

YOUR LANGUAGE, MY LANGUAGE (LEVEL 1)

Description	The goal is for learners to participate, share ideas and have fun through their mother-tongue languages.
Leading question	How can we connect to a foreign language through art?
Subjects covered	Social Emotional Learning, Literacy
Total time required	45 minutes a day for 5 days
Resources required	Markers, pencils, colours, tape (glue), paper
Learning outcomes:	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. celebrate different languages and validate other languages and cultures. 2. discover similarities in different languages. 3. encouraged to be curious and explore different aspects of their host country's language and culture. 4. enhance their speaking and communication skills. 5. create their own language fair.
Previous Learning	N/A
Supervision required	Medium

Note: This resource was designed for Ukrainian and Polish learners. The user has the flexibility to adapt and change the languages based on the learners' spoken languages.

Day 1 -

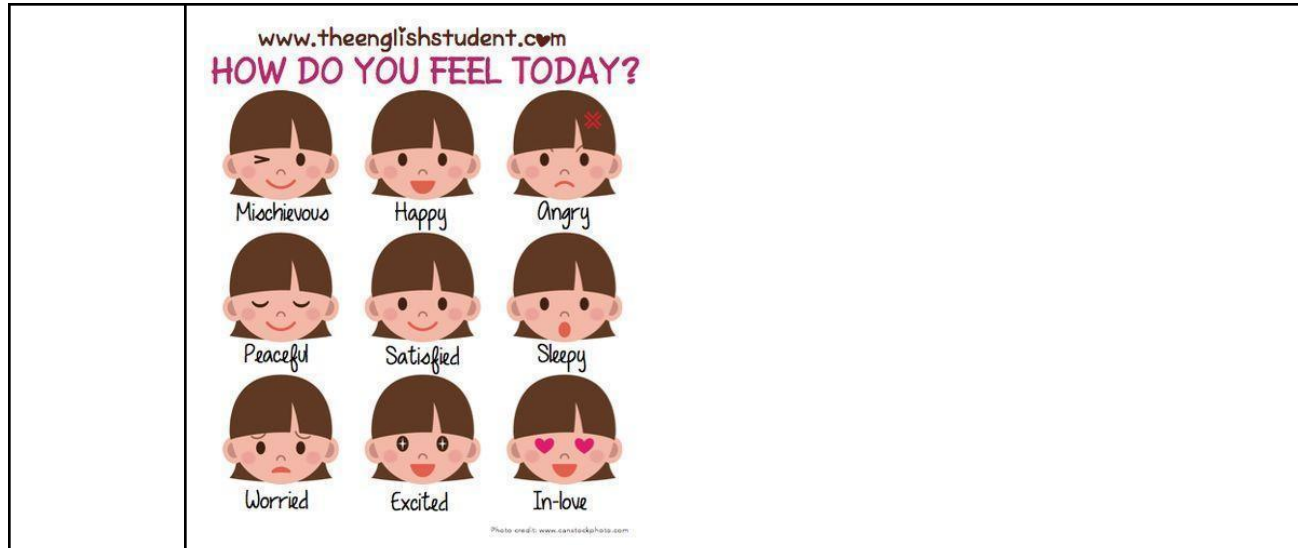
Today, learners will get to know each other, be introduced to their final project and learn greetings.

Time	Activity and Description
	<p>Language fair: Learners are going to turn their class into a language fair to present on the final day, so educators make sure learners start building on it from day 1. The fair will mainly include posters, performances and games.</p>
10 minutes	<p>Greetings One of the easiest expressions a language learner can acquire is greetings. By greeting others using their language, learners connect, acknowledge each other and show respect.</p> <p>Discussion: Educator starts by asking learners:</p> <ul style="list-style-type: none"> - Do you know how many spoken languages there are around the world now? (more than 7100 languages) - What languages do you know or hear around in your hometown? - Have you ever been in a place where you haven't understood the language there? - Can you speak/understand other languages? Name them.

