



We're the Same, We're Different!

Age: Primary

Level: Pre-A1

Global Knowledge Global or Attitudes and Action:
Global Knowledge

Standard for Learning Outcome: Student is exposed to multiple global cultures and the ways in which these different cultures inform different perspectives.

Learning Outcome: P.D1.S3.LO1 Identify distinguishing features of a variety of global cultures

Standard for Global Skill: P.D3.S1.LO1 Perform a task that contributes to a group activity

Global Skill: Student acquires the skills to be a communicative citizen.

Sustainable Development Goal: 4: Quality Education

Part 1 (15 mins)

- A.** Ask students to say where they are from, and brainstorm ideas of some things that they associate with their own country or region, for example types of food, music, customs, etc. If they are struggling with ideas, ask questions, for example *Is [type of food/music/custom] part of our culture?* Explain that these things are part of our culture.

Ask students to look at the pictures and identify what each of them represents, teaching new vocabulary where necessary. Ask if they can identify any of the cultures or regions represented in the pictures, for example, *chiles en nogada* is food from Mexico. Invite students to give examples from their own country. Be sure to avoid stereotypes, and guide students to understand that in every country, people eat a variety of different foods, wear different clothes, etc. Students complete the sentences with words from the box.

Answer Key: languages, food, clothes, music, traditions

To check that they have completely understood the concept of culture, ask students to work in pairs and give an example from their own culture for each category. Invite pairs to share their ideas with the class.

Part 2 (20 mins)

- A.** Tell students that they are going to learn about some features of culture in Japan. Look at the factsheet about Japan as a class. Explain that a group of students found out information about some aspects of Japanese culture, and designed a factsheet. Ask students if they can identify some of these aspects from the illustrations, e.g. language, sport, food.

Ask students to read the questions and match them to the information on the factsheet.

Answer Key: 1. e 2. b 3. a 4. c 5. d

- B.** Tell students they are going to work in groups and find information about features of the culture of a different country and prepare a factsheet about that country. Review the ideas from the box so that students have an idea about what areas to research. Groups can either choose a country, or you can assign one, but each group should choose a different one. Try to include examples from a variety of different regions, e.g. Asia, Africa, Europe, South America. If groups are struggling, refer them to the questions 1–5 about Japan, and ask them to find information about the same topics. Encourage them to find information they find interesting and unusual.

Give students some tips about how to research safely, and suggest safe browsers such as *Kiddle*, *KidSplore*, *KidzSearch* for them to use. Remind them to type carefully as they spell unfamiliar words. Monitor them as they work. Encourage them to find images or make drawings to decorate their factsheets.

Part 3 (15 mins)

- A.** Tell students they are going to share their factsheets with other groups to find out cultural features of other countries. Allow groups to display or present the culture factsheets that they made. Discuss with students the idea that many cultures are similar to each other, as well as different, for example, in the languages they speak, or the food they eat. Elicit examples by asking if any other countries speak the same language or eat the same food they do.



Primary | Teacher's Notes

Tell students they are going to look at other students' factsheets. They should then choose three cultures that they are interested in and find information to complete the columns for these three cultures. Students then complete the last column in the table for their own culture.

- B.** Ask students to work in groups and share the information about the cultures they chose in A. Encourage them to look for interesting ways that cultures are similar, for example, many cultures celebrate New Year, but with different customs. They should also look at ways cultures are different.

Ask them to present the cultures they researched to the class, and share the most interesting things they discovered, e.g. *People speak English in Scotland, India, Nigeria, and Jamaica. Sambal is a hot sauce. We have hot sauces in our country. There are many languages in Nigeria and India.*

Encourage them to talk about any other information they may have discovered while doing the research.

Extension

- A.** Look at the pictures and ask students if they recognize any of the foods, or can guess where the breakfasts come from. Make sure students understand any new vocabulary, e.g. *sausages, beans, mushrooms, olives, rice*. Explain that they will listen to three people talking about the three breakfasts in the photos and they must number the photos 1, 2, and 3 in the order they hear them. Play the audio once, and ask students to number the pictures as they listen.

Then play it again so that students can choose the country where each breakfast is from: Egypt, England, or Japan. Ask students if they can remember which foods the speakers mention, and ask them to find them in the pictures.

Narrator: *Some people think breakfast is the most important meal of the day, but it looks and tastes different in different cultures.*

1 *During the week, I eat cereal for breakfast, but on weekends I like to eat a big, traditional breakfast. My dad makes eggs, sausages, beans, mushrooms, tomatoes, and bread. It's called a "Full English" breakfast. After you eat it, you feel full!*

2 *Last year, we went on vacation to Egypt. At the hotel, they had the best breakfast I've ever had. There's a dish called fuul. It's made with cooked beans. I ate it with an egg, bread, cheese, and olives. Yum!*

3 *I live in London, but my family is from Japan. English breakfasts are very heavy, so my mom makes a traditional Japanese breakfast for us. We eat rice, a hot miso soup, and some fish and vegetables. It's delicious—and really healthy.*

Answer Key: 2 Egypt 3 Japan 1 England

- B.** Allow a few minutes for students to read and think about their answers to the questions. Then pair them to talk about their own breakfasts and experiences of eating foods from other cultures.