



## Unit 2

# Global Citizenry: Mapping, Geography and Global Awareness

### Teacher Directions:

This unit gives students a hands-on opportunity to learn geography by exploring a variety of countries and regions. Students will discover the joy of travelling as they use Panwapa to navigate the globe and learn about the customs of other nations.

- In Lessons 1 and 2, students will be introduced to countries, continents, oceans, etc. through a variety of maps and games.
- In Lessons 3 through 6, students will take a simulated journey to a country of their choice. They will conduct research, pack, "travel," and ultimately reflect and share their experiences.
- In Lessons 7 through 9, students will put their knowledge into action by making their own community maps as well as a community mural.

Each lesson will run approximately 40-50 minutes, depending on the age of the students and the level of detail that the teacher would like to cover. It is recommended to complete two to three lessons per week; however, teachers are advised to adapt the length of the unit to the meet the needs of their students.

The "cumulative review" section of each lesson is intended to be a *quick* reminder of past work and an introduction to the upcoming concepts. It is designed to highlight key ideas and prepare students for the cumulative assessment. With these questions, what is more critical than "correct" or "wrong" answers is the process that students engage in to arrive at their answers. We encourage teachers to engage the students in such a discussion.

The accompanying cumulative assessment should be administered prior to the first lesson and again after the completion of the unit. Informal assessments are listed throughout the lesson plans



in order to give teachers an opportunity to verify mastery and check for understanding.

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## Lesson 1: Where Do I Live?

*On Panwapa Island, Bill is the navigator. He keeps track of where Panwapa Island is located at any time. A good navigator needs to know the cardinal directions, the major land masses and the oceans of the world. In this lesson, students will develop their geography skills so they can become navigators of the world!*

### Essential Questions:

- Where is my place in the world?
- Why do we have maps?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- name the country/region where they live.
- define the terms "continents" and "oceans".
- distinguish between continents and oceans on a map/globe.
- identify a country other than the one in which they live.
- use cardinal directions to identify the relative positions of countries, continents and oceans.

### Curriculum Ties

- Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Age Range:

Ages 5 - 7

### Materials/Resources:

- Blank maps of the world: one for each group (*These can come from any source.*)
- Scissors
- Blank Panwapa Game Cards
- Handouts:
  - Panwapa Map Labels, Sheet 1 (one for each group, attached)
  - Panwapa Map Labels, Sheet 2 (one for each group, attached)

### Agenda:

- Assess what students know about the world's land and oceans. Ask students:
  - What is a continent? (*Continents are large land masses on Earth.*)
  - How many continents are on the Earth? (*seven*)
  - Can you name the continents? (*Africa, Antarctica, Asia, Australia, Europe, North America, South America*)
  - What is an ocean? (*a large body of salt water that covers most of the*



earth's surface)

- How many major oceans are on the Earth? (*five*)
  - Can you name the major oceans? (*Pacific, Atlantic, Arctic, Indian, Antarctic*)
2. Tell students that today they will be learning about cardinal directions, continents and oceans. Students will begin by placing labels of each of the cardinal directions, continents, and oceans on the correct location on the map. Students will then use what they've learned to go on a "trip around the world".
  3. During the activity, students will be working in groups of three or four. Inform students that working together as a team will help them with their task.
  4. Give each group a map and a set of labels. Ask students to cut out the labels.
  5. Give students ten-to-fifteen minutes to work in groups to figure out where each label should be placed on the map. Provide students with resources like atlases and globes.
  6. Once ten-to-fifteen minutes have passed, go over the correct placement of the labels. Ask each group to show where they placed their labels. Ask the groups how they decided where to place the labels.
  7. Review what students learned about cardinal directions, continents and oceans.
    - What are cardinal directions?
    - What is a continent?
    - How many continents are there?
    - What is an ocean?
    - How many major oceans are on Earth?
  8. Ask each group to create at least one Panwapa Card with a question about cardinal directions, continents or oceans that can be used with the Panwapa Game Board. Some questions might include:
    - How many oceans are there?
    - Name at least three continents.
    - Look at the map and name at least one ocean that is WEST of the continent where you go to school.

**Closure:** Tell students that they will be able to look at the whole world on the computer during the next Panwapa lesson.



## Panwapa Map Labels, Sheet 1

West

North

East

South

Australia

Africa

North America

South America

Asia

Europe

Antarctica



## Panwapa Map Labels, Sheet 2

Pacific Ocean

Atlantic Ocean

Arctic Ocean

Indian Ocean

Antarctic Ocean

<p>Write your own game card.</p> <p><a href="http://www.panwapa.com">www.panwapa.com</a></p>	<p>Write your own game card.</p> <p><a href="http://www.panwapa.com">www.panwapa.com</a></p>	<p>Write your own game card.</p> <p><a href="http://www.panwapa.com">www.panwapa.com</a></p>
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## Lesson 2: How Are Other Countries Different from My Country?

### Essential Questions:

- Where is my place in the world?
- Why do we have maps?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- name the country/region where they live.
- define the terms "continents" and "oceans".
- distinguish between continents and oceans on a map/globe.
- identify a country other than the one in which they live.
- use cardinal directions to identify the relative positions of countries, continents and oceans.

### Curriculum Ties

- Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Age Range:

Ages 5 - 7

### Materials/Resources:

- Computers
- Printer
- Blank Panwapa Game Cards
- Handouts:
  - Information Booth Country Sheets (attached)

### Cumulative Review:

- What are cardinal directions?
- What is a continent?
- How many continents are on Earth?
- What is an ocean?
- How many major oceans are on Earth?