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30 minutes	<p>- What words or expressions do you know from different languages?</p> <p>Greetings in My Language Poster Material: board paper, markers, pencils, colours. Educator explains to learners that they are going to learn basic Ukrainian and Polish greetings and goodbyes and how to respond in a simple way. Then they will create greeting posters.</p> <p>Procedure:</p> <ul style="list-style-type: none"> ● Depending on the number of learners, class is divided into mixed groups (Ukrainian and Polish in one group). ● Get them to draw the following: <ul style="list-style-type: none"> - a child saying hi (hell / welcome) - morning (good morning) - evening (good evening) - a heart (thank you) ● Learners should learn how to say the following in each other's languages. <ul style="list-style-type: none"> - Welcome - Hi/Hello – response - Good morning – response - Good evening - response - See you/goodbye – response - Thank you ● Learners can test each other by showing the image and asking their partner to say a greeting associated with it! ● Learners are free to add some decoration to the poster; it could be the country's flag or famous landmarks. ● At the end, each group makes a short conversation where learners greet each other in both Ukrainian and Polish. ● Learners hang the greeting posters they created on the wall to present at the fair.
5 minutes	<p>Reflect: Educator shows the following picture and asks learners to identify with the faces after each question. They express how they feel using their own language:</p> <ul style="list-style-type: none"> - How do you feel now? - How do you feel working with partners who don't speak the same language? - Was it easy to learn new greeting expressions from a different language? - Was it easy to communicate your language to others? - How do you feel that others know more about you and you and your language? - Do you want to know more about your classmates?

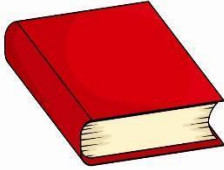


Day 2 - Today, learners will add more Ukrainian and Polish words to their vocabulary bank.

Time	Activity and Description
15 minutes	<p>Let's Label Class Items?</p> <p>Aim of activity: This activity aims at setting the scene for the language fair, and allowing learners to collaborate and learn more Ukrainian/Polish words at the same time.</p> <p>Procedure:</p> <ul style="list-style-type: none"> Ukrainian and Polish learners work in pairs or in groups. They are given 2 markers (for 2 different colours) papers and glue/tape (or sticky notes, if available). They have 10 minutes to label up to 10 items in the class. In the same paper, they write what the item is in both languages, using different colours for Ukrainian language. Groups can be assigned different areas in the class to label. Educator observes the group work and helps learners when needed. When they finish, learners take a tour in the class and check out their classmates' labelled items. They have to pronounce the words they come across. <p>Note: It is okay if children do not know the correct spellings. If they are too young to write, they draw all the items in the class that they can say in both languages after learning from their partners.</p>
15 minutes	<p>Flip and Match Memory Game</p> <p>This game helps learners memorise vocabulary, practice pronunciation and strengthen memory. The purpose is to match a card and its text.</p> <p>Preparation: Create 2 cards – the drawing of a common object in one and the Polish and Ukrainian word for it written on another. Do the same for 10 such common objects.</p>

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		<p>КНИГА książka</p>
15 minutes	<p>Shuffle the 20 cards and tape them facing backwards on a wall in a 5 x 4 grid.</p> <ul style="list-style-type: none"> ● Divide the class into 2 or 3 groups. Each group can flip any 2 cards. ● If the drawing and the text match, allot a point! They have to attempt to pronounce the word in Ukrainian and Polish. This is an opportunity for students to familiarize themselves with alphabets too. ● If they do not match, flip the cards back again and the next group gets a chance. <p>Note: If learners can write, encourage them to make their own cards to play with the visitors in the Language Fair at the end of the project.</p> <p>Language Tree/Box: Aim of activity: This activity aims at increasing language learners' vocabulary. Material: Posters and colours.</p> <p>Language Poster:</p> <ul style="list-style-type: none"> ● Learners are divided into 4 groups with a poster and colours for each. ● The main theme and design of the poster is for learners to decide; they can draw a Tree of Words with new words they learnt inside/around it. ● Each group should also discuss and draw 8 to 10 new words they would like to know and learn in each other's languages. ● Learners help each other with the words, meaning, and pronunciation. They also collaborate, connect and have fun at the same time! ● Learners hang their designs on the class walls. 	

Day 3 - Today, learners will be introduced to sounds and rhymes of different languages, and produce a final song.

