to become aware of their own surroundings. They make a video that describes their own everyday life/school to share with the pen friend school.
Materials needed:	A tablet with a video recording function for each group, screen, and equipment to show video clips (with sound), paper, and pencil.
Preparations in advance:	Prepare the tablets. Review the T1301 Karachi video.
Preparations in the space:	Check that the technical equipment works.
The space looks like this:	Open space/various.

GUIDANCE:

1. View footage of the girl from Karachi, Pakistan (without revealing where she is from). This shows her life, in English. Ask what the girl was saying? Ask students if they can explain what she said. What did she do? What was she showing them? Where do they think she lives? What clues did they get from the film? Reveal that she's from Karachi, Pakistan, and ask where this is and show this on a map. How long do they think it will take to drive to Karachi from here? Use Google Maps and find out. (Time, days, km.)
2. In groups, the students need to decide who will pretend to be from Pakistan or another country and say that they are here in this school for the very first time. Their task is to pretend that everything is new and different, and to ask lots of questions. The others in the group are responsible for showing this person around and for answering their questions as best they can. Give the groups a time frame (for example, 7 min) and a place to start (inside/out) and let them switch roles during this time.
3. Main activity, jointly: in their groups the students make a film. They should use the trial round (part 2) as inspiration for what it might be exciting to include in their film. Ask what do they remember about previous films they've made in the First Day Art of Learning Theme? What worked well last time, that they can take with them? What do they need to keep in mind? (for example, collaboration, talking clearly and directly in camera, camera angle, distance to what they are filming, noise in the background, etc.) The task is to make a video (max 2-4 min) that presents their school to students in the pen friend school. Explain that in the film they should speak a mixture of their own language and English too, or they can show the school without words. If any student can speak English they should be encouraged to use their skills in the video.
4. Reflection together: How did they plan their films? How did the collaboration go? What did they do about the language challenge? What's their favourite part of the film? What do they think the pen friend class in another country will think about their films?

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