

Book 3A, Unit 1 *You and Me*

Lesson 3 *People in the World*

Science Objectives

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

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

Language Objectives

In this lesson, students will have the opportunity to use:

- Words relating to their sense of sight: **different, same**
- The sentence structure “All people like to (laugh/play).” to describe how people are the same.
- Additional language: **laugh, breathe**

Materials

Stimulus Activity

- an image of two friends (children), of different nationalities and ethnicities

Review Activity

Books closed!

Review taking measurements

- Ask: **What is your height/hand span/foot length?** Nominate a few students to share their answers, thinking back to the previous lesson.
- Ask: **As you grow, how do your measurements change?** Nominate a few students to share their ideas.

Stimulus Activity and Key Words

Books closed!

- Display an image of two friends (children), of different nationalities and ethnicities. Ask: **How are they different?** (students' own answers) Write *different* on the board. Ask: **How are they the same?** (students' own answers) Write *same* on the board.
- Put students into pairs. Tell them to stand up and face their partner. Ask: **How are you and your partner different/the same?** Give students time to discuss their similarities and differences, then nominate a few pairs to share their ideas.

Open your books

- Open the SB at p9 and draw students' attention to the picture. Ask: **How are Tom and Festus different?** (students' own answers) They may mention facial features, skin colour and hair type.
- Ask: **How are Tom and Festus the same?** (students' own answers) Encourage students to look at the body part images for ideas (they both have a heart, bones, two eyes, ears, hands and lungs).
- Say: **Today, we are going to find out how people in the world are the same.**

Activity 1

Open your books

- Open the SB at p9 and draw students' attention to the photos in the chart. Ask: **How are the children different?** (students' own answers)
- Read the first sentence in the chart: **I have a head.** Reinforce students' understanding by pointing to your head. Tell students to look at the pictures, decide if the sentence is true or false for each child and complete the chart by ticking or crossing.
- Repeat the previous step for the other sentences in the chart:
 - *My eyes are blue.* (point to your eyes)
 - *My hair is yellow.* (touch your hair)
 - *My skin is brown.* (touch the skin on your arms and face)
 - *I breathe air.* (breathe deeply in and out)
 - *I can laugh.* (laugh loudly)
 - *I sleep.* (close your eyes and rest your head on your hands)

Teacher Tips

The first four features listed in the table are ones that students can see in the pictures. You could discuss with students that people from the same ethnic group usually have these features in common. The other three features require students to think about what each person might need and what they can do. Students should deduce that all people breathe air, laugh and sleep.

Extension

Ask students which part of the world they think each of the children in Activity 1 comes from. For example, the first boy looks Chinese so may come from China. Explain to students that we can't, however, always tell where someone comes from by the way they look. For example, the girl, who has pale skin and blonde hair, could come from somewhere in Europe, North America or even Australia. Similarly, the second boy looks Latin American, but he might also come from Australia!

Activity 2

Open your books

- Open the SB at p10 and draw students' attention to the picture. Say: **Morgie lives in Africa.**
- Say: **Morgie says "I breathe air". Do you breathe air? Yes, (I breathe air).** Tell students to put a tick or a cross in the box.

- Repeat the previous step for the other sentences.
- Ask: **Are you very like Morgie?** Yes, (I am very like Morgie).

Extension

Ask students to suggest other things that they have in common with Morgie (e.g. *I eat food. I see things. I love my cat.*)

Activity 3

Open your books

- Open the SB at p10 and read the song line by line, encouraging students to repeat. Reinforce their understanding by doing actions for them to copy.
 - *Our faces may be different colours.* (point to each side of your face)
 - *And we like to play different games.* (mime batting a ball)
 - *But we laugh and we like to be happy.* (laugh loudly)
 - *And inside we are all the same.* (cross your hands on your chest)
 - *One heart,* (put your hands over your heart) *two eyes* (point to your eyes) *and inside we are all the same, the same.* (cross your hands on your chest)
 - *Two legs,* (bend your knees and put your hands on your legs) *two ears* (touch your ears) *and inside we are all the same.* (cross your hands on your chest)

Extension

Put students into groups and tell them to write another verse for the song, with actions. Groups can then take it in turns to perform their verses for each other.

Now I Know ...

Books closed!

- Write *People in the world look the same / different*. Read the sentence and encourage students to complete it with the correct word.
- Display images of children of different ethnicities, from different parts of the world. Give each of them a name. Encourage students to discuss how the children are similar by asking questions such as: **How is [Julie] like [Pablo]? Do [Kai] and [Malaika] have the same hair colour?**

Open your books

- Read and/or listen to the recording and ask students to repeat: *People in the world look different, but they are just like me.*

Let's Practise!

Open your books

- Open the SB at p11 and read the first sentence: **Temu lives in Australia.** Draw students' attention to the pictures and encourage students to describe them by asking questions such as: **Is Temu's school big or small? (Temu's school is) big. What does Temu's friend look like?**

(Temu's friend has) brown skin and black hair. What does Temu like/not like? (Temu likes/does not like) French fries/thunderstorms.

- Tell students to make their own drawings next to Temu's.
- When all students have finished their drawings, tell them to stand up and walk around the classroom to share them with their classmates.