Time	Activity and Description
10 minutes	<p>How Similar Are We? Aim of this activity: The activity aims at motivating children to see how similar Ukrainian and Polish language sounds are and simultaneously strengthen their ability to speak and sing together.</p> <p>In groups, Learners discuss:</p>

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15 minutes



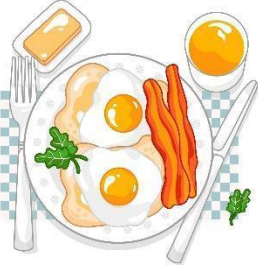
- Do you think both Ukrainian and Polish languages have words in common or words that are pronounced almost the same? Give Examples.
- What words/phrases do you know in Ukrainian/Polish that sound similar?

In groups, get learners to figure out two or three words that sound similar in Polish and Ukrainian.

Note that Polish and Ukrainian languages are a lot similar. Coming from the same family of languages, they share familiar sounds and roots of terms. So, try to find sounds of words similarly pronounced in both languages. For example, the sound of a cat might be an easy start because /cat/ is pronounced almost the same in both languages.

Ask students to draw the common word and challenge them to write it in Polish and Ukrainian. Support them wherever necessary.

Example:

Picture	Polish	Ukrainian
1. 		
2. 		
3. 		

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	<ul style="list-style-type: none"> - When learners finish the given pictures, they can share it with the class and put it up on the board to present at the Language Fair.
30 minutes	<p>Let's Sing it Out? Aim of the activity: This activity aims at introducing learners to the songs of other languages and learning how to speak through songs and rhymes.</p> <p><i>After learners have found out that their languages are similar in sounds, they are encouraged to sing and learn through rhymes.</i></p> <p>Choose and download Ukrainian and Polish songs/rhymes that are similar in theme. You can use this website to choose the language and the songs: https://www.mamalisa.com/?t=el</p> <ul style="list-style-type: none"> ● You can also choose universal songs such as Twinkle, Twinkle Little Star or Happy Birthday <ul style="list-style-type: none"> - Polish version: https://www.youtube.com/watch?v=SVcroZz8uZs - Ukrainian version: https://www.youtube.com/watch?v=zsp-bh72X_I <p>Procedure:</p> <ul style="list-style-type: none"> ● Ask learners if they like a specific song and where they hear it (it doesn't have to be in their native language), then ask others if they know this song, and allow them to sing it together. ● Now explain to them that they are going to hear a simple Ukrainian/Polish song, and they'll learn how to sing it together. Help Polish learners pair with Ukrainians and vice versa. <p>Suggestion: Encourage children to learn the songs in the new language. If some of them find it difficult, they can join the rest in dancing or by creating gestures!</p> <ul style="list-style-type: none"> ● Play the song in one language first, Polish for instance, preferably with lyrics on. Pause and ask learners: <ul style="list-style-type: none"> - What is the name of the song? - What is this song about? - What words did you catch? (Write them on board and explain what they mean, ask learners to repeat after you). ● Play the song for the second time, ask learners to create body movements to make sense of the lyrics! ● Give learners 2 minutes to help each other with new or difficult words on the board. ● Play the song for one last time and ask all learners to sing and dance along. You can join them! ● Repeat the same steps with the second song. <p>One Final Song Once learners finish, explain to them that the whole class will now mix the 2 songs and sing together. Educator discusses with learners how to produce the final song.</p>
10 minutes	

	It will be performed on the final day.
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Day 4 - Today, Learners will dive deeper into Ukrainian and Polish language and learn what to say in different situations using different languages.

