

NUNIT: GRAPES ARE NOT THE ONLY FRUIT
PROJECT SECTION 1: ALL EQUAL, ALL DIFFERENT

1. Why Are We Different?
2. Learning Styles
3. People (Origin, Culture, Stereotypical Understanding, Family Differentiation)

Children in Primary stage are still in a stage of transition from the sheltered life within their home and family to a life that involves constant interaction with others. During this process they will encounter many people who seem *different* to them in some kind of way, either because they come from a different culture, look different, have a physical disability of some sort or simply have different interests, likes and dislikes. Young children are often disturbed or uncomfortable when they encounter someone who is different and may form a negative opinion of that person. This section is designed to help children learn that it is okay to be different and that every person, even those with different backgrounds and abilities, deserves to be treated with respect.

AIMS	<ul style="list-style-type: none"> - To understand how views of one another evolve as a result of nature and nurture to keeping children's lives coherent, giving them a sense of meaning, purpose and connection. - To help children look into each other's worldviews without trying to change them. - To stimulate children to have meaningful thoughts and help them address the deep seated barriers to building a climate which respects diversity. 	CONTRIBUTION TO COMPETENCES	<p>COMMUNICATIVE:</p> <ol style="list-style-type: none"> 1) Can interact with other people and approach other cultures in an adequate way. 2) Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument. 3) Can apply her/his basic knowledge of the different cultural and artistic forms of expression to appreciate its intrinsic value. <p>METHODOLOGICAL</p> <ol style="list-style-type: none"> 4) Can access and communicate information using different supports including ICT Information handling tools to learn. <p>PERSONAL, SOCIAL AND CIVIC</p> <ol style="list-style-type: none"> 5) Can argue and draw conclusions on the consequences of different lifestyles and adopt a predisposition to lead a physical and mental healthy lifestyle.
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LEARNING OUTCOMES	Know	<ul style="list-style-type: none"> - Different ways to overcome the barriers presented by differences of language and culture; - Different ways to describe people; - Names of Countries/Nationalities/Languages; - Places around the world; - How people in different countries live;
	Be able to	<ul style="list-style-type: none"> - Understand some scientific concepts, principles and theories pertaining to the physical setting and living environment as well as recognize the historical development of human evolution; - Differentiate people who come from some different cultures; - Understand that what someone may perceive does not necessarily correspond to the perceptions of other people or other cultures; - Understand that everyone is different, but that all humans are alike in certain basic ways; - Understand the importance of giving and gaining respect; - Understand that there is no 'right' way to look and that I is important to feel happy about oneself;

		<ul style="list-style-type: none"> - Recognize different types of family and understand that some families are different from their own; - Explore the concept of the word <i>Citizenship</i> and explain why diversity is a good thing. - Communicate in a respectful way; - Raise personal awareness of presence of the use of stereotypes and prejudices associated to differences; 	
	Be aware that	<ul style="list-style-type: none"> - everybody is different from every other person in some way; - people live in many different ways and in many different places; - there are very different kinds of families; - regardless of people's differences, all persons are entitled to respect; - teasing someone for being different shows disrespect for that person; - stereotypes and prejudices are barriers that stand in the way of the appreciation of diversity and that they can consequently lead to acts of discrimination. 	
COMMUNICATION	Language of learning	Vocabulary	<ul style="list-style-type: none"> - Names of Languages - Countries and Nationalities - Religions - People's features - People's jobs - Famous people: dates and problems experienced in life - Values
		Structures	<ul style="list-style-type: none"> - I know a language called... - I can see a/an... - This is the... - Correct/Sorry, try again - We do/live/have/need/are... - I learned... I felt... - You can... - I've got.../ Who's got...? Has she got...? - Can I interrupt? I'd like to say...
	Language for learning	<ul style="list-style-type: none"> - Discuss the meaning of the word <i>language</i> - Sharing life experiences - Identifying similarities and differences - Giving opinions - Starting and interrupting a conversation 	
	Language through learning	Language that comes out when working in every session.	
COGNITION		CULTURE	
<ul style="list-style-type: none"> - Identifying - Defining - Matching 		<ul style="list-style-type: none"> - Appreciate that values may vary across cultures since they have to do with what we consider most important and the way we see the world. 	

- Comparing and contrasting
- Applying imagination
- Interpreting information

ASSESSMENT CRITERIA

Skill:

Language recognition: the learner distinguishes between English and other languages and comprehends requests for the identification things as well as for people and their customs.

Acquiring knowledge: the learner differentiates between facts and opinions.

Uncomfortable situations: the learner is able to recognize when a situation is becoming uncomfortable and uses quick exit lines like "let's... instead", "I'd rather", "why don't we...?"

Appreciating differences: the learner is able to differentiate people and customs from different cultures POWER POINT.

Notice and interpret non-verbal communication: the learner interprets body language, gestures appropriately e.g. through the poem, *Me*.

Participate in conversations appropriately: the learner stands on the perimeter of a group and greets them to join a conversation. Avoids interrupting others or speaking off topic.