

# Connected2You

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*Six lessons about language awareness in primary school*



**Made by:** Elise van Trigt  
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## Prologue

Language awareness: a concept of children developing openness, sensitivity and a meta-linguistic awareness of other languages and cultures in a playful way. It enables children to learn a new language and culture more easily. It also contributes the perfection of the mother tongue. Foreigners get more attention and the respect they deserve during language awareness lessons.

Language awareness consists of three pillars:

**1. Knowledge**

Children and teachers learn more about languages and cultures

**2. Attitude**

Children and teachers develop more sympathy to other languages and cultures

**3. Skills**

Children and teachers learn more about different language systems. In addition, they'll understand their own language better.

In our society, where radicalization and discrimination lurk, language awareness can help children and teachers to learn from each other instead of judging each other!

This file consists of six language awareness lessons. The goal of these lessons is to learn from other languages and cultures and to create more openness and respect to other people (minorities) in society. The three pillars listed above will each have their place in these lessons.

Enjoy this package!

<b>Lesson 1</b>	Religious education
<b>Title</b>	Jesus' last prayer in Gethsemane
<b>Learning objectives</b>	Through a game children will learn about language and praying.
<b>Initial situation of this children</b>	Most children would call themselves Christian, with varying familiarity with the Bible. Some might go to church. This story is about Jesus' last day before He died.
<b>Length</b>	50 minutes
<b>Resources</b>	Colouring page with number for each child, crayons, Bible story, colouring page without numbers, game, die, pawns (3 or 4 colours, 1 for each group).
<b>Lesson summary</b>	<p>Through a game children will think about praying and language.</p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>- Print game board, the colouring page with numbers (one for each child), 1 colouring page without numbers and the questions (see attachment)</li> <li>- Divide class in three or four groups of students</li> <li>- Cut out the questions (6 in total) and lay them on six different tables</li> <li>- Provide one sheet of paper and one pencil for each group</li> <li>- Provide one die and pawn for each group</li> <li>- Print Bible verses in Romanian and Hungarian or Romani (or whatever language the children are familiar with).</li> </ul> <p><b>Development of the lesson:</b></p> <p>Introduction</p> <ul style="list-style-type: none"> <li>- Explain the goal of this lesson to the children</li> <li>- Show children the drawing of Jesus' last prayer and ask them: Who is this? (<i>Jesus</i>) What is He doing? (<i>He's praying</i>) To whom is He praying? (<i>His Father; God</i>) Who can tell me more about Jesus? (<i>He came to rescue this world. He died, but after three days He was raised from the dead. That's what happened at Easter.</i>)</li> </ul> <p>After this, show children the picture of Jesus praying to God.</p> <ul style="list-style-type: none"> <li>- Tell the children the Bible story (Mat. 26: 36-46). <i>Emphasize verse 39.</i></li> </ul> <p>Activity</p> <p>After this, children will play a game to process this story. They will answer 6 different questions (<i>see attachment</i>) about praying and language.</p> <ul style="list-style-type: none"> <li>- Explanation of the game:</li> </ul> <p>Class is divided into three or four groups. Give every group one sheet of paper and one pencil. Put the six questions on tables or on the wall in the classroom (outside is also possible). Put the game board on another table, under your watchful eyes, if possible. Every group starts on the same yellow field. Every group needs a pawn (every group a different colour!) In turn each group throws their dice . The number determines which question the children have to answer. (<i>If they roll three, they move their pawn three fields forward and they go to question three and answer this question</i>). Children discuss every question together and one group member will write the group's answer on their sheet of paper. If the</p>

