

Our Friends in Other Countries

Overview



Art of learning

THEME
13



OVERVIEW OF THEME 13

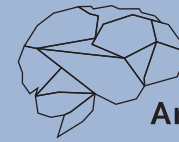
GOALS	For students to develop their abilities to express themselves in writing and orally in English through an authentic situation (communicating with pen friends in another country). Through music, students get to explore and perform a song that turns into a composition, while also becoming familiar with patterns of pronunciation, English words and phrases. Through letters, the oral phrases are repeated and turned into written text. In the theme, students are allowed to express themselves freely, create visual stories and at the same time practise speaking in English, and in text and short films students get to read and hear English language examples and get help to understand these. In visual assignments, the students get the opportunity to express themselves both with and without digital equipment.
SUMMARY:	Students receive letters from students in another country where some of the information is missing, and they must use their imagination to fill in the gaps. They make a video for students in the other country, create work based on information they get about the school from the pen friend class, and make a "Liars" video introducing themselves. In addition, the theme is framed by songs in English and associated letter writing as a reflection.

GENERAL GUIDANCE ON THEME 13: Year 2 of The Art of Learning introduces students to students in another country, and a pen friend relationship is established. Students can be expected to need time to get back into Art of Learning mode, and it becomes important to help students remember what they have done in the past and what usually happens in Art Of Learning. Theme 13 refers back to many activities in Year 1, including elements from Themes 7, 8 and 11. Take advantage of the opportunities to connect their previous learning to the new sessions in this theme as it is known (cf. Adele Diamond, EC) that students benefit from help making these connections. In this theme, it is important to keep in mind learning as a collective process. Students learn from each other. Even if not everyone knows everything, they can help each other. Challenge students to help each other out on this theme (so that the adults don't have to support all the students). Allow students who already have English skills to shine, let them help others out and take the lead where this is relevant. Feel free to speak English in parts of the sessions as an adult, to further increase students' ability to recognise words and phrases.

THEME 13	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: Students learn the 1st and 2nd verses of the 'pen friend' song and explore singing these in different ways.</p> <p>Main activity: Students receive letters from children in the pen friend school, where their names and information are missing. They need to find out who the child is.</p> <p>Reflection: Using the 1st and 2nd verses of the 'pen friend' song, students begin writing a letter in English to a pen friend who is participating in AoL in a different school and country from them.</p>	<p>Warm-up: The idea of singing in the round is introduced.</p> <p>The students repeat the 1st and 2nd verses of the 'pen friend' song and learn the 3rd verse, exploring how to sing these in the round on top of each other/at the same time.</p> <p>Main activity: Students watch the video of a girl from Karachi (T1303 resource bank) and are encouraged to become aware of their own surroundings. They make a video that describes their own everyday life or school to share with a pen friend school in another country.</p> <p>Reflection: Students add more to their letter using the English phrases they learned in the 3rd verse of the 'pen friend' song. They can also start creating the envelope.</p>	<p>Warm-up: Students continue with the 'pen friend' song. The students repeat the 1st, 2nd and 3rd verses and learn the 4th verse, exploring how to sing these in the round on top of each other/at the same time.</p> <p>Main activity: See suggestions for activities.</p> <p>Reflection: Students add more to their letter using the English phrases they learned in the 4th verse of the 'pen friend' song. They work on their envelope artwork/drawing.</p>	<p>Warm-up: Students continue with the 'pen friend' song. The students learn the 5th and last verse and try to sing it in the round eg. with the 4th verse.</p> <p>Main activity: Students engage with content relating to their pen friend school, the Norwegian song, the images from Google Maps, the 'First Day' video. They express this by creating a drawing or a painting. They also review each other's work.</p> <p>Reflection: Students continue their letter using the English phrases from the 5th verse. They work on their envelope artwork/drawing.</p>	<p>Warm-up: Students continue with the 'pen friend' song. Verses 1 to 5 are sung in the round on top of each other and at the same time.</p> <p>Main activity: Students make up lies about themselves, write them in English, practise saying them, and record them on a joint video presentation.</p> <p>Reflection: Students complete their letters, sign them and seal the envelopes ready to send.</p>
Space	Open space.	Open space.	Open space.	Open space.	Open space.

