

## YOUR LANGUAGE, MY LANGUAGE (LEVEL 3)

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

Time	Activity and Description
10 minutes	<p><b>Greetings</b></p> <p>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><b>Discussion:</b></p> <p>Educator starts by asking learners:</p> <ul style="list-style-type: none"> <li>- Do you know how many spoken languages there are around the world now? (more than 7100 languages)</li> <li>- What languages do you know or hear around in your hometown?</li> <li>- Have you ever been in a place where you haven't understood the language there?</li> <li>- Can you speak/understand other languages? Name them.</li> <li>- What words or expressions do you know from different languages?</li> </ul> <p>Get Polish and Ukrainian children to exchange the following phrases in each other's languages:</p> <ul style="list-style-type: none"> <li>- <b>Welcome</b></li> <li>- <b>Hi/Hello – response</b></li> </ul>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

	<ul style="list-style-type: none"> <li>- Good morning – response</li> <li>- Good evening - response</li> <li>- Good night – response</li> <li>- See you/goodbye – response</li> <li>- How are you? - Response</li> <li>- Hello, I am (name).</li> </ul> <p>Challenge learners to learn to write these phrases in each others languages as well.</p>
20 minutes	<p><b>Tongue Twisters</b></p> <p><b>Aim of activity:</b> This activity aims at enhancing learners’ Ukrainian and Polish pronunciation and speaking skills. It also introduces them to similar words and rhymes.</p> <p><i>a tongue twister is “a sequence of words or sounds, typically of an alliterative kind, that are difficult to pronounce quickly and correctly, as for example Peter Piper picked a peck of pickled pepper.” It can be challenging for native learners to utter tongue twisters, but they teach learners how to properly pronounce sounds and words in a language.</i></p> <ul style="list-style-type: none"> <li>● Educators can find Ukrainian and Polish tongue twisters in the following links. (see Appendix)</li> </ul> <p><b>Ukrainian tongue twisters:</b> <a href="https://www.tongue-twister.net/uk.htm">https://www.tongue-twister.net/uk.htm</a></p> <p><b>Polish tongue twisters:</b> <a href="https://polish-dictionary.com/polish-tongue-twisters">https://polish-dictionary.com/polish-tongue-twisters</a></p> <ul style="list-style-type: none"> <li>● Educator picks a simple tongue twister to start with, writes it on the board, repeats it twice and asks learners to repeat as well.</li> <li>● Learners take some minutes practising the tongue twister and then say it aloud.</li> <li>● The winner is the one who says the tongue twister 3 times without making a mistake. To keep it fair, all players should be given the same tongue twister.</li> <li>● Learners try another twister from a different language and follow the same rules.</li> </ul>
20 minutes	<p><b>Final Project:</b></p> <p>Educator explains to learners that they are going to produce a song or poetry to present on the final day. The work will be done in groups.</p> <ul style="list-style-type: none"> <li>- What would they like to present? (Skit/musical, song, poetry, etc.)</li> <li>- Groups pick a theme– what will it be about?</li> <li>- What is the genre? (Eg: if it is a skit – horror, romance, etc. If it is a song – rap, pop, etc.)</li> <li>- The presentation has to be bilingual.</li> <li>- They build on the content day by day.</li> <li>- They have to perform it on the final day in front of an audience.</li> </ul> <p><b>Pick a theme – Guidance, if students struggle to come up with a theme</b></p> <ul style="list-style-type: none"> <li>● Learners consider a favourite memory, experience or item for their presentation. It could be about this experience and how it is special.</li> <li>● They think about why it is special, and write down their ideas and feelings.</li> <li>● Ukrainian and Polish learners team up (3-4 learners) and each team has to choose one final topic.</li> </ul>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

10 minutes	<p><b>Reflect:</b> Educator asks learners:</p> <ul style="list-style-type: none"> <li>- How do you feel working with partners who don't speak the same language?</li> <li>- Was it easy to learn new greeting expressions from a different language?</li> <li>- Was it easy to communicate your language to others?</li> <li>- How do you feel that others know more about you and you and your language?</li> <li>- Do you want to know more about your classmates?</li> </ul> <p>For the next class, ask students to bring a small notebook, or an old one with empty spaces. They can even make one of their own!</p>
------------	--