	<p>children have different opinions, they should write different opinions on the paper, like:  <u>Question 3: '.....'</u>  Opinion person 1 (name):  .....  Opinion person 2 (name):  .....  Etc.  If they have answered the question, they walk back to the board and roll again. If they roll the same number, they move their pawn and roll again for a new number.</p> <p>Conclusion  The children are finished when they have answered every question. When they are finished they should go back to their places.</p> <ul style="list-style-type: none"> <li>- Evaluate the questions when each group is ready. Let children share their opinion and what they have learned about this story and from the game. Questions 5 and 6 are the most important for language awareness. What did they discover by comparing two different languages?</li> <li>- Teacher shows children the colouring page with numbers, which they have to colour in. Each number is a colour. Fields without number could be coloured in any colour.  <i>(Decide how much time there is for colouring. If there isn't enough time, they can do it at another time.)</i></li> <li>- Finish by praying, if that's allowed. <i>Pray for the children, war. Give thanks for Jesus' dying and resurrection.</i></li> </ul> <p><b>After the lesson:</b></p> <ul style="list-style-type: none"> <li>- Clear up the game, papers, drawings and questions with the children's help.</li> <li>- Display every drawing in the classroom.</li> </ul>
<p><b>Attach files:</b></p>	<p><b>Lesson1BiblePassagesQuestions.odt</b></p> <p><b>Questions for the game</b>  Cut up the question page to have one question per sheet (see below). The italicized sentences here are explanations for the teacher.</p> <p>Question 1: <i>(add drawing; see attached file)</i>  On this drawing Jesus is praying on his knees. In which ways can you pray? Name at least 3 ways.</p> <p>Question 2: Do you pray? To whom do you pray?</p> <p>Question 3: Jesus is praying to God. What would you ask God?</p> <p>Question 4: In which language did Jesus pray to God? In which language do you read this prayer? How is that possible?</p> <p>Question 5: In which language do you pray? Why can God hear you in your language?</p> <p>Question 6: Do you see similarities between these translations?</p>

What kind of words do you recognize? What's the meaning of this verse?

*(The meaning of:*

*'if possible, let this cup pass from Me': I would rather not do it.*

*Not as I will but as Thou wilt': I want to do what You want, no matter how I feel'.)*

**Lesson1ColouringPage.pdf**

**Lesson1GameBoard.pdf**

<b>Lesson 2</b>	Children will make a book with traditional recipes ( <i>language</i> )
<b>Title</b>	Food connects people
<b>Learning objectives</b>	<p>After this lesson children are able to:</p> <ul style="list-style-type: none"> <li>- Tell other children what their favorite dish and traditional food is</li> <li>- Write a recipe of their favorite dish</li> <li>- Make a drawing of their dish</li> <li>- Explain differences between cultures and food.</li> </ul> <p>Long term objective: through a meal of traditional food from other cultures, children (and their parents) will develop a positive attitude and openness to other cultures.</p>
<b>Initial situation of this children</b>	Children might already know much about traditional food, and I think every child has a favorite dish. This lesson makes children aware that traditional food is part of a culture. Food makes every culture unique. Through this lesson children will develop (more) respect for other (minority) cultures and that's very important!
<b>Length</b>	50 minutes
<b>Resources</b>	<ul style="list-style-type: none"> <li>- A5 white cardboard, one for each child</li> <li>- A5 lined cardboard, one for each child</li> <li>- Crayons or colour pencils</li> <li>- Whole punch + a piece of cord (to bind the recipe book)</li> <li>- Cookbook: Roma / Hungarian/ Romanian (or pictures of traditional recipes)</li> <li>- written recipes (one for each group)</li> </ul>
<b>Lesson summary</b>	<p><b>Preparation</b> Prepare materials</p> <p><b>Development of lesson</b> Introduction <i>Start with an introduction to get children excited about this activity.</i> Lead a conversation about recipes:</p> <ul style="list-style-type: none"> <li>- Show children some traditional Romanian, Hungarian or Roma recipes / dishes and ask them what it is (a recipe of...).</li> <li>- Ask them what their favorite dish is / what they eat often. Ask why.</li> <li>- Ask what a traditional recipe means for a culture (<i>food is a part of your culture/ identity</i>).</li> <li>- Explain to the children that they are going to write a recipe of their favorite dish.</li> </ul> <p>Activities</p> <ul style="list-style-type: none"> <li>- Give every group a recipe and ask them these next question: how is a recipe built up? (<i>Title, ingredients, preparation, cooking instructions, picture</i>) Point out differences between a book and a recipe (a recipe is an instruction, short. A book is a story, long, lot of text.)</li> <li>- Explain the parts of a recipe: title, ingredients, preparation, cooking instructions, picture). Show this on the blackboard, and have the children copy it, in order to make a recipe for their favorite (traditional) dish.</li> </ul> <p>Children will probably know what they will have to do now.</p>

