

Our Friends in Other Countries

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME
13



WARM-UP: 'PEN FRIEND' SONG

This will happen:	The class repeats the 1st, 2nd & 3rd verses of the 'pen friend' song and learns the 4th 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, 3 & 4) 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. Write the start of each line of the 'pen friend' song on a separate sheet.
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 circles (with the adult as a conductor and singer).

1. Introduce the new lyrics, melody and the 4th verse:
I am from Hungary, my friend, may I ask where you come from, and tell me how you are.... Share the meaning of the lyrics so that everyone understands what they mean. Rehearse the lyrics and melody together and repeat with the soundtrack or the live instrument.
I am from Hungary, my friend, may I ask where you come from, and tell me how you are.
2. Sing the verses one after the other with accompaniment, and then on top of each other (divided into groups).
3. Reflect again about how it is to sing on top of each other, with different lyrics and melody. Ask for tips and ideas from students.
4. Try again with the new ideas.
5. Reflection: How did the singing go when they tried out their ideas? What did they get right today?

REFLECTION:

This will happen:	Students add to their pen friend letter. Students add more to their pen friend letter using the phrases they learned in today's warm-up from the 4th verse and they work on the envelope artwork/drawing.
Materials needed:	Letters and envelope from previous session. Any letter templates from the resources bank. Writing tools. Whiteboard to write up new phrases. T1302 Name Artworks.
Preparations in advance:	Print out T1302 Name Artworks in colour (if it is not already done). Print out additional letter templates from the resource bank, if needed.
Preparations in the space:	
The space looks like this:	Classroom.

GUIDANCE:

1. Hand out the letters and envelopes and writing tools.
2. Review the words the students have sung in the warm-up from the 4th Verse (and possibly the 1st, 2nd and 3rd too). Sing them and write them up. Also write up any additional words that may be relevant as suggested by the students (for example, questions, city/village/school name etc.).
3. Each student continues to write 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 and ask them to try to work in a different location than the last time.
4. Those who finish quickly can continue with 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).
5. After the session, the 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).

Session 4, suggestion:

- Continue with other things students will write to their pen friend. Feel free to target words that students will learn in English in the future.
- Continue with the envelope artwork.
- Ask the students to do a drawing to show something that they are concerned about – this can also be included with the letter.
- Ask the students to draw a self-portrait – this can be included with the letter.

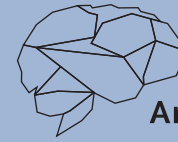
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MAIN ACTIVITY:

GUIDANCE:

- On a map, show where the pen friend country and Karachi, Pakistan are. Ask students: Guess how long do they think it will take to drive to Karachi from here? To the pen friend's school from here? Let them guess and then use Google Maps and find out. (Time, days, km). Show this on a map or globe. Ask the students to create their own maps with those locations and others (use T1303-4 World Map and T1303-4 Map Ideas from the resource bank).
- Get to know the pen friend's country (and continent better). Which are the famous buildings? What is the capital city? What is the language? What minorities are there? What kind of plants/trees/fruits grow there?
- Continue with the videos, improve and finish them.
- Continue with the tour. Are there areas that the students want to show that have not been included but that are important? Do they want to show something from the place/area/city that they live in? (shops, playgrounds, homes, parks, municipal houses, churches, cultural heritage sites showing how people lived here 1-2 generations ago etc.)
- Create a new version of the film (or extend it), where students can add costume elements, props, sound effects and speech in the English language.
- Plan a video students can create at home to show places and activities they care about that can't be made at school. This may also involve interviewing parents, neighbours and siblings. Encourage speaking in English, or using single words in that English (from the warm-up). Invite the youngest students in the school to a viewing session to watch the films students made for them on Theme 11. Teach and develop an (optional) activity from Art of Learning that Art of Learning students can teach to younger students. Allow students to be the organisers. Plan how to make it a lovely experience for the younger students, distribute tasks, and perform with the Art of Learning students in the driver's seat.
- Reflection from 1st year of Art of Learning: Is there anything else students want to send to the pen friend class that they have made or done in the Art of Learning? Review the themes and have students suggest one thing each that they want to repeat/do more of, and that can be sent to the pen friend class. Self-portrait? Family drawing? Collage? My neighbourhood? History/favourite words from the Golden Chest? Geometric works of art? Ugly/nice colours painted? and so forth. This may also include filming students doing a favourite warm-up or reflection, which is then sent. Or they can draw/write about their favourite activity.

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