Our Friends in Other Countries

Overview



Art of learning



THEME 13	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Materials	<ul style="list-style-type: none"> • 'Pen friend' song lyrics/sound tracks as audio files and Pen Friend song lyrics sheet (resource bank) • speakers and something to play music on. Alternatively, an instrument if any of the adults are able to play. • Envelopes with: photo, drawing and a sheet of facts about students in Norway (1 per group). • T1301 Worksheet and T1301 Profile sheet (1 per group). • Art materials – pens and colours and glue for each group. Either a) tape (to hide envelopes), or b) sack (for the envelopes). • A tablet with recording function for each group. • Master list of pen friends from the pen friend school (resource bank). • Letter template (resource bank). • Envelopes. • Writing tools. • Whiteboard to write up English phrases. • A clipboard. 	<ul style="list-style-type: none"> • 'Pen friend' song lyrics (resource bank) • speakers and something to play music on. Alternatively, an instrument if any of the adults are able to play. • A3 paper and art materials for posters. • A tablet with a video recording function for each group • screen and equipment to show video clips (with sound) • paper and pencils. • Letters and envelopes from the last session. • Writing tools. Whiteboard to write up English phrases. • T1302 Name Artworks (see resource bank) • The films from the session are collected and sent to the pen friend school (either after session 2, or after completion in session 3-4.) 	<ul style="list-style-type: none"> • 'Pen friend' song lyrics (resource bank) • speakers, and something to play music on. Alternatively, an instrument if any of the adults are able to play. • Letters and envelopes from the last session. • Any letter templates from the resources bank. • Writing tools. • Whiteboard to write up English phrases. • T1302 Name Artworks. • The films from the session are collected and sent to the pen friend school (either after session 2, or after completion in session 3-4.) 	<ul style="list-style-type: none"> • 'Pen friend' song lyrics (resource bank) • speakers and something to play music on. Alternatively, an instrument if any of the adults are able to play. • Large sheets of paper (for each group, from the paper roll), • good selection of either painting or drawing materials for each group • scissors and glue (for each group) • A4 sheet (4 per group), audio file with Norwegian song and something to play the sound with. • Postal address of the school and google maps • 'First Day' video from the pen friend school and something to play it on. • Letters and envelopes from the last session. • Any letter templates in the resource bank. • Writing tools. • Whiteboard to write up English phrases. • T1302 Name Artworks. 	<ul style="list-style-type: none"> • 'Pen friend' song lyrics (resource bank) • speakers and something to play music on. Alternatively, an instrument if any of the adults are able to play. • T1306 Profile Sheet (1 for each student). • Writing tools. Red pencil (1 for each student). • PC or tablet with recording function (Teams/Zoom works fine) for each group of 8-10 students. • Name and address of the pen friend school. • A large envelope/box for all the pen friend letters to go in. • Any additional letter templates (resource bank). • Whiteboard to write up English phrases.
Preparations in advance	<ul style="list-style-type: none"> • Check envelope content. Students paired with their pen friend (in discussion with project coordinator). • 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. • Check that envelopes with all the info are ready. • Print sheets for the groups. If a) hide the envelopes in the room, if b) put the envelopes in a 'mailbag'. • 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 pen friends, and matched with someone at the pen friend school. 	<ul style="list-style-type: none"> • Listen to the soundtracks (verses 1, 2 and 3) and learn the lyrics and melody well. • Write the start of each line on separate sheets: '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. • Prepare the tablets. • Test out the girl from Karachi video and the equipment required to play it. • Review the T1301 Karachi video. • Print out some copies of T1302 Name Artworks in colour. 	<ul style="list-style-type: none"> • Listen to the soundtracks (verses 1, 2, 3 and 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. • Print out T1302 Name Artworks in colour (if it is not already done). • Print out additional letter templates from the resource bank, if needed. • Look at Map Ideas and World Map in the resource bank. 	<ul style="list-style-type: none"> • Listen through the soundtracks (1 to 4 and verse 5). 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. • Check that the audio file of Norwegian folk song (2 options in the resource bank), Google Maps street view (with mailing address) and movie (with audio) work. • Print out additional letter templates from the resource bank, if needed. • Take a picture of the work that the students have created and share them with their pen friends' school. 	<ul style="list-style-type: none"> • Listen through the soundtracks (1 to 4 and verse 5). 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. • Print out the T1306 Profile Sheet script (1 for each student). • Check that the technical equipment works and that the recording can be saved. • Print out additional letter templates from the resource bank, if needed • Send the video footage to a pen friend school. The letters are sent to the pen friend school: either by the adult after the session, or by the class going to the post office/box and sending them.