	<ul style="list-style-type: none"> <li>- Give each child a cardboard sheet with and without lines. On the lined sheet they write the recipe with: title, ingredients, preparation, cooking instructions, picture. On the white cardboard they draw their dish. On this sheet they also have to write the name of their dish.</li> <li>- Walk around and help the children to write their recipe according to the guideline on the blackboard. Children can also help each other.</li> <li>- When the children are ready, take all recipes and bind them together into a book.</li> <li>- Let the children that are finished make a first and a last page for this recipe book.</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>- Show the children all the dishes in the recipe book they've made. Ask the children: <i>Are they traditional recipes? Which ones? From which cultures are the dishes? What did you learn from this lesson?</i></li> <li>- Display the recipe book in the classroom.</li> </ul> <p><b>After the lesson</b></p> <p>Organize a meal and invite all the children and their parents. Ask them if they would like to make a traditional dish of their culture. Decorate your classroom and show all the drawings and objects you made and used this week in order to show the parents what the children have been doing. Food connects people. So this meal can connect parents of different cultures with each other! Try it and enjoy your meal!</p>
<b>Comments</b>	<p>Some facts:</p> <ul style="list-style-type: none"> <li>- In Roma culture, quantities are not measured. Children don't have to write the quantities in their dish, just the ingredients.</li> <li>- Examples of Roma food: Plăcinte (flat bread), sane plăcinte (pancakes), manro (bread), tkartura (meat dish)</li> <li>- Examples of traditional Romanian food: covrigi (pretzels), sarmale (filled cabbage leaves with meat), varza călită (fried cabbage).</li> <li>- Examples of traditional Hungarian food: gulyás, paprikás krumplics (potato with paprika), piskótatekercs (rolled sponge cake).</li> </ul>

<b>Lesson 3</b>	Meeting new languages
<b>Topic</b>	Language bingo
<b>Learning objectives</b>	<p>After this lesson children are able to:</p> <ul style="list-style-type: none"> <li>- Explain what language is (for them)</li> <li>- Explain ways to communicate (verbal / non-verbal)</li> <li>- Explain why English is such an important language</li> <li>- Recognize the words on their cards that are called out by the teacher.</li> </ul>
<b>Initial situation of children</b>	Each child speaks one or more languages to communicate with others. In this lesson they will discover that there are many ways to communicate. A language is part of a culture. Through a game called bingo, they will learn that there are similarities in every language.
<b>Length</b>	30 minutes
<b>Resources</b>	Bingo-cards ( <i>see attached file</i> )
<b>Lesson summary</b>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Divide class into small groups of about 3 children each</li> <li>- Write on the blackboard: 'language'</li> <li>- Print out all bingo cards (print more copies to have 6 cards for each group)</li> </ul> <p><b>Development of the lesson</b></p> <p>Introduction</p> <ul style="list-style-type: none"> <li>- Start this lesson by saying 'hello' in different languages (<i>Dutch: hallo, French: bonjour, Romanian: bună, Hungarian: jó napot, Swahili: jambo, Chinese: nín hǎo / nihau, Turkish: merhaba, English: hello, Romani: te aves bahtalo</i>)</li> <li>- Also say 'hello' in a non-verbal way (<i>waving your hand, giving a kiss, nodding etc.</i>)</li> <li>- Ask children what you said to them. Which languages did they hear? Explain that you said 'hello' in different languages.</li> <li>- Show children the word 'language' on the blackboard and ask them what they're thinking of when they see this word. (<i>What is language? When do you use language? Why do you use language?</i>) Write the answers on the blackboard. Now you know what the children already know about this subject.</li> <li>- Tell the children what they are going to learn and do during this lesson.</li> <li>- Talk with the children about the following questions and write the answers on the blackboard: In what way can you keep in touch with other people? (<i>talking, expression and motions</i>) Which language is most spoken on this earth? Why do you think so? (<i>1. Mandarin, China, 2. English and 3. Spanish</i>) What's the reason many people learn English? (<i>a lot of people speak English, so it's easy to learn; because you need it in other countries to communicate</i>)</li> </ul> <p>Through this conversation children develop a better understanding of the term 'language'. Now they are ready for the game!</p> <p>Activity</p> <p>The class will play language bingo to develop a positive attitude to</p>

