

Where in the world?

#FollowTheFlipFlop



Lesson Plan 1: Philippines

Objectives

- To give children an understanding of identity and a sense of their place in the world
- To give children an understanding about the Badjao tribe and their culture
- To widen their knowledge about the Philippines
- To increase empathy and solidarity between children across the world



Where in the world?

Lesson Plan 1: Philippines

Overall Objectives

- To give children an understanding of identity and a sense of their place in the world
- To give children an understanding about the Badjao tribe and their culture
- To widen their knowledge about the Philippines
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Materials Needed

- Map of Me Questions (found in Appendices)
- Map of Me Rough Draft page (a blank A4 page can also be used)
- World Map (found in Appendices)
- Crayons / Colouring pencils
- Paper
- Pencils
- Video (found on serve.ie)
- Camera / phone to photograph and record your completed actions!

Where in the world?

Lesson Plan 1: Philippines

Activity 1 - Where in the World? Intro activity - Who am I in the world?

Time Required: 30 - 40 minutes

Objectives

- To give children an understanding of place and space
- To encourage learning around using maps, land forms, culture and identity

Area of curriculum supported by Activity 1:

- Record areas in the immediate environment and places in stories using simple picture maps, models and other methods
- Develop some awareness of maps Identify land and sea on maps and globes

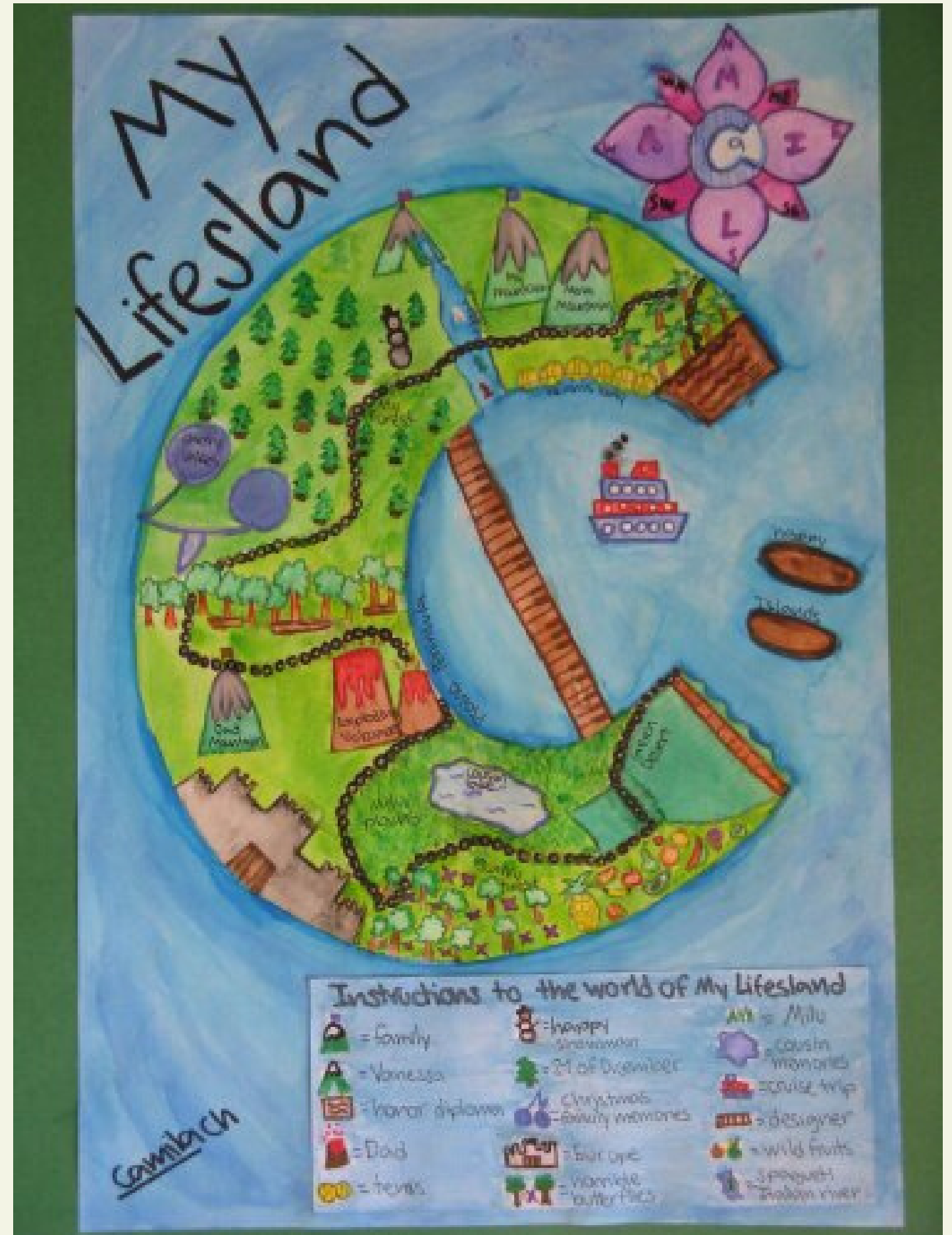
Steps:

1. Complete the 'Map of Me' Questions in which you will identify things that were important to you (5 - 10 minutes)
2. Use your learning about landforms and the different parts of maps to create a map of an island that illustrates your life (20 - 30 minutes)
3. Students can be asked to include at least 10 different map symbols and represent at least 7 different landforms on this island to describe aspects of their personalities (depending on how far into the curriculum they are. You can also ask to include the different environments (Natural, Human, Built, Social, Cultural environments)
4. After they have completed their symbolic representations, they can design unique compasses and add map keys to explain their different land features (5 - 10 minutes)
5. The final products will both be personal and beautiful representations of each individual student.
6. Example maps of islands can be found on the next page.
7. Score the students maps / islands based on the marking sheet found in Appendices.
8. Once completed, show the students the world map (See Appendices) and ask them what they think other children's islands would look like around the world. What would someone's island living in an African country look like for example?
9. In the next lesson, we'll look at the Badjao Tribe in the Philippines. Mr. Flip-Flop will teach us about the lives of children in the tribe.