**Day 2** - Today, learners will discover similar rhymes and words in their languages.

Time	Activity and Description
10 minutes	<p><b>Creating a New Word</b> <b>Objective:</b> To help learners understand how languages are created, how new words are formed and to encourage them to use their creativity to create a new word influenced by two different languages.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Begin the activity by discussing with the learners how languages are created. Ask them if they know any examples of how new languages have been created over time. Discuss the impact of geography, culture, and history on the formation of languages.</li> <li>2. Ask the learners if they know any words that are relatively 'new'. Discuss with them how words are created and how new words are added to the dictionary over time. Give them some examples of relatively new words that have been added to the dictionary in recent years, such as "selfie" and "emoji".</li> <li>3. Discuss with the learners how the meanings of words can change over time. Give them some examples of words that have changed their meaning over time, such as "gay" and "literally".</li> <li>4. Challenge the learners to create a new word influenced by two different languages, Polish and Ukrainian, working in groups. They should consider the sound, structure, and meaning of the word. Encourage them to be creative and come up with a unique word.</li> <li>5. Once each group has created their new word, ask them to present it to the class. They should explain what the word means and how it can be used in a sentence.</li> <li>6. As a follow-up activity, the learners can create a poster or a word cloud of made-up words. This activity will help them further develop their vocabulary and creativity.</li> </ol> <p><b>Wrap-up:</b> Encourage the learners to continue exploring the languages they are learning and to use their creativity to come up with new words and phrases. Remind them that language</p>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

	is constantly evolving and changing, and that they have the power to shape it with their own creativity.
10 minutes	<p><b>My Own Glossary:</b> Learners are asked to start their own <b>Glossary Notebook</b> where they can insert the most relevant words or phrases they learn daily in class. The glossary included is based on the vocabulary and expressions of the languages they learn in the 5 days. Learners can include a definition, pronunciation (it's ok if they use their language letters), synonyms (if applicable), and a picture if they can't express the word in letters. Learners will update the glossary each day either in class or at home.</p> <p>Give the learners 10 minutes to ask their partners about words they would like to learn in each other's languages and note them down in their Glossary.</p> <p>At the end of each day, ask the learners to review their notes and pick the most relevant words and phrases they learned in class. They should then add these to their Glossary Notebook along with a definition, pronunciation (using their language's letters if needed), synonyms (if applicable), and a picture if they can't express the word in letters.</p>
20 minutes	<p><b>How Similar Are We?</b> <b>Aim of this activity:</b> This activity aims at motivating learners to see the similarities in both languages and simultaneously strengthen their ability to speak together freely.</p> <ul style="list-style-type: none"> <li>● Educator starts by showing learners some pictures of similarly pronounced words in Ukrainian and Polish. <b>Examples: Mom is pronounced the same in Ukrainian and Polish, Banana/water are pronounced almost the same in both languages... etc.</b></li> <li>● Learners are asked to say what these words are in their languages.</li> <li>● <b>In groups, Learners discuss:</b> <ul style="list-style-type: none"> <li>- Do you think both Ukrainian and Polish languages have words that are pronounced the same, almost the same, or have the same rhyme? Give Examples. (<i>A rhyme is "the repetition of the same or similar sounds in words, usually the ending parts of the words".</i>)</li> <li>- Why do you think these languages are similar? (they are geographically close to each other, derived from the same Proto-Slavic language... )</li> <li>- What words/phrases do you know in Ukrainian/Polish?</li> </ul> </li> <li>● Learners take 10 minutes to come up with as many similar words in their languages as they can.</li> <li>● Educator facilitates the process and might ask learners to categorise the word search. It could be words from the classroom, house, food, family members, technology... etc.</li> <li>● Learners can use their phones or online dictionaries if they are allowed in class.</li> <li>● Learners write a list of similar words/rhymes on a piece of paper or a large poster in both languages.</li> <li>● When time is up, each group presents their words. They pronounce them and decide if these words have the same meaning.</li> <li>● Finally, learners pick 2 or 3 words, and use them in a sentence in a Ukrainian and Polish context.</li> </ul>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

