

**PLANNING GUIDE FOR PROJECT WORK**

**THEME-Community**

**UNIT-Universal Languages of Childhood**

**Essential Question:**

How can learning about the universal languages of childhood-fine arts, celebrations, games/play- expand our student's global competence?

**Guiding Questions:**

How does celebrating the joy of others help develop empathy?

How can games and purposeful play strengthen your friendships?  
(collaborating, conflict/resolution/taking turns/sportsmanship/empathy/leadership skills/etc)

How does playing sports, imaginary games, and board/table top games provide opportunities for collaboration, sportsmanship, and critical thinking?

How do the fine arts provide children a voice to express their culture and their thinking and learning?

**Understandings (Learning Objectives): Students will understand that...**

Celebrations in your home - what do you celebrate?  
Birthdays, lose teeth, big moments

Research Around the World

Create Question/Interview

Interpreting the data

Designing project

Fine arts - photography, music, visual art, dance, drama

Games and play

**Interdisciplinary Skills**

**Language Arts-**

Celebration Research - one writing challenge

Game - to write instructions/rules

**Math-**

Celebration Research - graphing, interpreting, bar graph, tally marks

**Interpersonal Skills**

Math: (In math) making number stories about their own games

Measuring inside of our classrooms

**Science-**

Celebration Research - 5 senses (what they look like in celebrations)

Make a tabletop game with magnets

**Social Studies-** Maps

Celebration Research - geography/globes (Tomie dePaloa)  
Large map (hallway) - Share the Nachas  
Small maps - classroom  
- - story locations on map  
Games: labeling the map

**Sadnah-**

Celebration Research - transfer our ideas from a 2D picture to a 3D material

Fine arts Piece

Multiple drafts of a global story

**Possible Components-Individual and Collaborative Projects**

- Design Thinking Opportunities (prototypes) - design a game, for our community based on interviews,

Empathize -interview

Define -interpret/analyze data

Ideate -sketch

Prototype -prototype

Implement -create final piece

- Multiple Drafts
- Critiques
- Individual experiences-writing, clay, painting this work?
- Thinking Routines

**Furthering Our Research: Field Studies/Experts/Partnering with Parents/Websites**

<http://mentalfloss.com/article/52335/7-birthday-traditions-around-world>

<http://www.parents.com/fun/games/educational/games-from-around-the-world/>

- Opportunities for committee work and town hall meetings
- Interactive pieces for *Bayit P'tuach*

\*Documentation-How will we make the learning visible?

Portfolios? Journals? Research Binders? Child's voice? Photographs? Videos? Panels? Books?

**Brainstorming Questions**

How do communities around the world are changing all the time?

Universally children will understand that all children like to engineer, express themselves, independence, freedom

How can we develop global competency in our community through learning about play in other countries and cultures?

How can we learn more about our the youngest citizens in other communities?

How can we find a common ground between other young communities around the world by focusing on joy?

How do we learn about our community by learning about other communities?

How can learning about others help us make the world a better place/make a difference/be changemakers?

How can I understand and recognize another's perspective?

**Classroom Documentation**

We are exploring the concept of global competency through the lens of the youngest citizens-children. Students will gain a deeper understanding of their own community by researching three of the universal languages of childhood; celebrations, games, and fine arts.

What does it mean to be globally competent ?

How can the knowledge we have of self help us learn more about the other?