### Agenda:

1. Review the names and locations of the cardinal directions, continents and oceans.
2. Explain to the students that every continent is made up of different countries.  
Ask students:
  - What's the name of the country in which we go to school?
  - What countries are North, South, East and West of ours?





3. Brainstorm a list of questions students have about people who live in other countries. These might include:
  - What do people in other countries look like?
  - What do they eat?
  - What games do they play?
  - Do children in other countries go to school?
  - How do they get to school?
  - How are we similar to children from other countries?
  - How are we different from children in other countries?
4. Ask students to get into the same groups they were in the previous day. If students do not have Internet access, or have just a few computers to work on, use the "Information Booth" handouts attached. If students have adequate Internet access, assign each group to a computer. The teacher or the group can decide whose login to use for this activity.
5. Once logged in to Panwapa, students will be on the globe level. Model how students can zoom in closer on the map.
6. Ask students to experiment with the zoom function, and to figure out how they will be able to zoom out to the globe level.
7. Ask students to look at the navigation bar on the right side of the screen. Ask the students:
  - Why do the circles get smaller?
  - Why are there different images in each of the circles?
  - Can you find and name your own continent, country and neighborhood?
8. Point out the information booth icons placed on some of the countries on the globe. The icons are orange with a lowercase "i" on them. Randomly assign each group a country with an information booth.
9. Each group will click on the information booth for their country. At the end of fifteen minutes, each group should be prepared to present the following information:
  - name of the country,
  - the continent on which the country is located, and
  - two interesting facts about the country (two students will present these facts).
10. At the end of all the presentations, the groups will create at least two Panwapa Game Cards based on their research to be used with the Panwapa Game Board. For example:
  - What are meerkats and where do they live? (*Meerkats are small members of the mongoose family and live in South Africa.*)
  - What is the rarest type of grey wolf in North America? (*The Mexican Wolf is the rarest type of grey wolf in North America.*)
  - How do children celebrate their first birthdays in China? (*In some parts of China, when the baby turns one, he or she is placed in front of objects like a coin, a doll and a book. According to ancient beliefs, the object that the child picks up reveals what he or she will be like when he or she grows up!*)

### Closure:

- Review where the students fit into the world. Ask students to fill in the following sentences:
  - I live on the continent of (the name of the continent).
  - I live in (name of the country).



- My country is East of (a geographical feature), West of (a geographical feature), North of (a geographical feature) and South of (a geographical feature).
- I live in (name of the town).
- I go to (name of the school).
- I am a part of the (name of the family) family.
- And I am special to all these groups!

**Assessment:**

1. Class participation
2. Teacher observation
3. Completed map
4. Presentation about Information Booths
5. Panwapa Game Card Question

**Extension/Enrichment:**

- Each week, create a label for a country and place it on the correct location on the map.
- As students use Panwapa World to view other Panwapa Kids, they can add the names of the countries of other Panwapa Kids they visit.

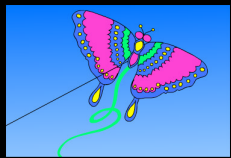
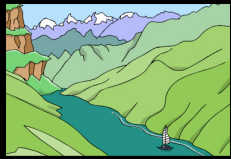



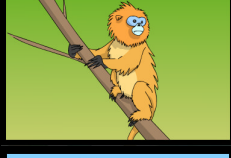
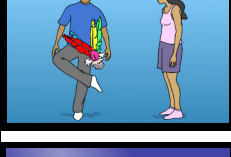
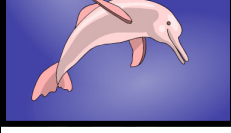


## Argentina Info Booth

Item	Image	Information
Pudú		The pudú of Argentina is the world's smallest deer: about the size of a small dog. And if that's not special enough, the pudú can climb trees! Imagine that! A tiny deer climbing a tree! Only in Argentina!
Yerba mate		Yerba mate is a popular herbal drink in Argentina. It's made from mate leaves and hot water. And you don't drink it out of a teacup! No! You drink it through a metal straw called a bombilla [bom-bi-zha].
Perito Moreno Glacier		Perito Moreno Glacier is a huge mass of ice in Los Glaciares National Park in Argentina. It moves very slowly : only about one meter per day.
Iguazú Falls		The Iguazú Falls is a waterfall on the border of Argentina and Brazil. Iguazú is one of the largest waterfalls in the world!
Hornero		The hornero is the national bird of Argentina. This bird is also known as the "oven bird" because it builds mud nests that look like old wood-fired ovens.
The Andes		The Andes is the longest mountain range in the world. The mountains extend over seven countries in South America, from the south of Argentina all the way north to Venezuela!
Dinosaur Bone		The bones from one of the largest dinosaurs ever discovered were found in Argentina. The chest of the dinosaur was as big as an entire elephant!
Train to the Clouds		The "Train to the Clouds" is one of the highest railroads in the world. It travels through tunnels, across mountains and over bridges in Argentina.