Our Friends in Other Countries

Session 1

TIME

90 min.
including
break



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WARM-UP: 'PEN FRIEND' SONG

This will happen:	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.
Materials needed:	'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.
Preparations in advance:	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.
Preparations in the space:	Check the sound 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). 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

This will happen:	Students begin their individual pen friend letters and envelope artworks. The students learn who their pen friend is.
Materials needed:	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.
Preparations in advance:	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.
Preparations in the space:	
The space looks like this:	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
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MAIN ACTIVITY

This will happen:	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.
Materials needed:	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.
Preparations in advance:	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.
Preparations in the space:	
The space looks like this:	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

Our Friends in Other Countries

Session 2

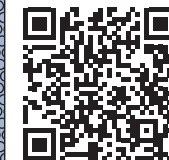
TIME

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).

NOTES

Our Friends in Other Countries

Session 2

TIME

90 min.
including
break



Art of Learning

THEME

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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?

NOTES

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.

NOTES

Our Friends in Other Countries

Session 3-4

TIME

90 min.
including
break



Art of Learning

THEME

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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.

NOTES

Our Friends in Other Countries

Session 5

TIME

90 min.
including
break



Art of learning

THEME
13



WARM-UP: 'PEN FRIEND' SONG

This will happen:	The class continues with the 'pen friend' song. The class learns the 5th and last verse and tries to sing it in the round, for example, with the 4th verse.
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. Write the start of each line of the 'pen friend' song on a separate sheet of paper or poster.
Preparations in advance:	Listen through the soundtracks (1 to 4 and verse 5). Learn the lyrics and melody well. Practise where in the rhythm the student should start singing and how to get them to start at the right time.
Preparations in the space:	Check the sound 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).

1. Introduce the new lyrics and the melody from the 5th verse: I like the flowers... Repeat the meaning of the lyrics so that everyone understands them. Research the lyrics and melody together, or separately. Repeat with the soundtrack or with a live instrument (if anyone can play).

*I like the flowers
I like the daffodils
I like the mountains
I like the rolling hills
I like the fireside
When the lights are low*

*I hope
and you hope
and we hope
and they hope
and I and*

2. Continue to focus on this verse or if the students are ready then practise this with the 4th Verse: I am from Norway...

REFLECTION: PEN PAL LETTER 3

This will happen:	Students continue their letter using the English phrases from the 5th verse. They work on envelope artwork/drawing.
Materials needed:	Letters and any envelopes started in the previous session. Writing tools. Whiteboard to write up English phrases. A clipboard for each student. T1302 Name Artworks.
Preparations in advance:	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 English words the students have sung in the warm-up from the 5th Verse. Sing them and write them up. Also write up any additional English words that may be relevant as suggested by the students (for example, things/hobbies students like, different wishes and hopes for the future).
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 last time.
4. Those who finish quickly can continue with the colourful drawing/artwork on the envelope or other drawings they want to include.
5. 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 5

TIME

90 min.
including
break



Art of Learning

THEME
13



MAIN ACTIVITY:

This will happen:	Students engage with content relating to their pen friend school (the Norwegian song, the images from Google Maps, the 'First Day' video) and they express this by creating a drawing or a painting. They also review each other's work.
Materials needed:	Large sheets of paper (for each group, from the paper roll), good selection of either painting or drawing materials for each group, scissors and glue (for each group), A4 sheet (4 per group), Audio file with Norwegian folk song (2 option in resource bank) and something to play the sound with. Postal address of the school and Google Maps, 'First Day' video from the pen friend school and something to play it on.
Preparations in advance:	Check that the audio file, Google Maps street view (with mailing address) and movie (with audio) work.
Preparations in the space:	
The space looks like this:	Classroom/open space.

