



Where Are You From?

Age: Primary

Level: A1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters concept of both national and global identities, including where they may diverge.

Learning Outcome: P.D1.S6.LO2 Recognize different nationalities

Standard for Global Skill: P.D3.S4.LO4 Show reflective thinking in the carrying out of a task

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

Sustainable Development Goal: 4: Quality Education

Part 1 (10 mins)

Ask students: *Where are you from? Where are your parents and grandparents from?* Ask whether any of them have family members in other countries and if they are in contact with them.

Introduce the word *nationality* and ask students to say what their nationality is. Ask: *How do you know what country you are from? How can you know what country other people are from?* Elicit examples like the languages people speak, symbols, foods, sports, customs, history, and traditions.

A. Tell students they will read a poem that gives some clues about four different countries, and they must identify the four countries. Read the poem aloud as a class, then ask students if they can identify each of the countries. Elicit what clues about the countries in the poem helped them decide.

Answer Key: The UK/Great Britain. Clues: it's a small island; tea is a very popular drink; a double-decker bus is a bus with two stories, or decks, which are used in many cities in the UK. The buses in London are red.

Canada. Clues: a maple leaf is on the Canadian flag; ice-hockey is the national winter sport; the beaver is the national symbol of Canada.

Brazil. Clues: the colors of the flag (green represents the country's forests, the yellow represents gold, and blue represents the sky); samba is the national dance of Brazil; soccer is the most popular sport in Brazil and the Brazil national soccer team has won the FIFA World Cup multiple times.

Japan. Clues: sumo wrestling is Japan's national sport; Mount Fuji is Japan's highest mountain; serving tea is a traditional Japanese custom; sushi is one of the most famous Japanese foods.

*Cultural note: The terms the UK and Great Britain are often used interchangeably, but they refer to different things. The UK (The United Kingdom of Great Britain and Northern Ireland) is a country made up of the four separate countries of England, Scotland, Wales, and Northern Ireland. Great Britain refers to the geographical landmass of the four countries.

Elicit what nationality people from the four countries in the poem have: *British, Canadian, Brazilian, Japanese*. Make a list of countries and nationalities and elicit what languages people speak there: English in the UK, English and French in Canada, Portuguese in Brazil, Japanese in Japan.

B. Ask students to write the name of the country on each picture.

Answer Key: The UK/Great Britain: teacup, double-decker bus; Canada: maple leaf, ice-hockey player, beaver; Brazil: samba dancer, soccer ball; Japan: sumo wrestler, sushi

Part 2 (20 mins)

A. Ask students if everyone from their country is the same. Can they describe a typical person of their nationality? If not, why not? Encourage discussion about how, even though people may share the same nationality, there can be many diverse cultural groups within a country.

Give students time to read the national-identity stories and complete the table. Elicit any new vocabulary.



Primary | Teacher's Notes

Answer Key:

Raquib: British, English and Bengali, rugby, rice and curry

Daniela: Peruvian, Spanish, volleyball, *tiradito*

Oliver: New Zealanders or Kiwis, English, rugby, lamb and *kumara*

Yan: American, English and Chinese, swimming, Orange Chicken

- B.** Pair students and ask them to read and answer the questions.

Answer Key: 1. Raquib, Yan **2.** Daniela, Oliver
3. Daniela, Yan **4.** Raquib, Yan **5.** Raquib, Oliver

Part 3 (20 mins)

- A.** Explain to students that they will be reading about an international area of London. Review nationalities and countries as needed: France/French; Italy/Italian; Poland/Polish; Spain/Spanish; Saudi Arabia/Arabic; Russia/Russian. Have students complete the information on the second column of the table according to the reading.

Answer Key: London: 9.5 million; 33; South Kensington (Little Paris); Russian, Polish, French, Italian, Spanish, British; Polish, French, Italian, Spanish, English Russian; schools, restaurants; French *croissants*

- B.** Ask students to think about parts of the city or town where they live and talk about the different nationalities that live there. Work as a whole class to complete the table with their ideas about one part of the city that is particularly international or has a large number of people of one nationality. Brainstorm experiences students have had in that part of the city. Ask *What languages have you heard on the street? What kinds of restaurants do you find there?* Students can do some research on the internet to find out how many people live in their city and how many parts their city is divided into. Students should discuss how that part of the city is similar or different to other parts of the city.

Extension

- A.** Tell students they are going to make a map or a list of places in their neighborhood or city that are international. They should think of restaurants where they can find foods from different countries or products from different countries.
- B.** Have students read the questions. Tell them they are going to work in pairs and share their answers. Have them present their findings and compile a class list of all the different international products students have thought of. Have a class vote for the most popular, the most typical, and the most strange product they found.