## China Info Booth


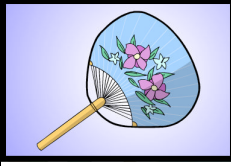

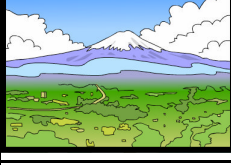
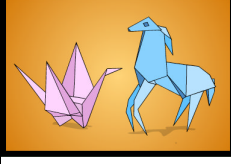
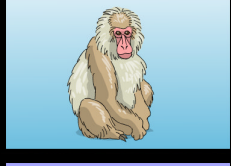


Item	Image	Information
Kite		Kite flying is a tradition in China. Some kites look like dragons, birds, butterflies or even fish!
The Yangzi River		The Yangzi river is the longest river in China, and the third-longest river in the world.
Giant Panda		Giant pandas spend half their time sleeping. And when they're awake, they spend most of the day eating bamboo. Being a Panda seems pretty relaxing!
First Birthday		In some parts of China, when a baby turns one, he or she is placed in front of objects like a coin, a doll and a book. According to ancient beliefs, the object that the child picks up will reveal what he or she will be like when he or she grows up!
Chinese New Year		Chinese New Year is the most important holiday in China. One thing people do to celebrate is the Dragon Dance. A line of people hold a dragon costume over their heads and dance in the street!
Golden Monkey		Golden monkeys have blue faces and bright orange fur! They live in the tops of trees in the forest.
Shuttlecock		In this Chinese game, players have to keep the shuttlecock off the ground using their feet and knees! The shuttlecock is made of colourful feathers attached to a round metal base.
Pink Dolphin		Pink dolphins live off the coast of China. Pink dolphins are grey when they're born, and turn pink as they become adults.



## India Info Booth

Item	Image	Information
Diwali		Diwali is the Hindu Festival of Lights, celebrated throughout India with beautiful oil lamps, new clothes, sweets and fireworks. This 5-day holiday is also known as Deepavali, which in Sanskrit means "row of lights".
Kolam		Many Indian families use rice flour or coloured powders to create patterns outside their homes. These patterns are called by different names in different Indian languages, such as Kolam, Rangoli and Aalpana.
Monsoon		Monsoons are strong winds that blow across India, changing direction with the season. The winter monsoon blows from the land toward the sea, and is very hot and dry. The summer monsoon blows from the sea to the land, and it brings heavy rains.
Bengal Tiger		Most Bengal tigers live in India. Each tiger has its own pattern of stripes, which serves as camouflage among trees and tall grasses. And here's something unusual: unlike most cats, Bengal tigers love to swim!
Gilli-danda		A very popular game among Indian children is gilli-danda. It's played with a small wooden peg—the gilli—and a wooden stick: the danda. One player has to flip the gilli up into the air from the ground using the danda. If other players cannot catch it, they pick it up and throw it at the danda.
Holi		On the second day of Holi, a spring festival in India, people run through the streets throwing water and coloured powder at each other. I guess that's why Holi is also known as the Festival of Colours!
Asian Elephant		Asian elephants are not as big as African elephants, but they're still very big! They can weigh between 3 and 5 tons and move entire trees using their trunks!
Kanchenjunga		Kanchenjunga is a mountain on the border between India and Nepal. It is the third highest mountain on earth! The name "Kanchenjunga" means "the five treasures of the snows", because the mountain has 5 huge, snowy peaks.

## Japan Info Booth

Item	Image	Information
Kokeshi Doll		Kokeshi dolls are wooden dolls from Japan. They have large, round heads, but no arms or legs. Everything is painted on: their clothes, their hair, even their faces!
Paper fan		Paper fans called uchiwa are made in Japan. Special designs make the fans unique and beautiful! Long ago, they were used in plays, tea ceremonies or simply to stay cool!
Kimono		The kimono is a traditional long robe from Japan. Kimonos can be worn by men, women and children for different occasions like weddings or the tea ceremony.
Mt. Fuji		Japan's tallest mountain is a volcano called Mt. Fuji. Lots of people climb it in the summer. It can take the whole day to go up and come back down.
Origami		Origami is the traditional Japanese art of paper folding. You can learn to fold paper into almost anything: animals, planes, boats or even an owl!
Snow monkey		Snow monkeys live in northern Japan where it gets very cold in the winter. That's why Snow Monkeys have nice thick coats to keep them warm! Snow Monkeys also find hot springs to relax in while they wait for spring.
Red Crowned Crane		The Red-Crowned Crane, also known as the Japanese Crane, is a tall, white bird with a red patch of skin on its head. It is one of the rarest cranes in the world.
Japanese Doll Festival		The Japanese Doll Festival, or Girl's Day, takes place in March. People celebrate by displaying special dolls on shelves covered with red cloth.



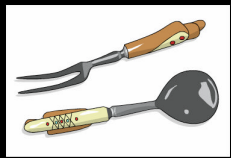
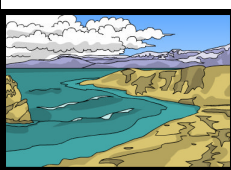
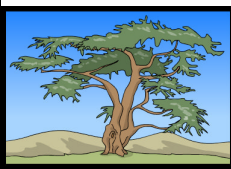
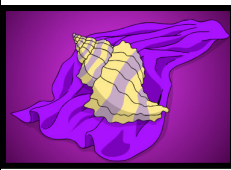
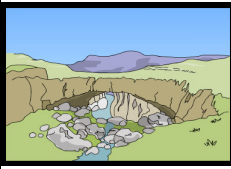

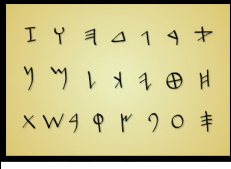


## Jordan Info Booth

Item	Image	Information
The Roman Theatre		The Roman Theatre is the largest theatre in Jordan. It was built many years ago into the side of a mountain. Six-thousand people can fit into the theatre, and performances are still held there today.
Wadi Rum		Jordan's Wadi Rum is also known as the "Valley of the Moon." People visit this valley to hike, climb and ride horses through its incredible landscape of mountains that rise from the desert.
Black Iris		The Black Iris is the national flower of Jordan. It is one of the many beautiful wildflowers that can be found in this country.
The Dead Sea		The Dead Sea lies at the lowest point on Earth, and is one of the saltiest lakes in the world. The salt in the water makes it very easy for people to float.
Sinai Rosenfinch		Jordan is home to many rare birds, including the Sinai Rosenfinch. The Sinai Rosenfinch is Jordan's national bird!
Petra		Petra is an ancient city carved out of the rock in the Jordanian desert. People were able to build a city here because they found a way to always have water! When the rains came, they caught the water and stored it for later. Smart!
Arabian oryx!		Jordan is one of the few places in the world where you can find the Arabian Oryx. This long-horned animal can live in dry places because it can sense rain and move towards it.