GUIDANCE:

1. Step 1: Play the Norwegian song and let the students relax, listen and think about what school in Norway looks like in their imagination.
2. Create a work of art from Step 1. In groups of 4 (using a range of pairing/drawing materials and large sheets of paper) ask students to draw/paint together what they imagined the Norwegian school would look like. Play the Norwegian song in the background. (7-10 mins)
3. See the Norwegian school. Step 2: Students remain in their groups but are asked to look at the whiteboard/ screen. Go to Google Maps, enter the address of the pen friend school. Use street view (yellow shape). Ask the students: What do they notice from the school and the surrounding area? What do they like? Check for interesting details they think none of the other students will have noticed. (5 mins)
4. Create an artwork from Step 2. In pairs (split the groups of 4 into pairs), decide on an interesting thing they saw from the Norwegian school, which they think none of the other students will have noticed, or one thing they really liked. Ask the students to draw this together in their pairs on a separate sheet of paper, and then they should cut and glue it on the larger group (4s) great work. (5-7 mins)
5. See Norwegian school. Step 3: Students remain in their groups but are asked to look at the whiteboard/ screen. Watch the video their pen friend school made in Theme 11. Ask the students: What do they see? What are they proud of and want to show off about their school? (5 mins)

6. Create artwork from Step 3: In pairs (but change with a different partner from within their larger group (4), ask the students to decide on one thing they think the Norwegian class likes about their own Norwegian school, and then ask them to draw this on their own sheet, before cutting and glueing it onto the larger group (4s) great work. (5-7 mins)
7. Finish the work. In the larger groups (4s), ask the students to finish the picture they have worked on. If there is time, ask them to paint/draw a frame for the picture. Hang the pictures up. (7-10 mins)
8. Reflection, 2 options:
 - a) Each group goes around looking at the work of all the groups. Give all the students sticky notes and ask them to find at least 1 thing they like about each group's work and then write it on a sticky note and attach it to the work. Look through the sticky notes together.
 - b) Together, ask the students: What do they know about their pen friend class and school now that they didn't know when the session started? What are they still wondering? (Write down key points, which can be considered again and talked about when the letters from the pen friend school arrives.)

After the session, take a picture of the work that the students have created and share them with their pen friend school.

NOTES

Our Friends in Other Countries

Session 6

TIME

90 min.
including
break



Art of Learning

THEME
13



WARM-UP: 'PEN FRIEND' SONG

This will happen:	Students continue with the 'pen friend' song. Verses 1–5 are sung in the round on top of each other and 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 through the soundtracks. Learn the lyrics and melody well. Practise where in the rhythm the student should start singing and how to get them to start at the right time.
Preparations in the space:	Check the sound is working.
The space looks like this:	Open space.

GUIDANCE:

1. Assemble all the lyrics and melodies from previous sessions by building them on top of each other one by one.
Focus on keeping the rhythm, and helping the groups stay in the right place and with the right tone. Repeat if necessary. Share ideas on how to stay focused on their own task and how not to be influenced by the others around. Finish at a good moment, where students are singing successfully. Alternatively, record the singing during one of the final attempts.
2. Reflect: How does singing on top of each other feel with different lyrics and melodies? How did they do in this session compared to Session 1?