	<p><b>Tip:</b> To make it more interesting, this activity can be made into a contest. The team that comes up with more words wins.</p>
20 minutes	<p><b>Presentation Preparation</b> Today, learners will start writing their songs.</p> <ul style="list-style-type: none"> <li>To begin with, learners will choose keywords that are crucial to their theme. So, for example, if a group is writing a song about this class experience, they write down: friends, teacher, connect, fun, languages, worry. etc.</li> <li>Once the group decides what the keywords are, they translate them to both languages and write a list of words that rhyme with them, and are related to the song theme.</li> <li>Next class, learners will use these words in a context and develop them into rhyming sentences, so if they have any free time at home, they try to develop the words into sentences.</li> </ul>
5 minutes	<p><b>Suggestion:</b></p> <ul style="list-style-type: none"> <li>If students are comfortable, suggest that each group creates its own unique handshake using a variety of actions.</li> <li>Explore them to research on their own how people who cannot speak or hear communicate with each other and show a word using sign language the next day in class.</li> </ul>

**Day 3 -** Today, Learners will act as language explorers and connect deeper on a cultural level.

Time	Activity and Description
10 minutes	<p><b>Warm up: Broken telephone</b> <b>Aim of activity:</b> This activity aims at familiarising learners with language sentences/phrases and enhancing their communication skills with different language speakers.</p> <p>Educator prepares phrases or sentences in Ukrainian and Polish, e.g., Good morning, I love you, Ivan goes to school, I like milk in the morning, we feel excited today... etc.</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>Assist learners to stand up in a line or circle and be silent.</li> <li>Start by whispering the first phrase/word to the first learner. Repeat it twice and make sure s/he gets the message correctly.</li> <li>Ask the first learner to whisper the same message (sentence/expression) to the learner standing next to them, and so on down the line. Warn them that they can repeat the message only once.</li> <li>The last learner in the line/circle now says the message aloud and see if it is the same message the first learner whispered.</li> <li>Repeat using more difficult expressions.</li> </ul> <p><b>Tip:</b> Educator can divide the class into two teams and make it a competition.</p>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

5 minutes	<p><b>Discussion:</b></p> <p>It might be difficult for Polish learners to send the same Ukrainian message (same pronunciation or exact words) to the learners standing next to them, and vice versa. However, they find it interesting to send a message and get it right at the end, so every time they repeat the process, they challenge themselves to get it right. It's funny how communication fails when it comes to sending a simple message.</p> <p>Ask in Polish once, and repeat in Ukrainian:</p> <ul style="list-style-type: none"><li>- Did you like the game?</li><li>- Was it easy to send the message correctly? Why?</li><li>- Why couldn't you deliver the message correctly? Can you think of some obstacles? How can we overcome them?</li><li>- How can this game help us communicate better in school or outside school?</li></ul>
-----------	---

25 minutes

### Language Explorers!

**Aim of activity:** this activity aims at giving learners the chance to explore their classmates' language and the culture connected to it. They also learn how to produce a complete thought in a different language.

*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 and sentence frames, especially the sentimental ones that are expressed in happy and hard times.*

#### Discussion:

Ask in Ukrainian once, and repeat in Polish:

- What words do you know that express love and emotions?
- 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**".

#### Let's Explore:

- Learners are handed in the following worksheet to fill. They work in mixed groups and get to know more about each others' language and culture.
- They take turns asking and writing down the used expressions in each situation and fill in the sentence frames/stems. (They don't have to answer every situation/sentence.)
- Learners explore both languages asking their partners to repeat how words are pronounced and what gestures are used. (It's ok if the class gets a bit noisy and every group is buzzing.)
- When they are done, each group answers certain situations/sentences aloud. If there's still some time, learners act out some of these situations.