## Lebanon Info Booth

Item	Image	Information
Spoon and Fork Handles		In Jezzin, a city in Lebanon, craft makers make handles for spoons, and forks from crushed horns and bone. Then they decorate them in red and blue: beautiful!
Weather		In Lebanon, the weather is sunny almost every day. But there is also lots of snow in the mountains. In the springtime you can go to the beach in the morning and go skiing the same afternoon!
Cedar Tree		Lebanon has many ancient cedar trees. Some of them are over 2,000 years old. In Lebanon, the cedar tree is so special, they put one on the national flag!
Purple Dye		Lebanon is famous for dyes, which are used to make cloth different colours. Tyrian, or royal purple dye is one of the most famous. The colour comes from seashells!
The Bridge of Faqra		The Bridge of Faqra in Lebanon is a natural bridge carved over millions of years by wind and water. It is so perfect, it's hard to believe that it wasn't built by people!
The Jeita Grotto		The Jeita Grotto in Lebanon is one of the world's most beautiful caves. Inside, there is an underground river that runs past amazing limestone formations that took millions of years to form.
The Alphabet		About 3,500 years ago, the Phoenicians (who were the people living in what is now Lebanon) invented the first alphabet. It was the first system for writing words using symbols to stand for sounds.





## Mexico Info Booth

Item	Image	Information
Lotería		To play lotería, children get cards with pictures of animals, plants and objects. Someone calls out the name of one of these things, and every child who has that picture on his or her card puts a bean on it. The first person to put beans on a whole row of cards is the winner!
Tres Leches		Tres leches is a very popular cake in Mexico. It's called tres leches because the cake is soaked in three different kinds of milk! Yum. What a good idea: have your milk and your cake at the same time!
Chihuahuan Desert		The Chihuahuan Desert is on the border of Mexico and the United States of America. The desert gets very little rain: less than 250 millimeters, or ten inches, of rain per year. If you visit, you'd better bring something to drink!
Piñata		Piñatas are brightly coloured containers filled with candy and toys. They are very popular in Mexico for celebrations like birthday parties. A piñata is hung from the ceiling, or a tree, and children wearing blindfolds take turns trying to break it open with a stick. When they do, all the candy and toys come tumbling out! Yay!
Chalupa		In Mexico, a chalupa is the name of a small boat. These brightly coloured boats are one way to travel the canals near Mexico City. A chalupa is also a kind of fried tortilla, which looks a little like a boat!
Mexican Wolf		The Mexican Wolf is the rarest type of grey wolf in North America. Very few of them live in the wild.
Cacao Tree		The cacao tree is a small tree that grows in Mexico. The tree grows seeds or beans that are used to make chocolate! Yum!
Sombrero		A sombrero is a popular hat worn in Mexico. A sombrero is a good hat to wear in the sun, because it has a wide brim that will shade you. Sombreros are usually made from felt or straw.
Great Pyramid of Tipanipa		The Great Pyramid of Tipanipa is one of the largest pyramids in the world! From the outside, it looks like a grassy hill with a building on top. But hidden beneath the grass and dirt is an amazing network of tunnels.



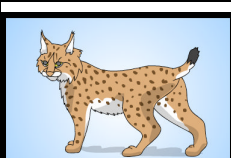


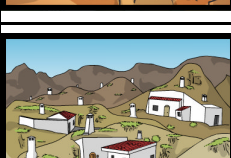




## South Africa Info Booth

Item	Image	Information
Zulu Basket		Many Zulu women in South Africa are experts at basket-weaving. The beautiful baskets come in many shapes, sizes, patterns and colours. Some are woven so tightly that they can even hold water!
Table Mountain		Table Mountain in the city of Cape Town, South Africa is flat on top... like a table. In fact, when a cloud rolls in and settles on top of the mountain, it's known as the "tablecloth".
The Great Karoo		The Great Karoo is a dry, grassy area that is home to zebra and antelope. The sand here is red because it contains a lot of iron.
Meerkat		Meerkats are small members of the mongoose family that live underground in South Africa. They live in groups, and each animal has a job to help the community, like guarding, hunting and babysitting! That sounds a lot like Panwapa Island.
Kruger National Park		Kruger National Park in South Africa is home to over 500 types of birds and more than 140 types of mammals! It's a great place to view lions, elephants, leopards, buffalos and rhinos.
Gold		Gold was first discovered in South Africa in the 1800's on a farm in the city of Johannesburg. Gold is one of the most precious metals in the world, and Johannesburg is known as eGoli: "the city of gold"!
Wire Car		Many children in South Africa make their own toy cars out of steel wire. They bend the wires to make different shapes for different parts of the car!
Ostrich		The ostrich is the largest bird in the world, and lays the biggest eggs. Ostriches can't fly, but they can run... fast! In South Africa, the town of Outdshoorn is famous for ostrich farming. And ostrich racing