Time	Activity and Description
10 minutes	<p>What Do You Say When... ? Aim of activity: this activity aims at introducing learners to a cultural aspect of Polish/Ukrainian language and making them connect on a deeper level.</p> <p>Part 1: Role-play</p> <ul style="list-style-type: none"> ● Ask for 2 volunteers to stand up in the middle/front of the class. They have to be speaking the same language. ● Give them a simple situation and ask them to make a scenario out of it. (Examples: a situation when you sneeze in front of your friend, when you see a friend you haven't seen in a while, when you visit a sick friend). Make sure learners act out, use body language and say what the proper response is. ● Repeat with another scenario but with different language speakers. <p><i>It's part of the language to show how special cultures are. It's important to understand what people say in specific situations and how they say it (with different body language like gestures and intonation). Explain to learners that in order to make connections with people, it's nice if we learn some of their language phrases, especially the sentimental ones that are expressed in happy and hard times.</i></p>
10 minutes	<p>Discussion: The teacher asks in Ukrainian once, and repeats in Polish:</p> <ul style="list-style-type: none"> - What words do you know that express love and emotions? - What's your favourite word in your language? What does it mean? - Are there any words or expressions you involuntarily keep saying while talking to someone? - Is body language important when you talk to others? Can you think of a gesture that is negative in your hometown? - What are some gestures and words that go together in your language? For example, "thumb up" goes with "good job" in some languages.
20 minutes	<p>Below are some ideas to repeat the role-play activities. Challenge the learners to use phrases from the new language:</p> <ol style="list-style-type: none"> 1. you thank someone 2. it's somebody's birthday 3. someone is sick 4. you show affection to someone you love

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	<p>5. wish someone good luck 6. you make a mistake and apologise 7. you want to be polite (say excuse me or please) 8. someone sneezes 9. you congratulate someone</p>
20 minutes	<p>Language Fair Invitations: Material: papers, colours and pens</p> <p>Learners make simple invitation cards to invite their families and schoolmates to the fair. They design their own invitation but must include the following information: Fair name, Time, Place. Besides, the class has to choose a catchy name for their language fair</p>

Day 5 - Today, learners will make a language fair and show it to their schoolmates and family members.

Time	Activity and Description
20 minutes	<p>Our Language Fair Preparation: Educator assigns rules for learners to finalise class decoration and put the fair pieces they've been working on the previous days together.</p> <ul style="list-style-type: none"> • Two volunteers make a class banner to hang on the class door. The banner includes the fair name, time, place and a welcoming phrase. • Some learners stand by the door to welcome the audience • The fair corners for the audience are the greeting posters, the tree words/box, the class labels, the rhyming song, the acting performance, and the flipping cards memory game. • Learners are assigned rules for the fair corners. They choose what they feel more comfortable with and confident about presenting.
40 minutes	<p>The Language Fair is Ready! Families, schoolmates, and staff are invited to the fair. Learners guide them through the fair, give them a tour of the fair corners and share with them how this experience was and what they like the most about learning another language.</p>

Additional enrichment activities:	<p>Warm-up activity: Simon says!</p> <ul style="list-style-type: none"> • Explain to the learners the rules of the game. • You will start first. The first round will be in Polish, and the second one in Ukrainian. • Then ask learners to alternate; one Ukrainian learner will say Simon says in Ukrainian, and the Polish learner will do it in Polish.
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Modifications for simplification	<ul style="list-style-type: none"> Learners can apply some of the familiar words they've learnt in body parts for example; they can ask others to clap their hands, or stamp their feet. <p>Warm up: Broken telephone Aim of activity: This activity aims at enhancing learners' communication skills while listening to a foreign language. Educator prepares simple words or short expressions in Ukrainian and Polish, e.g., Hello, Good morning, I love you, smile.. Etc. Procedure:</p> <ul style="list-style-type: none"> Assist learners to stand up in a line or circle and be silent. Start by whispering the first phrase/word to the first learner. Repeat it twice and make sure s/he gets the message correctly. Ask the first learner to whisper the same message (word/expression) to the learner standing next to them, and so on down the line. Warn them that they can repeat the message only once. The last learner in the line/circle now says the message aloud and see if it is the same message the first learner whispered. Repeat using more difficult expressions.
	<p>Notes to Educators</p> <p>Alphabets chart: As Ukrainian learners are not yet familiar with Polish language skills, and so are Polish learners with the Ukrainian language, so it's preferred for learners to use the alphabet chart while learning. For instance, Hello is ПРИВІТ in Ukrainian; however since Polish learners don't know Ukrainian alphabets yet, Polish learners try to write how the word is pronounced using polish letters. English Example: ПРИВІТ, so they write /pryvit/.</p>

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Celebrate different languages and validate other languages and cultures.
- Discover similarities in different languages.
- Explore different aspects of their host country's language and culture.
- Enhance their speaking and communication skills.
- Create their own language fair

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