#### "Let's Explore Worksheet Example:

What do you say when...	In Polish	In Ukrainian
1. you thank someone	Polish: Ukrainian pronunciation:	Ukrainian: Polish Pronunciation:
2. it's somebody's birthday		

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

3. someone is sick		
4. You need some help		
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		
10. Something bad happened/ someone surprised you		
<p><b>Complete the following Sentences:</b>  <b>(Ukrainians help the Polish to produce some of these sentences in Ukrainian and vice versa.)</b></p>		
<ol style="list-style-type: none"> <li>1. I like _____. I don't like _____. (sentence stem)</li> <li>2. I usually _____ on the weekend. (sentence frame)</li> <li>3. My favourite _____ is _____.</li> <li>4. My name is _____ and I am _____ years old.</li> <li>5. I live in _____, but I am from _____.</li> <li>6. I have _____.</li> <li>7. Yesterday, I went to _____.</li> <li>8. I think _____</li> <li>9. I feel _____.</li> </ol>		



20 minutes	<p><b>Songs Phrases</b></p> <p>In groups, learners develop the rhyming words from Day 2 into rhyming sentences or phrases then choose which words/phrases to include in Ukrainian and which in Polish in the same song.</p> <p>Educator asks them to develop their songs at home if they can.</p>
5 minutes	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>- Have a chat with learners, allow them to express how they feel today, and ask what their new favourite word was for today.</li> <li>- Ask if they share what they have learnt with their family members and friends.</li> </ul> <p><b>Challenge:</b></p> <p>Learners are challenged to teach 1 of their family members some of the expressions they have learnt today. They have to report this to their classmates in the next class.</p>

**Day 4** - Today, learners will learn how to speak a different language through songs, then produce their own.

Time	Activity and Description
20 minutes	<p><b>Music Talk!</b></p> <p>learners start talking about their favourite singers, music genre and songs. Then, some of them individually sing excerpts of their favourite songs. Ask others if they know the song and the singer, and allow them to join singing with their classmates if they are familiar with the song. (Only if they are comfortable, and it doesn't have to be Ukrainian or Polish)</p> <p>If there's access to technology in class, educator can show the song with lyrics on <a href="http://www.youtube.com">www.youtube.com</a>.</p> <p><b>Let's Sing</b></p> <p>Educator downloads age-appropriate, Ukrainian and Polish songs that have a similar theme or genre. (Check youtube.com and try to download lyrics as well)</p> <ul style="list-style-type: none"> <li>● Learners listen to a Ukrainian song, preferably with lyrics on, pause and ask learners: <ul style="list-style-type: none"> <li>- What is the name of the song</li> <li>- What is this song about?</li> <li>- What words did you catch? (Write them on board and explain what they mean, ask learners to repeat after you).</li> </ul> </li> <li>● Play the song again and ask others to sing. learners try to copy the dance or body movements if there's any.</li> <li>● Then they do the same with a Polish song.</li> </ul> <p><b>Suggestion:</b> If there's enough time, learners can mix up the 2 songs and produce a bilingual version. One group can present this song on the final day.</p>
30 minutes	<p><b>Let's Create our Songs!</b></p> <p>Now that learners have broken the ice and sung in both languages, it's time they sing their own. So, the last thing they need to do is pick a tune for their songs. It can be either a tune of a famous song or they create their own.</p>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

	<ul style="list-style-type: none"> <li>• Educator can download music for their songs in here: <a href="https://www.epidemicsound.com/latest-tracks/">https://www.epidemicsound.com/latest-tracks/</a> OR encourage learners to make their own music using household objects, or their voices too. If learners have instruments, they can use that too.</li> <li>• Each group has to come up with a band name for their group, a song name and agree on specific dancing moves while auditioning.</li> </ul> <p><b>Note:</b> Educator explains to learners that they are going to present these songs on the final day as a part of the final project. They have to practise at home to enhance their performance.</p>
10 minutes	<p><b>Show Invitations!</b> <b>Material:</b> papers, colours and pens</p> <p>Learners make simple invitation cards to invite their families and schoolmates to the fair. They design their own invitations but must include the following information: <b>Show Name, Time, Place.</b> Encourage students to design their invitation in the new language and exchange the invites to each other to share.</p>