## Spain Info Booth

Item	Image	Information
Flamenco		Spain is known for Flamenco: a passionate form of music that includes singing, guitar playing, hand clapping and dancing.
Fire Salamander		Fire salamanders live in Spanish forests. Their bright colours may be pretty, but they also warn predators that fire salamanders are poisonous!
Iberian Lynx		The Iberian lynx—a small, wild cat—is one of the rarest animals in the world. It has pointy ears topped by strands of hair that puff out when it's scared.
The Guggenheim of Bilbao		The Guggenheim Museum of Bilbao is an art museum in the Basque region of Spain. The Museum building itself is a work of art. It looks more like a huge ship than a museum!
The Altamira Cave		The Altamira Cave, in Spain, is home to large paintings of bison, deer, horses and boars. The paintings are thousands and thousands of years old. The first modern person to see the paintings was an eight-year-old girl!
Cave House		Tungar isn't the only one who lives in a cave! In Guadix [wad-ish], Spain, you can find thousands of cave-houses built into the mountains.
La Tomatina		Every year, the town of Buñol in Spain hosts La Tomatina: the world's biggest tomato fight. 150,000 squishy tomatoes are thrown in the festival. Don't wear your new white shirt when you go to La Tomatina!
La Sagrada Familia		La Sagrada Familia is a huge Roman Catholic Basilica being built in Barcelona, Spain. Construction was started over 120 years ago and they're still working on it.



## United Kingdom Info Booth

Item	Image	Information
Wimbledon		Wimbledon is a famous tennis tournament that takes place near London. The best players come from all over the world to play tennis on grass courts! If you go, make sure to have some strawberries and cream!
The London Eye		The London Eye is the largest observation wheel in the world. It lets people ride high into the sky for an amazing view of the city. It is as tall as 22 giraffes standing on top of each other. Wow!
Big Ben		The Clock Tower in London is often called Big Ben. Big Ben is actually the name of the tower's main bell. The Clock has four faces and is famous for being reliable.
Carrick-a-Rede Rope Bridge		The Carrick-a-Rede Rope Bridge is the most famous bridge in Northern Ireland! The bridge used to have only one handrail, but today it has two – which makes crossing it much, much easier!
Glasgow Botanic Garden		Glasgow Botanic Garden, in Scotland, is a very large public park that has lots of beautiful plants.
Giant's Causeway		Giant's Causeway in Northern Ireland looks like a huge stairway that disappears under the sea. But it wasn't really made by Giants. It's made of columns of lava from an ancient volcano!
Laver		Laver is a traditional food eaten in Wales. And listen to this: It's a kind of seaweed that grows near a town called Swansea. What do you get when you mix laver and oatmeal? Laverbread! It's full of vitamins and minerals. And seaweed!
Stonehenge		Stonehenge is a really big monument in Wiltshire, England. It's a circle of huge stones that were placed on a hill over 4,000 years ago! And here's the mystery: nobody knows who put them there, how they did it or why!



## United States Info Booth

Item	Image	Information
The 4th of July		The Fourth of July, also known as Independence Day, is a holiday in the United States. Many people celebrate by watching fireworks.
The Prairie		The prairie is a large stretch of grassland in the middle of the United States and Canada. There are almost no trees on the prairie.
The Statue of Liberty		The Statue of Liberty stands proudly in New York harbor. Lady Liberty, as she is sometimes called, was built in France and given to the United States in 1885 as a gift of friendship.
Yellowstone National Park		Yellowstone National Park is the oldest national park in the world. It is also home to the Old Faithful Geyser, a hot spring that shoots boiling water into the air more than twenty times a day!
Bald eagle		The Bald Eagle is the national bird of the USA. More than half of all the bald eagles in the world live in the state of Alaska!
Banana Slug		The Pacific banana slug is the second largest type of slug in the world. These soft, slimy animals are usually bright yellow, and they can grow up to 25cm long! That's almost as tall as me!
Opossum		The opossum is North America's only marsupial, which is an animal that carries its young in a pouch. After an opossum is born, she crawls into her mother's pouch and stays there for about three months. Sounds cosy!
Redwood Tree		California's Redwood trees are among the tallest and oldest trees in the world. Just imagine: a tree that has been growing for over 2,000 years, and is as tall as 17 giraffes standing on top of each other! That's a tall tree!
The Great Lakes		The Great Lakes are five huge lakes on or near the border of the United States and Canada. Together, they make up the largest group of fresh-water lakes in the world! I guess that's why they call them "great"!





## Lesson 3: Let's Travel (Getting Started)!

### Let's Travel!

Panwapa Power Pact: Panwapa Kids are curious to explore the different people, languages, and traditions around them, starting with their own cultures.

### Description (Lessons 3 through 6)

Tell your group to pack their suitcases, grab their passports and travel logs, and get ready to travel around the world to learn about new places! Each child will make a passport and a travel log to keep track of what he or she learned about different countries. If this activity is done in a group, make sure to have children share what they learn about each country with fellow travelers.

### Outcomes:

Students will...

- Discuss how countries are similar and different
- Think about what it would be like to be a kid in another country
- Decide which countries to include in their world tour

### Curriculum Ties

- Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Age Range:

Ages 5 - 7

### Materials Needed

**\*Unless otherwise indicated, all materials are available on [www.panwapa.com](http://www.panwapa.com).**

- Panwapa Video
  - One or more Panwapa Movie Play-a-long videos
- World Map
- Computer with Internet access

### Cumulative Review:

- What are cardinal directions?
- What is a continent?
- How many continents are on Earth?
- What is an ocean?
- How many major oceans are on Earth?
- Who can come to the map and name a continent?
- Who can come to the map and name an ocean?
- On which continent do we live?
- In what country do we live?
- When I point to a specific country, can anyone tell me something about that country?



