

Lesson 3 People in the World

Objective

By the end of this lesson, students will be able to:

- Describe some similarities and differences between people from different parts of the world.

Overview

This lesson considers the similarities and differences between people from different parts of the world. Students use observation skills to compare people from different ethnic groups. They then compare their own needs to those of someone from another part of the world. The fact that we have the same basic needs, wherever we come from, is reinforced at the end of the lesson with a song.

Stimulus Activity

The stimulus activity shows a cartoon of Tom and Festus, who come from different parts of the world. Ask students

to describe the differences first, such as the facial features. Then ask them to focus on the similarities, such as both people having two eyes, two hands, skin, etc.

Activity 1

Ask students to look at the images of the Chinese boy, European girl and Latin American boy and fill in the table with ticks and crosses. The first four rows are straightforward and are based on what students can see in the pictures. Students should easily notice some differences between eye colour, hair colour and skin colour. You could discuss with students that people from the same ethnic group usually have these features in common. Rows 5, 6 and 7 ask students to think about what each person might need and what they can do. Students should deduce that all of these people breathe air, laugh and sleep.



Activity 1

How are we different? Tick (✓) or cross (x).

I have a head.	✓	✓	✓
My eyes are blue.	x	✓	x
My hair is yellow.	x	✓	x
My skin is brown.	x	x	✓
I breathe (呼吸) air.	✓	✓	✓
I can laugh (笑).	✓	✓	✓
I sleep.	✓	✓	✓

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Activity 2

In this activity, students work in pairs to consider what they have in common with other people, irrespective of where they come from. They do this by using the cartoon of Morgie as a stimulus. Students should see a pattern in the way that all people breathe, drink, and grow, just to name a few. Ask students to suggest other things that all people do or need, for example, eat food.

Activity 3

Practise and sing the song to the tune of “My Bonnie Lies Over the Ocean”. Ensure that students understand all of the words in the song. You could ask students to suggest some more lines for the song, summing up how else we are all the same.

One of the key messages behind this song is that all people in the world belong to the same family — we are human beings. We all have similar needs, similar shapes and similar lives (We eat, we sleep, we have friends and parents, we laugh and cry, etc.). Your main task is to help students to appreciate that people are more similar than they are different. This work sows the seeds of racial tolerance, harmony and respect between people.

Unit 1 Lesson 3

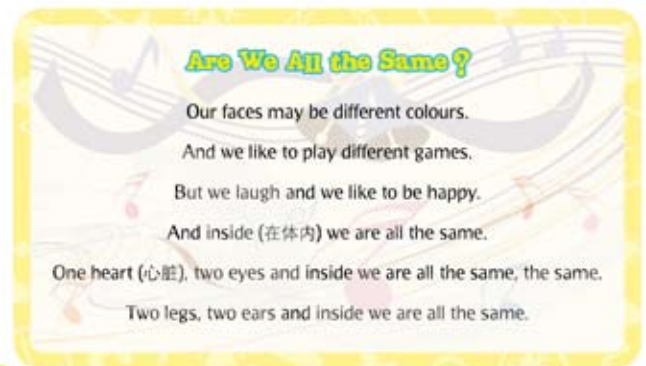
Activity 2

Morgie lives in Africa (非洲). How are you like Morgie? Tick (✓).



Activity 3

How are we all the same? Sing the song.



Now I Know ...

People in the world (世界) look different, but they are just like me.

How I Know ...

- ☒ I compared different people in the world.
- ☐ I talked with people from another (另一个) country (国家).



Let's Practise!

Temu lives in Australia (澳大利亚). Make your own (自己的) drawings next to his.

	my school	
	my friend	
	my friend	
	I like	
	I do not like	



Now I Know ...

世界上的人虽然长得不一样，但是他们和我有相同之处。

How I Know ...

In this lesson, students make comparisons between their lives and the lives of others. It is unlikely that they will make real links with other countries. However, it is not impossible for you to make an Internet (Skype or similar) connection with a school from another country.

Let's Practise!

Allow students to consider some facts about themselves. Then display some of their likes, dislikes and features as pictures. Ask students to think about things about themselves that are the same as Temu, and things about them

that are different from Temu. Ask students to share some of their thoughts. Encourage students to include details in their drawings and to label drawings wherever necessary.

☒ 我根据图表进行了推断。

☐ 我使用了时钟。

让我们练习吧！

本活动让学生制作自己的身高图表。如果学生没有自己小时候的身高记录，可以让他们估计一下自己先前的身高。教师要确保学生制作的图表样式与活动二相似。

第三课 世界各地的人

教学目标

通过本课的学习，学生将能够：

- 描述来自世界各地的人之间的相似点和不同点。

概述

本课关注来自世界各地的人之间的相似点和不同点。学生运用观察技能比较不同民族的人，然后比较自己和世界其他地方的人的需求。不论来自世界哪个地方，我们的基本需求是相同的，本课最后用一首歌强化了对这一事实的认识。

导入活动

导入活动的卡通图片展示了来自世界不同地区的两个人——汤姆和费斯图斯。先让学生描述他们的不同点，如面部特征。然后，让学生关注相似点，如两个人都有两只眼睛、两只手以及都有皮肤等。

活动一

请学生观察中国男孩、欧洲女孩和拉丁美洲男孩的图片，然后在表格中打对号或打叉。前四行的问题容易回答，学生在图中都能找到答案。学生应该很容易地发现眼睛颜色、头发颜色和皮肤颜色的不同。教师可以和学生一起讨论，使学生认识到来自同一民族的人在这些特征上通常是相同的。第 5、6、7 行要求学生思考个人的需求是什么以及他们都能做些什么。学生应该可以推断出这些人都会呼吸空气、笑和睡觉。

活动二

在本活动中，学生两人一组，思考他们和世界其他地方的人的共同之处。学生可以从莫吉的卡通形象导入。他们会发现所有的人都呼吸、喝水、成长，这里仅举几个例子，让学生说出还有什么是一切人都做或都需要的，比如，吃东西。

活动三

用“My Bonnie Lies Over the Ocean”的曲调练习并演唱这首歌。确保学生理解歌曲中出现的所有单词。教师可以让学生添加更多的歌词来概括人类的其他共同特征。

这首歌要传达的一个重要信息是世界各地的人都属于同一个大家庭——人类。我们有着相似的需求、相似的外形和相似的生活（我们都要吃饭、睡觉，都有朋友和父母，都会笑，都会哭，等等）。教师的主要任务是帮助学生理解人与人之间的相似之处多过不同之处，从而播下种族包容、和谐相处和互相尊重的种子。

现在我知道……

世界上的人虽然长得不一样，但是他们和我有相同之处。

我是如何知道的……

在本课中，学生比较了自己的生活和他人的生活。要建立与其他国家的人的真实联系不太可能。但是，建立与其他国家学校之间的网络联系（通过 Skype 或者其他方式）并非没有可能。

- ☒ 我比较了世界各地的人。
- ☐ 我和另一个国家的人进行了谈话。

让我们练习吧！

让学生思考关于自身的一些事实，然后以图片的形式展示他们喜欢什么、不喜欢什么以及其他一些特征。请学生思考自己有哪些特征和泰穆是相同的，哪些是不同的。让学生分享自己的想法。教师可以鼓励学生在画中体现出细节，并且在必要的地方进行标注。