REFLECTION: PEN PAL LETTER 4

This will happen:	Students complete their letters, sign them and seal the envelopes ready to send.
Materials needed:	Letters and any envelopes started in the previous session. Writing tools. Name and address of the pen friend school. A large envelope/box for all the pen friend letters to go in. Any additional letter templates (resource bank).
Preparations in advance:	Print out additional letter templates from the resource bank, if needed.
Preparations in the space:	
The space looks like this:	Classroom with a range of spaces.

GUIDANCE:

1. Hand out the letters and envelopes and writing tools. Explain that students will now finish their letters and that they will write down the last parts of the letter before they are sealed and posted to the pen friend school.
2. Explain that the last thing they are going to include in the letter is a lie about themselves from the session today and they will also write a nice ending for the letter. Invite the students to suggest how to finish the letter (for example, in English, this could be: Please write back soon. Yours sincerely [Johanna]). Agree the ending of the letter in English and write this up.
3. Each student finishes their letter and any drawings they want to include.
4. The letters are sealed and collected to be placed in a large envelope. The class, school name and address is written on the large envelope.
5. The letters are sent to the pen friend school, either by the adult after the session, or by the class going to the post office/box and sending them.

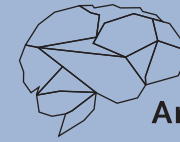
NOTES

Our Friends in Other Countries

Session 6

TIME

90 min.
including
break



Art of learning

THEME
13



MAIN ACTIVITY:

This will happen:	Students make up lies about themselves, write them in English, practise saying them, and record them on a joint video presentation.
Materials needed:	T1306 Profile Sheet (1 for each student). Writing tools. Red pencils (1 for each student). PC or tablet with recording function (Teams/Zoom works fine), for each group of 8–10 students.
Preparations in advance:	Print out the T1306 Profile Sheet (1 for each student). Check that the technique works and that the recording can be saved. Print out additional letter templates from the resource bank, if needed
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The goal of the session is for students to make a video together, introducing themselves to their pen friend school. It must be done in English. Refer back to the warm-ups and letters they have written with phrases in English. Explain that now they're going to use the same materials and say them in a film (refer back to Session 1 and the information about the students who were lying). Explain that they are not going to tell the truth, they are going to tell each other lies! Ask: What is it to tell the truth? What's a lie? Why do people sometimes tell the truth, and sometimes lie?
 2. The students work in pairs and ask them to help each other to come up with lies about themselves. They can be stupid, funny or perhaps almost true, so that they can trick the students in the pen friend school into believing them. It's up to them! The goal is to come up with great ideas!
 3. Let some students share their ideas with the rest of the group as inspiration.
 4. Give the pairs extra time to come up with ideas. Ask them to write down their ideas in English so that they remember them.
 5. Working in the same pairs, give each student the T1306 Profile Sheet script with the phrases from the warm-up. Explain they are going to try to write down at least 1 of their lies in English, but preferably more. They can use the sheet which has the start of the sentences on it or they can write down their own sentences. They can mix truth and lies on the sheet. They should help their partner with English and if necessary, they can ask an adult.
 6. Each student should choose 3 things they want to say on the film and at least one of them must be a lie. Suggest that they use a Red Pencil and underline the phrases they should NOT say on the film. What's left is what they are going to say in the film.
 7. In pairs or larger groups, ask the students to practise the phrases to say aloud in English. They should help their partner/group members out.
 8. Filming (can be done directly, or with a practice round that is similar but without the recording). Ask the students to line up in groups of 8–10, with a tablet or data recording device at the end of the line (webcam with recording Zoom/Teams, standing on table, is simple and stable). Set it up so the students can see themselves in the film. Explain that when the recording starts, everyone must be silent, so that the speaker can be heard on the recording. The student first in the line reads out/says their 3 sentences, clearly into the camera. As soon as they are finished, they step to the side (but remain silent!) and the next student in the line says their sentences. This continues until everyone is finished, and the recording is then stopped.
 9. Reflection: What did it feel like to speak English in the video? What was it like to speak alone? What was it like to have to be very quiet while others were speaking?
- Congratulate the groups on their hard work, patience and self-control.
- Send the video footage to a pen friend school.

NOTES