## **Agenda:**

### ***Choose a Country.***

- Watch two or more Panwapa Play-a-long videos. Discuss how countries are similar and different. Use the Panwapa Video Viewing Guide (Appendix 1) to discuss the videos.
- Tell students that the class will be going on a trip around the world: Panwapa World, to be exact. Students will be visiting Panwapa kids in other countries and leaving them messages in Panwapa World. They will also be researching these countries and learning about what it is like to be a kid in another country.
- As a group, decide which countries students would like to include in their group tour. Use a world map to plan a route for the class that goes through multiple countries. Divide the class into groups and assign one group to each country.

**Closure:** Tell students that tomorrow they will pack their luggage and get ready for their trip abroad!



## Lesson 4: Let's Travel (Researching and Preparing)!

### Essential Questions:

- Where is my place in the world?
- How is life different in other countries?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- research different countries
- analyse similarities and differences with other countries (i.e., climate, language, etc.)
- explore the difference between needs and wants

### Curriculum Ties

- Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Age Range:

Ages 5 – 7

### Materials Needed

**\*Unless otherwise indicated, all materials are available on [www.panwapa.com](http://www.panwapa.com).**

- *Panwapa Magazine*
  - Needs and Wants Game, page 16
- Handouts
  - Panwapa Luggage (attached)
- World Map
- Computer with Internet access (if available)
- Books, travel brochures, and/or magazines that display other countries

### Cumulative Review:

- On which continent do we live?
- In what country do we live?
- What continents are close to our continent?
- What countries are close to our country?
- When I point to a specific country, can anyone tell me something about that country?
- In what ways are countries different from each other?





**Agenda:**

**1. Plan the Trip.**

- Do some research on the countries. Where are the countries on a map? What languages do people speak in each country? What is the climate of each country? Use books, travel brochures, magazines or the Internet to learn more about the countries on the itinerary. Don't forget to take a trip to the local library if there's time.
- When conducting research, ask students to pay attention to what children like to do and eat. Ask them also to pay attention to the part of the world the country is in, and to note neighboring countries and waterways.

**2. Pack luggage.**

- Play the Needs and Wants Game found on page 16 of the magazine. Talk about how needs and wants are different around the world.
- Play the Needs and Wants Game again for every geographical region that contains a country in which you will be travelling. For example, if you are travelling to India, play the Needs and Wants Game for a tropical country. If you are travelling to Iceland, play the Needs and Wants Game for a cold country. These games can be played as a group, or children can play them within their groups based on the country they are visiting.
- Now it's time to pack! Tell children that they will only be allowed to pack the six things they identified in the Needs and Wants Game for their country. Have children draw pictures of the needs they identified on the Panwapa Luggage handout attached.

**Closure:** Tell students that they will take their trip tomorrow! Be sure to check for understanding and ask students if they have lingering questions.



## Panwapa Luggage





## Lesson 5: Let's Travel (Travelling)!

### Essential Questions:

- Where is my place in the world?
- How is life different in other countries?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- analyse a new country
- examine what it must be like to live in another part of the world
- synthesise information
- share thoughts creatively

### Curriculum Ties

- Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Age Range:

Ages 5 – 7

### Materials Needed


- Handouts
  - Panwapa Passport (attached)
- Computer with Internet access
- Paper and writing utensils

### Cumulative Review:

- What continents are close to our continent?
- What countries are close to our country?
- How can we use maps to learn about the world?
- When I point to a specific country, can anyone tell me something about that country?
- In what ways are countries different from each other?
- What's the difference between a need and a want? Why is it important to understand that difference?

### Agenda:

#### 1. Take the trip!

- Ask children to visit Panwapa Kids' houses in the country in Panwapa World that they've decided to visit. Remind students to leave Panwapa cards for the children they visit.
- Remind students to visit the Information Booths, which can be accessed by clicking on this symbol: . (Note that Information Booths

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do not exist in every country.)

- Be sure to give students ample time to explore the website.
- Ask students to organize their information so that they can present it to the group in the next session.
- Ask each group to consider including a hands-on activity to share with other students. For example, groups could prepare a snack from their country and share it with the class, teach the class a song from their country, or teach the class a game from their country. This is all in preparation for a presentation in the next session.

## **2. Update passports.**

- Ask children to draw a picture of the flag of the country they learned about, or cut-and-glue the flag of the country. A complete list of flags can be found at <https://www.cia.gov/library/publications/the-world-factbook/docs/flagsoftheworld.html>

**Closure:** Tell students that next class will be a day to reflect on their trip and share their information with their friends!

# Panwapa



# Passport


Name:

Panwapa Username:

Panwapa Password:





## Lesson 6: Let's Travel (Reflecting and Sharing)!

### Essential Questions:

- Where is my place in the world?
- How is life different in other countries?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- write down their thoughts about a new country
- examine what it must be like to live in another part of the world
- synthesise information
- share thoughts creatively

### Curriculum Ties

3. Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment
4. Writing: cards

### Age Range:

Ages 5 - 7

### Materials Needed

**\*Unless otherwise indicated, all materials are available on [www.panwapa.com](http://www.panwapa.com).**

- Handouts
  - Panwapa Travel log (attached)
  - "Pass It On" Kindness Card (attached)
- Writing utensils

### Cumulative Review:

- How can we use maps to learn about the world?
- Who can come to the map and point out one of the countries you have visited?
- In what ways are countries different from each other?
- What's the difference between a need and a want? Why is it important to understand that difference?



