



Schools Around the World

Age: Primary

Level: A1

Global Knowledge or Global 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.LO2 Recognize different perspectives from a variety of global cultures

Standard for Global Skill: P.D3.S4.LO2 Give reasons for actions and opinions

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

Sustainable Development Goal: 4: Quality Education

Part 1 (10 mins)

Ask students to sit comfortably and explain that they are going to close their eyes and visualize their morning routine to get to school. Tell them that you are going to ask them questions, and that they shouldn't answer aloud, but use their imaginations to visualize. Then read the visualization guide, pausing after each question for a few seconds to allow students to visualize their answers:

You are at home, getting ready to go to school. What are you wearing? What color are your clothes?

Now you leave your house. Who is with you? What are you carrying?

Now you are on your way to school. How do you go to school? What can you see?

Now you are arriving at school. Who can you see? Where do you go?

Now you are ready for your first class. What can you see around you? Who can you see around you?

Ask students to open their eyes and to share one thing they visualized with a partner.

- A. Read through the items and check students understand each one. Ask students to look around them and identify examples of the items. Explain that students should check the things that they have in their school or learning environment. Once they have finished, go through the list with the class and ask if they find any of the pictured items unusual or surprising.

Part 2 (20 mins)

- A. Tell students they are going to read about some children in schools in three different countries. If possible, use a world map or a globe and ask students to find Bangladesh, Australia, and Canada so that they can get a perspective on where those countries are in relation to their country, their size, and geography. If time allows, elicit students' knowledge about those countries, what languages they speak, what the climate is like, or what animals live there.

Ask them to look at the pictures and say the things that they see, for example the boat, a river, a uniform, a desk and chair, school supplies, students, a kitchen.

Draw students' attention to the list of topics and ask them to predict which ones might be mentioned before they read the text to themselves. Explain that they have to check the topics mentioned. There is one topic not mentioned.

Pre-teach any vocabulary that may be unfamiliar to students, e.g. *boarding school, symbol, homeschooling, local*.

Answer Key: All topics are checked except school lunches

- B. Pair students to share things they remember about each school with a partner. Remind them to include information they got from the photographs, too. Then ask them to read the texts again and write A for Australia, B for Bangladesh, or C for Canada. Check answers as a class.

Answer Key: 1. B 2. A 3. C 4. B 5. C 6. A



Primary | Teacher's Notes

Part 3 (20 mins)

- A.** Tell students that they are going to think about the three different schools in the texts, and think about different aspects of the school and answer questions. Read the questions as a class, then allow time for students to reflect on their answers, and give reasons for their opinions. Remind them that many of the answers are personal to them, so there is no right and wrong. Monitor and help students when needed.

Provide sentence starters to help students write their answers:

I think ... because he/she says ...

The school [in Australia] is like my school because ...

The school [in Canada] is different from my school because ...

For me, the best thing about the school [in Australia] is ...

I think the most difficult thing about the school [in Canada] is ...

I choose the school [in Bangladesh] because ...

When students have finished talking, have a class vote for the school they would most like to go to.

Extension

- A.** Explore the idea that while their own school might seem normal to them, it could be interesting or different for children who live in other countries to read about. Encourage children to draw a picture of their school, classroom, or interesting activity at school.
- B.** Read the ideas in the sticky note together, and elicit some ideas from your students for their description of their school, asking questions to guide their answers, for example:

What (furniture/school objects/technology) do we have in our classrooms?

What customs or traditions do we have in our school?

Encourage students to choose at least four of the ideas, and tell them they must include something unusual and something fun in their descriptions. Invite students to read their descriptions aloud to each other.

If students show a lot of interest, consider asking them to find out more information about other school-related topics, such as how children around the world travel to school, or what school lunches are like in different parts of the world.