



Friends Around the World

Age: Pre-Primary

Level: Pre-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: PP.D1.S3.LO1 Identify aspects of other cultures

Standard for Global Skill: Student acquires the skills to be a creative citizen.

Global Skill: PP.D3.S3.LO3 Implement basic thinking skills [taking time to think, paying attention, and recalling information]

Sustainable Development Goal: 4: Quality Education

Part 1

- A.** You can use this *Say Hello* chant to help students learn how to say *hello* in different languages. If you want, you can say it every day before starting to work with these worksheets to help create a nice environment and help students have fun as they learn about these cultures. As you sing the chant, wave and smile at different students for each greeting and perform the actions for the second part of the chant. Have students repeat the chant and wave and smile and perform the actions with you.

Say Hello

Ni Hao!

Ciao!

Namaste!

Marhaba!

Hello!

Wave your hands (move your arms from left to right)

Up and down (jump up and down)

Turn around (turn around)

Now sit down! (sit and cross your arms)

Draw students' attention to the pictures. Ask them if they can guess where the four children live and ask them how they know. Explain to the students that the language, the traditional food, and the buildings that represent a country are part of its culture. If possible,

show students videos of children of China, Italy, India, and Egypt speaking in those languages, or photos of the traditional food and the buildings that are shown in the pictures to help students learn about these cultures in a more meaningful way.

Ask students what traditional food from their country they eat at home, what language they speak, and which buildings they think represent their country. If possible, bring some real pictures of traditional food and buildings in your country to help them make the connection to the theme. Then point to the first child in the pictures. Say, *Ni hao* (/ni hao/) and wave your hand. Have students point and say, *Ni hao*, too. Explain to the students that people in China speak Chinese, and that *ni hao* means *hello* in Chinese. Then point to the photo of The Great Wall of China. Say, *The Great Wall of China*. Have students point and repeat, too. Tell them that The Great Wall of China is a building that represents China because when we see the wall, we think of China. Finally, point to the picture of the bowl of fried rice. Say, *Fried rice*. Have students point and repeat, too. Do the same with the other pictures.

Italy: *Ciao* (/tʃaʊ/); The Leaning Tower of Pisa; Pizza.

India: *Namaste* /na mas te/; The Taj Mahal /taʒ ma hal/; Curry.

Egypt: *Marhaba* (/mar ha ba/); The Pyramids of Giza; Koshari (made of lentils, rice, tomatoes, and macaroni or pasta).

Part 2

- A.** Say the *Say Hello* chant to greet your students. Have students say and do the actions with you. Elicit what they remember about China, Italy, India, and Egypt.

Draw students' attention to the first group of three pictures. Tell them they have to find the picture in the group that doesn't belong and which is the odd one out. Ask them: *What doesn't belong? What is the odd one out?* (Pizza). Have them cross out the picture of the pizza. If necessary, demonstrate to help students know what they have to do. Repeat with the other groups of pictures. Check and help if necessary.

Answer Key: Students cross out the the pizza, the curry, the koshari, and the bowl of fried rice.



Part 3

- A. Draw students' attention to the pictures. Point to the first picture and ask, *Do you say ni hao when you want to say hello?* Elicit *yes/no*. Repeat the questions, asking students if they use the words, eat the food, and have the buildings in the pictures in their countries in order to find out what they have and don't have in common with children from other parts of the world. If they say *yes* for an item, have them circle the picture. Check and help if necessary.

When you finish, invite some volunteers to say what they have in common with other cultures as they point to the pictures they circled, for example, they also eat rice.

At the end, explain to them that we may not speak the same language, live in the same place, eat the same food, or have the same buildings as people from other parts of the world. Point out that the important thing is to learn to appreciate the differences and similarities we all have and be respectful of other people because it doesn't matter how we look, where we live, what we eat, etc., we can all live in peace and be friends.

Answer Key: Students circle what they have in common with other cultures.

Extension

- A. Tell students that they are going to play a memory game. Point out the pictures on the worksheet and have students cut out the 8 cards. Explain to them that they have to shuffle the 8 cards and then put them face down on the table, so the pictures can't be seen. Then explain that students have to take turns to turn over two cards at a time. Demonstrate how to play the game by turning over two cards to show the pictures. Explain that if the pictures on the two cards belong to the same culture, the student who turned over the two cards takes the pair. Give students a time limit of one minute for the game and ring a bell or clap your hands to start and finish the game. At the end, have students count their pairs. The winner is the student that is able to get the most pairs in one minute.

Alternatively, have the students play the game in pairs or small groups.