	<p>other languages. Children play this game in little groups.</p> <ul style="list-style-type: none"> <li>- Divide the class into groups and give every group six cards with bingo words. Every card is a word (number, color or animal) in another language.</li> <li>- When everybody is ready, explain the game: one at a time you will call out a word in a foreign language in random order. Children should look at their six cards to see if they have got the word you are calling. If they recognize a word, they should turn the card over. When a group has turned over all their cards, the game is over and this group wins.</li> <li>- It's possible to play this game over and over, with the cards redistributed, because every game is different.</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>- Evaluate the lesson. Ask what they've learned. Add to what has been written on the blackboard about 'language'.</li> </ul> <p><b>After the lesson</b></p> <ul style="list-style-type: none"> <li>- Collect the bingo cards. You can save them for later use or throw them away after this lesson.</li> </ul>
<p><b>Attachment: Lesson3BingoCards.pdf</b></p>	<p><b>Numbers:</b>  Viisi (5 in Finnish)  Opt (8 in Romanian)  Sitta (6 in Arabic)  Ni (2 in Japanese)  Osiem (8 in Polish, pronunciation 'ausiem')  Tujuh (7 in Indonesian)  Fjórir (4 in Icelandic)  Iki (2 in Turkish)  Shest (6 in Russian)</p> <p><b>Animals:</b>  Aasi (donkey in Finnish)  Cal (horse in Romanian)  Qird (monkey in Arabic)  Buta (pig in Japanese)  Malpa (monkey in Polish)  Monyet (monkey in Indonesian)  Api (monkey in Icelandic)  Maymun (monkey in Turkish)  Lyeв (lion in Russian)</p> <p><b>Colours:</b>  Vihreä (green in Finnish)  Verde (green in Romanian)  Asfar (yellow in Arabic)  Orenji (orange in Japanese)  Zielony (green in Polish, pronunciation 'zjeloni')  Cokelat (brown in Indonesian)  Grænt (green in Icelandic, pronunciation 'graint')  Yesil (green in Turkish, pronunciation 'jeesje')  Krasnyy (red in Russian)</p>

<b>Lesson 4</b>	Animal memory game
<b>Title</b>	Hear the sounds!
<b>Learning objectives</b>	<p>After this lesson children are able to:</p> <ul style="list-style-type: none"> <li>- Recognize the sounds different animals make in different languages</li> <li>- Imitate an animal so they can find another child that is imitating the same animal.</li> <li>- Explain what onomatopoeia is.</li> <li>- Explain that every language consists of different sounds (or a unique set of sounds). They can link this to differences in animal sounds.</li> </ul>
<b>Initial situation of children</b>	<p>This lesson is about onomatopoeia and different sounds in a language. Through a game children will discover that every language has its own animal sounds.</p> <p>Children have learnt some animal sounds. If children have different cultural backgrounds, they probably have learnt different animal sounds. This lesson builds on that skill.</p>
<b>Length</b>	Between 30-50 min. <i>(depends on how often this game is played)</i>
<b>Resources</b>	<p>Play this game outside or in a gym</p> <ul style="list-style-type: none"> <li>- Cards with animal sounds <i>(see attached file)</i></li> </ul>
<b>Lesson summary</b>	<p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>- Print 2 copies of animal sound cards</li> </ul> <p><b>Development of the lesson</b></p> <p>Introduction <i>(still in classroom)</i></p> <ul style="list-style-type: none"> <li>- Make an animal sound and ask a child which animal makes this sound.</li> <li>- Ask a child to make an animal sound. Other children have to guess which animal makes this sound. You can ask more children to make an animal sound.</li> <li>- Ask if animal sounds are the same in every language. <i>(No, they are not.)</i></li> <li>- Ask Roma children if the animal sounds in Hungarian/ Romanian are the same as in Rromani. If not, ask them how that's possible. If they don't know the correct answer, explain <i>(there are different sounds in each alphabet. Animal sounds are just sounds. They are called onomatopoeic words. Every alphabet consists of different sounds so animal sounds are also different.)</i></li> </ul> <p>Activity <i>(outside/ gym)</i></p> <ul style="list-style-type: none"> <li>- Tell the children that they are going to play a game in which they'll imitate animal sounds in different languages.</li> <li>- Explain that they'll play this game outside or in the gym, because they need space.</li> <li>- First explain the game in the classroom (children can pay better attention in the classroom).</li> </ul> <p><u>Explanation of the game:</u> You have printed out some animal sound cards. On every card there's an animal sound written in different languages. There are two cards for every sound. Once outside, give every child a card <i>(make sure you give the same animal card to two children, because they'll have to find each other's animal sound)</i>. On this card they'll find the sound they have to make when the game starts. The goal of this game is to find the other child that has the same sound on the card. They can find their partner when they make the sound that's on their card. When they've found each</p>