## **Agenda:**

### **1. Update travel log.**

- Ask each group to take turns presenting what they learnt about their country.
- Ask children to write about what they learned in their Travel Logs. Fill out a different page for each country. Ask children to draw a picture of their favorite thing they learned about each country on the top of the Travel Log page.

### **2. Share your travels.**

- If students have travelled to real places far away from their homes, ask them to share what they learnt from those trips.
- Display the suitcases children packed and children's passports.

### **3. Service-Learning Extension**

- Just like how a passport travels from place to place and shows proof of all of the places it has been, students may create a *Pass it On Kindness Card*. The *Pass it On Kindness Card* demonstrates the power that kind acts may have on others and encourages individuals to mimic and pass on the kindness to their peers. In this activity, each student will create a *Pass it On Kindness Card* similar to their passports (see template below). Each student will record their name at the top of the card and complete an act of kindness directed at someone else. Afterwards, the student "passes on" the card to the recipient of their kindness for them to continue the kindness with someone else. After students fill up the card with acts of kindness, they will then return it to its original owner. Students will experience the meaningful act of service by asking others to be kind to one another. Be sure to model the process with one or two students before giving the cards to students to work independently.



### Pass it on Card

Card Beginner:

\_\_\_\_\_

First Act:

\_\_\_\_\_

Act 2: \_\_\_\_\_ By:

\_\_\_\_\_

Act 3: \_\_\_\_\_ By:

\_\_\_\_\_

Act 4:

By:

### Additional Activities

- Ask children to draw pictures of their favorite country.
- Ask children to create a flag for their family.
- Ask children to share what they learned with their family, friends or senior citizens.
- Ask children to create a poster about a country.

Closure: Discuss with students the joys of travelling and the awareness that results from seeing the variety of ways that people live across the world.





## Travel Log

Name: \_\_\_\_\_

**Country:** \_\_\_\_\_



## Lesson 7: Community Mapping (Preparing)

### Community Mapping

Panwapa Power Pact: Panwapa kids believe their actions, large and small, have the power to change the way things are in their communities, their nations and around the world.

### Description (Lessons 7 and 8)

In this activity, students create maps of their community. These maps can be displayed in the school, in the community, or shared with other Panwapa Kids in other countries during service days overseas.

### Essential Questions:

- Where is my place in the world?
- Why do we have maps?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- write down their thoughts about a new country
- examine what it must be like to live in another part of the world
- synthesise information
- share thoughts creatively

### Curriculum Ties

- 5. Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Age Range:

Ages 5 – 7

### Materials

- Various types of maps of the world
- Computer with Internet access (if available)

### Cumulative Review:

- Who can come to the map and point out one of the countries you have visited?
- Who can share something they learned about another country?

### Agenda:

#### 1. Learn about maps.

- Ask students to look at geopolitical and topographical world maps and talk about what purposes each of these serve. Discuss how there are lots of different kinds of maps. Discuss the kind of information found



on each. If you wanted to know where a mountain range was, which map would you use? If you wanted to know a country's capital city, which map would you use?

**2. Go on an International Treasure Hunt.**

- Go online to [www.panwapa.com](http://www.panwapa.com), click on Bill the Bug's globe and enter Panwapa World to find the International Treasure Hunt. This activity will help students become familiar with the globe and think about different ways that maps can be used.

**Closure:** Tell students that tomorrow they will make their very own map of their community!





## Lesson 8: Making Community Maps

### Essential Questions:

- Where is my place in the world?
- Why do we have maps?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- create and label a map
- locate favorite places on a map

### Curriculum Ties

2. Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Age Range:

Ages 5 – 7

### Materials:

- Various types of maps of the local community
- Copies of maps of the local community for students to color and decorate
- Art supplies

### Cumulative Review:

- Why do we use maps?
- What are different kinds of maps we've seen? How are they different/what do they show?

### Agenda:

#### ***Make a community map.***

- Find a local map of the community that can be decorated, colored and labeled. Make copies of the map for students. Make other maps of the community available for students to reference as well.
- Ask students to decorate, color and label the map so that it contains information about sites that are important to children. For example, the map may include parks, zoos, museums, schools, places to join a soccer team, places to take music lessons and whatever else kids feel are important to the community.
- Ask students to create a guided tour to go with the map. The tour should list five of the students' favorite places in the community. Each place should then have a description including: its address, why it is important, how it contributes to the community and why it is important to kids.



**Closure** (if possible):

- Tell students that they can pass these maps out to local government officials or school authorities to help welcome children who are new to their community.

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## Lesson 9: Service-Learning!

### Essential Questions:

- Where is my place in the world?
- Why do we have maps?
- How can we use maps to learn about the world?

### Objectives:

This lesson will...

- build awareness of the broader world in which each child lives.
- engender excitement for learning about the world.

### Outcomes:

Students will...

- work as teammates to create a mural
- demonstrate a welcoming nature towards people in their community

### Curriculum Ties

3. Social Studies: global awareness; geography; using maps/globes; culture; people, places & environment

### Materials:

- Cloth or cardboard (for service-learning extension)
- Art supplies
- Paper and writing utensils (for additional activity)

### Age Range:

Ages 5 - 7

### Cumulative Review:

- Why do we use maps?
- What are different kinds of maps we've seen? How are they different/what do they show?
- What can you find on a community map?

### Agenda:

1. Review the travelling experience and the students' use of maps. Discuss the importance of knowing and understanding other cultures in an effort to make the world a better place.
2. Ask, "Do you think we *need* to go to another country to make the world a better place?" Reinforce the idea that the best place to begin making the world a better place is right here in our own community. Ask students, "How can we do this?" Write down their answers and post them throughout the classroom.
3. Make a mural of the community map on some cloth, cardboard or directly on the wall of a building (with permission, of course!) that can serve as a more demonstrable symbol of the vitality and welcoming nature of your community.
4. Invite students to bring a picture of themselves to glue onto the community



- map mural. If pictures are not available, students can draw themselves on their favorite piece of the community map.
5. Space permitting, students can put their handprints around the sides of the community map mural.