**Day 5 -** Today, learners will invite their families and schoolmates to their final show.

Time	Activity and Description
20 minutes	<p><b>Show Preparation:</b> Learners set the scene for the final day. They make a class banner with both languages to welcome the audience. Also, they practise how they are going to introduce themselves as a band, and practise their final performance one last time before the show. To make it interactive, learners write the lyrics of their songs on a piece of paper and make copies to hand in to the audience so they can sing all together.</p>
30 minutes	<p><b>Show Time</b> When families and schoolmates arrive, learners greet them. Later, they introduce themselves on the stage and start performing. The show starts and learners ask the audience to join if they wish using the lyrics they are handed.</p>
10 minutes	<p><b>Reflection Poster:</b> On a large poster, learners write a catchy phrase for this journey in the middle of it such as <b>“My Journey in Your Language”</b>, and reflect on this experience. They draw their faces, write how they feel, their favourite word in another language, and what they enjoyed the most.</p>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

<p><b>Additional enrichment activities:</b></p>	<p><b>Language Poster:</b></p> <ul style="list-style-type: none"> <li>• Learners are divided into 3 groups with a poster and colours for each.</li> <li>• They write all the words/phrases they have learned the past few days. These words/phrases have to be written in both Ukrainian and Polish next to each other.</li> <li>• The main theme and design of the poster is for learners to decide; they can draw a <b>Tree of Words</b>, or a <b>Language Box</b> and words inside/around it. They go creative.</li> <li>• Learners help each other with the words, meaning, and pronunciation. They also collaborate, connect and have fun at the same time.</li> </ul> <p><b>Silent Books Activity</b> (This activity is used with higher levels and learners who have good background of the other language)</p> <p><b>Aim of the activity:</b> This activity aims to inspire learners to be curious and explore every detail in the book. Encouraging curiosity in a classroom with learners who do not master the language is fundamental as it can expand their empathy, boost achievements, and helps strengthen relationships.</p> <ul style="list-style-type: none"> <li>• You can choose a silent book from this free web page: <a href="https://freekidsbooks.org/subject/wordless/">https://freekidsbooks.org/subject/wordless/</a></li> <li>• Pair the learners and give them the same silent book.</li> <li>• First, they will have a look at the book separately.</li> </ul> <p>Then you will ask them to, in the base of the images, retell the story using their own words and in their own language to their partners.</p>
<p><b>Modifications for simplification</b></p>	<p><b>Notes to Educators</b></p> <ul style="list-style-type: none"> <li>• It's good to learn some Ukrainian words and phrases to make learners feel welcome and comfortable.</li> <li>• As Ukrainian learners are not yet familiar with Polish language skills, and so are Polish learners with the Ukrainian language, it's preferred learners 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 /pryvıt/.</li> </ul> <p>If explorers are smart and fast learners, give them the option to explore and ask about any language expression/phrases they would love to learn. Give them 20 minutes to wander around and ask.</p> <p><b>Explorers might be curious about:</b></p> <ul style="list-style-type: none"> <li>- expressions used when speakers get emotional, such as oh, wow.</li> <li>- days, months, food and holidays related to the other language.</li> </ul>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>

	<ul style="list-style-type: none"> <li>- simple expressions such as yes, no, help.</li> <li>- Fun idioms or proverbs.</li> <li>- Specific words they would love to learn.</li> <li>- Interesting songs in their languages.</li> </ul>
--	---

## ASSESSMENT CRITERIA

---

A majority of my learners were able to:

- Celebrate different languages and validate other languages and cultures.
- Discover similarities in different languages and widen their vocabulary.
- Encouraged to be curious and explore different aspects of their host country's language and culture.
- Enhance their speaking and communication skills.
- Create their own bilingual song.

## APPENDIX

---

<p><b>Tongue Twisters pronunciation</b></p>	<p>If educators and learners find it difficult to do tongue twisters, these videos might help teach them how to properly pronounce them.</p> <p>Polish: <a href="https://www.youtube.com/watch?v=f759ejoDj88">https://www.youtube.com/watch?v=f759ejoDj88</a></p> <p>Ukrainian: <a href="https://www.ukrainianlessons.com/tonguetwisters/">https://www.ukrainianlessons.com/tonguetwisters/</a></p>
---	---

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/pVXs3vQEufuzSShs7>