	<p>other, they should sit down on the ground together, so that you can see who is ready. The pair that sits down first wins this game. When everybody has found their partner, you can collect the cards, shuffle them and hand them out again to the children. The game can be played over and over. There are many different cards, so you can switch between animal sounds. Makes sure that there are always pairs of the same cards.</p> <ul style="list-style-type: none"> <li>- If the class is made up of an odd number of children, you should also join the game!</li> <li>- You decide how often this game will be played.</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>- Ask the children if they liked the game and what they've learned from it.</li> </ul> <p><b>After the lesson:</b> Collect all animal sound cards and take the group back into the classroom.</p>
<p><b>Attachment: Lesson4Animal Sounds.pdf</b></p>	<p><b>Animal sound cards</b>          Cat: South-Korean, Japanese, English          Dog: Spanish, Arabic, English          Bee: Spanish, Syrian, South-Korean          Donkey: Arabic, French, English          Pig: English, South-Korean, Syrian          Cock: English, Spanish, Arabic          Cow: English, Syrian, French          Little bird: Japanese, Taiwanese, English          Owl: German, French, English          More: <a href="http://www.esl-taalreizen.com/nl/taalvakanties/dierengeluiden.htm">http://www.esl-taalreizen.com/nl/taalvakanties/dierengeluiden.htm</a></p>

<b>Lesson 5</b>	Make a quartet (a set of four cards)
<b>Title</b>	Home sweet home
<b>Learning objectives</b>	<p>After this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>- Explain that every language has proverbs</li> <li>- Explain that communication is necessary to understand each other correctly.</li> <li>- Spot differences and similarities between translations of proverbs. Pay attention to sound, content and shape.</li> <li>- Find words from a different language around the theme 'house' on a computer.</li> </ul>
<b>Children's background</b>	<p>This lesson is on a high level (for children who are good learners), because it's very theoretical. This lesson can only be done if there are computers available. Decide if this lesson is possible to teach in the group.</p> <p>Children have probably learned some proverbs in their own language. In this lesson they'll discover proverbs in other languages and at the end they'll make a game of words in different languages.</p> <p>By increasing their language awareness, children develop their mother tongue and they'll explore other cultures and languages.</p>
<b>Length</b>	50-60 minutes (It's also possible to split this lesson into two parts)
<b>Resources</b>	White cardboard cut into rectangles of about 8 by 10 cm, one for every child (4 or more) computers
<b>Lesson summary</b>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Cut out cardboard (one for every child)</li> <li>- Print assignments of proverbs 'home sweet home' (one assignment for each pair)</li> <li>- Prepare crayons / colour pencils and glue</li> <li>- Write on blackboard the proverb in the different languages and cover it up (see below).</li> <li>- Turn on computers</li> </ul> <p><b>Development of the lesson</b></p> <p>Introduction (<i>part 1</i>)</p> <ul style="list-style-type: none"> <li>- Children sit on their chair and listen to the teacher</li> <li>- Start this lesson by saying a French proverb (il n'y a pas de petit chez soi). This language (and proverb) is unknown to the children, so they won't understand you. Hopefully children will react. Repeat this proverb. Show the children how hard communication is when you don't understand each other.</li> <li>- Ask the children in which language you spoke. (<i>French</i>) What did you say? (<i>home sweet home</i>) How come the children didn't understand you, you spoke loud enough, didn't you? (<i>other language, so they don't understand the words</i>) Ask who can recall situations where they didn't understand other people? When? Why? (<i>This questions makes children aware of why speaking the same language is needed to understand each other.</i>)</li> <li>- Write the French proverb you just said on the blackboard. Try to translate this sentence with the children. If they don't know, help them and translate some words. Tell them it's a proverb.</li> <li>- If children recognize the words in the sentence, ask what this proverb means. (<i>there's no place better than home</i>)</li> <li>- Ask if children know more proverbs about home / a house. Write</li> </ul>

them on the blackboard as well.

#### Activities (part 1)

- (If possible) show children this video: <https://www.youtube.com/watch?v=iweYd1-cVCU> . This movie shows translations of 'hello' in different languages. Tell them that words are different in different languages. It is the same with proverbs. Children will complete a worksheet with different translations of a proverb.
- Explain the assignment. First, put the children in pairs and have them sit together. Give each pair a worksheet.  
Explanation: The children will explore 10 different translations of the proverb: 'home sweet home'.  
The worksheet is numbered from 1 to 10. Uncover the proverb in different languages on the blackboard. Children need to guess which language each one is in. When all the children understand the exercise, you can start. Call out and show on the blackboard the proverb in the first language. The children have about 15 seconds to write down what language they think the proverb is in. Carry on with the other languages.  
At the end show the children the right answers.
- Use this assignment to ask children what characterizes a language. Let children call out similarities and differences between languages (in words, sound, grammar).
- Ask multilingual children why it's hard to learn a new language. How can children help each other?