### **Additional Activities**

- Ask students to write letters to family, friends and teachers, and invite them to help plan an event to carry-out the improvement, or seek the recognition they identified.

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## Appendix 1

### Panwapa Video Viewing Guide

#### Viewer's Guide to Panwapa Videos: Questions for Discussion

##### Story #1: *Hello Panwapa Island!*

- How did the residents of Panwapa Island feel about Azibo when he first arrived? Why did they feel this way?
- How did Azibo feel about the way he was treated when he first arrived?
- Have you ever felt like Azibo did? When? Why?
- Why did the residents of Panwapa change their minds about Azibo?
- What can you do to make new people feel welcome in your community?

##### Story #2: *Speaking Like Sheep*

- Why did Baabra have trouble communicating with the other residents of Panwapa Island?
- How do you think Baabra felt when she could not speak with the other residents of Panwapa Island?
- Have you ever had to learn a new language or speak to someone who doesn't speak your language? What is it like?
- What are some things you could do to help someone who doesn't speak the same language you do?
- How can you welcome someone who doesn't speak the same language you do?
- How did the residents of Panwapa Island feel when the Sheep family wanted to live on the field?
- How did everyone solve the problem?
- What are some things you could do to help people who may be homeless, or need basic things like food and water, like Baabra and her family?

##### Story #3: *Baa to the Sun, Sing to the Moon*

- What is a tradition? What are the two traditions shown in this movie?
- Why did the sheep carry-out their tradition?
- Why did the residents of Panwapa Island carry-out their tradition?
- Why did the sheep and Azibo both have problems with each other's traditions?
- How did the residents of Panwapa Island solve these problems?
- What are some traditions in your families? Why are they important to you?
- Why should we respect other people's traditions?



Story #4: *Snow Story*

- What are the residents of Panwapa Island preparing for? What does each one do to prepare?
- What happens when all the residents of Panwapa Island try to prepare for the storm by themselves? Why does this happen?
- How do the residents of Panwapa Island solve the problem?
- When have you used teamwork to solve a problem? Tell us about it.
- How can we use teamwork today to do a community service project?

Story #5: *Juan Pablo from Guatemala*

- Where does Juan Pablo live? Try to find the country he lives on a map.
- How are Juan Pablo and Chato similar? How are they different?
- What problem did Juan Pablo identify? How did he solve the problem? Who helped him?
- Why do you think Chato could not go to school? Why do you think other children around the world cannot go to school?
- Why is it important to go to school?
- What can you do to help children like Chato who cannot attend school?

Story #6: *Oleg from Russia*

- Where does Oleg live? Try to find the country he lives on a map.
- What is Oleg's home like? Why is it important for him to be able to pack his home up and move it?
- How is Oleg's home similar to your home? How is it different?

Story #7: *Moses from Tanzania*

- Where does Moses live? Try to find the country he lives in on a map.
- How is Moses's life similar to your life? How is it different?
- What language does Moses speak at home? What language does he speak at school? Do you speak a different language at home than at school?
- Moses is not allowed to speak Masai at school. How do you think this affects his life?
- When would it be helpful to know more than one language?
- How is Moses's school similar to your school? How is it different?
- Many children cannot go to school, or they have to run to school, like Moses. What are the benefits of going to school? Why do you think some children do not go to school?
- How can you help children who cannot attend school?

Story #8: *Kamia from USA*

- Where does Kamia live? Try to find the country he lives in on a map.
- Kamia lives in the desert. How does this affect his life?
- How is the desert similar to where you live? How is it different?
- Where does Kamia get water? Where do you get water?
- What does Kamia's family use water for? What does your family use water for?
- How do other children around the world get water?
- What can you do at home to save water?



Story #9: *Joao from Angola*

- Where does Joao live? Try to find the country he lives in on a map.
- How do Joao and his family get food? Where do you get food?
- Why are Joao and his family celebrating?
- How do they celebrate?
- What do you celebrate with your family? How do you celebrate?
- How is the celebration in Joao's village similar to your celebrations? How is it different?

Story #10: *Hannah from Israel*

- Where does Hannah live? Try to find the country she lives in on a map.
- What problem did Hannah identify?
- How did Hannah's class decide to solve the problem?
- What are some examples of teamwork in the video?
- What is a petition? Why did Hannah and her classmates create one?
- Why did the clock have four faces? How was each clock face different?
- How did Hannah's class feel when they finished the project? Why did they feel this way?
- What is an improvement you would like to make in your community? What steps would you take to get this improvement done?

Story #11: *Shahinoor from Bangladesh*

- Where does Shahinoor live? Try to find the country she lives in on a map.
- What does Shahinoor use to make a toy?
- How does Shahinoor's brother help her?
- How are Shahinoor's toys similar to your toys? How are they different?
- Have you ever made a toy before? If so, what did you make? What did you use to make it? If not, what could you make, and what could you use to make it?

Story #12: *Shem Ping from China*

- Where does Shem Ping live? Try to find the country he lives in on a map.
- How did Shem Ping meet his new friend?
- What did Shem Ping try to eat?
- How is the food Shem Ping ate similar to the food you eat? How is it different?
- What did Shem Ping learn during his visit?
- Have you ever tried something new before? What was it like? What did you learn?
- Why is it important to meet new people and try new things?