#### Activities (part 2)

After this assignment and short conversation children will process this lesson by making a quartet-game.

- Divide the class into groups of 4 children each. Every group will make 4 cards in a language around the theme 'house'.
- Let every group choose a language they'll make 4 cards for: Romanian, Rromani, English, Dutch, Chinese, French etc.
- On a computer children search for four words in the chosen language about 'house'.
- When they have found the words they can make their quartet.  
Explanation: at the top of each card the children should write the word. Underneath they draw the word. At the bottom they write the four words of their quartet. (See attached file for an example.)  
Do not write or draw on the back of the cards.

#### Conclusion (part 2)

- When every group is ready, collect the cards. Now it's possible to play the game. (Explain how to play the game.)
- Ask children if they liked this lesson. What have they learned about other languages?

#### After the lesson

Decide which children can play the game and when. You can also copy the cards, so that more groups can play the game at the same time.

#### Attachments:

- Lesson5ExampleProverb.pdf
- Lesson5Worksheet.pdf

<b>Lesson 6</b>	Make a bilingual dictionary
<b>Title</b>	'We understand each other!'
<b>Learning objectives</b>	<p>After this lesson children are able to:</p> <ul style="list-style-type: none"> <li>- Collaborate so that they can make a bilingual dictionary. Children have to ask other children with a different mother tongue for translations.</li> <li>- Explain that not every language has a dictionary, because not every language is documented.</li> </ul> <p>Long term goal: children develop respect and openness towards different (minority) languages and cultures.</p>
<b>Children's background</b>	<p>Every child knows what a dictionary is.  Every child can read and write in their mother tongue (Romani children may not be able to write in Romani, but maybe you can ask someone who can to be there to help) and maybe another language.</p>
<b>Length</b>	50 min.
<b>Resources</b>	<ul style="list-style-type: none"> <li>- A bilingual dictionary</li> <li>- Paper/ cardboard in different colors (A4 / A5)</li> <li>- Stapler</li> <li>- Crayons, colour pencils, magazines, newspapers, scissors and glue</li> </ul>
<b>Lesson summary</b>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Prepare the materials</li> <li>- Bring a bilingual dictionary</li> </ul> <p><b>Development of the lesson</b></p> <p>Introduction</p> <ul style="list-style-type: none"> <li>- Show the children the dictionary and ask them: 'What is this?'</li> <li>- Ask which children have ever looked up a word in a dictionary.</li> <li>- Ask if every language has a dictionary. (<i>No, some languages haven't got one.</i>) Why not? (<i>Not every language is documented. Some cultures have oral traditions, but there are people who are trying to document many of these languages so that those people can learn to read and to write.</i>)</li> </ul> <p>Activity</p> <ul style="list-style-type: none"> <li>- Tell the children they're going to make a bilingual dictionary too. This book will consist of words from the language of instruction and another, the mother tongue of some children (for example: Rromani, Romanian, Hungarian, English). Make these children the 'experts' of their mother tongue! Collaboration is very important during this lesson, because children have to help each other find the right translation for words.</li> <li>- Decide if the children should make the dictionary alone or together (every group needs a child with the 'second language' as translator).</li> <li>- Explanation:  Children should choose a subject for their bilingual dictionary. (<i>Examples: hobbies, family, home / house, food &amp; drink, celebrations, clothes, animals, sea, air, transport / vehicles, supermarket, nature etc.</i>)  Give every child or group at least 6 sheets of paper or cardboard. The first sheet is the front-page. On this page children should write</li> </ul>

their name, the chosen subject and the languages they'll use. After that they should write on each sheet a word connected to their subject. They should write this word in the two languages and they should draw the word or cut a picture of it from the magazines / newspapers and glue it on the page.

Children have to make at least 5 pages with words (more is also possible).

When the children are ready, staple all the pages together and then they'll have their own bilingual dictionary!

#### Conclusion

- Let the children show each other their dictionary (in front of the classroom, like a presentation). Ask them what their favorite page is and why (children show this page). Ask them also what they've learned from this lesson.

#### After the lesson:

Display the dictionaries in the classroom. During the 'special meal' (see lesson 2) children can show their dictionary to their parents. After that they can take it home.