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Example Maps of Islands



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Activity 2 - Where in the World? The Badjao Tribe, Philippines

Time Required: 30 - 40 minutes

Objectives

- To give children an understanding of other cultures
- Develop a sense of global citizenship and solidarity

Area of curriculum supported by Activity 2:

- People and other lands - how people help each other and depend on one another,
- interdependence of people in locality,
- Ireland and other countries
- An environment in a non-EU country- Study some aspects of the environments and lives of people in one location in another part of the world:
 - Location of these areas peoples and communities that live there
 - language(s)
 - myths and stories,
 - art and culture
 - clothes
 - play and pastimes
 - features of the natural environment
 - interrelationships of the lives of people and these features settlements:
 - homes and other buildings
 - common building materials and features
 - foods and farming
 - work and work-places
 - similarities to and contrasts with Ireland
- Develop an awareness of the interdependence of these people and people in Ireland
- Begin to develop a sense of belonging to local, county, national, European and global communities.

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Activity 2 - Where in the World? The Badjao Tribe, Philippines

Steps:

1. Invite student to point out the Philippines on the world map (see Appendices)
2. Ask them what they know about the Philippines
3. Show them the Philippines Fact Sheet and ask them if anything surprised them or if there is anything they don't understand
4. Show video of Mr. Flip-Flop visiting the Badjao Tribe in the Philippines and ask them to complete the question sheet (see Appendices)
5. Ask students what they think the 'Map of Me' would look like for the children in the Badjao tribe- Are there any similarities? What do they think life is like for children in the Badjao tribe? Is there anything you would like to say / share with the Badjao tribe?

Finally:

From what the students have learned about the Badjao tribe and the Philippines;

- Draw a picture of support for the montessori and primary school children in the Badjao (this might be a picture of friendship, a sunny day to represent something positive, a rainbow - the global solidarity icon used by children across the world etc.)

or

- Write a 'long-distance friendship' poem or letter for the children in the Badjao tribe. (this is to improve understanding about the world we live in - and while we are so far apart geographically, it doesn't change that we still have the same needs, wants etc.)

or

- Watch the video of Badjao Traditional Dancing, and record yourself doing your country's dance e.g. Irish Dancing with a message for the children of the Badjao Tribe. Maybe you could even make a short tutorial video for a reel or a jig!

Please email any photos or videos to siobhan@serve.ie as we would love to share your beautiful creations!

If uploading to social media, please tag SERVE and use the #FollowTheFlipFlop hashtag so that we can follow your exciting actions!



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Lesson Plan 1: Philippines

Map of Me Questionnaire

Name _____

Class _____

What city were you born in? _____

What is your last name? _____

What is the name of your first pet? _____

How many siblings do you have? _____

Who is the favorite pet you ever had? _____

What is your favorite childhood memory _____

Where is your favorite place to go on holiday? _____

What is your favorite thing to do with friends? _____

What is your favorite family tradition _____

What is something you are talented at? _____

What is your favorite sport? _____

What are your dreams for the future? _____

What is your favorite subject in school? _____

What is your favorite food? _____

What is your favorite primary school memory? _____

What else? _____

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Map of Me Rough Draft

In the space below (or on an A4 sheet of paper), please create a map that includes symbolic examples of at least 10 things about you.

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Map of Me Scoring Sheet

Name: _____

Class: _____

| 10 Points | 8 Points | 6 Points | 4 Points |
|--|--|--|---|
| My map has at least 10 symbols that represent me. | My map has at least 9 symbols that represent me. | My map has at least 8 symbols that represent me. | My map has at least 7 or fewer symbols that represent me. |
| I have at least 7 different land features on my map. | I have 6 different land features on my map. | I have 5 different land features on my map. | I have 4 or fewer different land features on my map. |
| My map has lots of excellent details. | My map has good details. | My map has okay details. | My map has poor details. |
| My map legend has lots of excellent details. | My map legend has good details. | My map legend has okay details. | My map legend has poor details. |
| My compass rose is very intricate and unique. | My compass rose is intricate. | My compass rose is somewhat intricate. | My compass rose is not intricate. |
| My drawing shows excellent craftsmanship. | My drawing shows good craftsmanship. | My drawing shows okay craftsmanship. | My drawing shows poor craftsmanship. |
| My painting shows excellent craftsmanship. | My painting shows good craftsmanship. | My painting shows okay craftsmanship. | My painting shows poor craftsmanship. |
| My map is entirely painted with no white areas showing. | My map has some white areas showing. | My map has a few white areas showing. | My map has a lot of white areas showing. |
| I framed my project using excellent craftsmanship. | I framed my project using good craftsmanship. | I framed my project using okay craftsmanship. | I framed my project using poor craftsmanship. |
| I signed my project on the front like a professional artist. | | | I did not sign my project on the front. |

Total Points _____

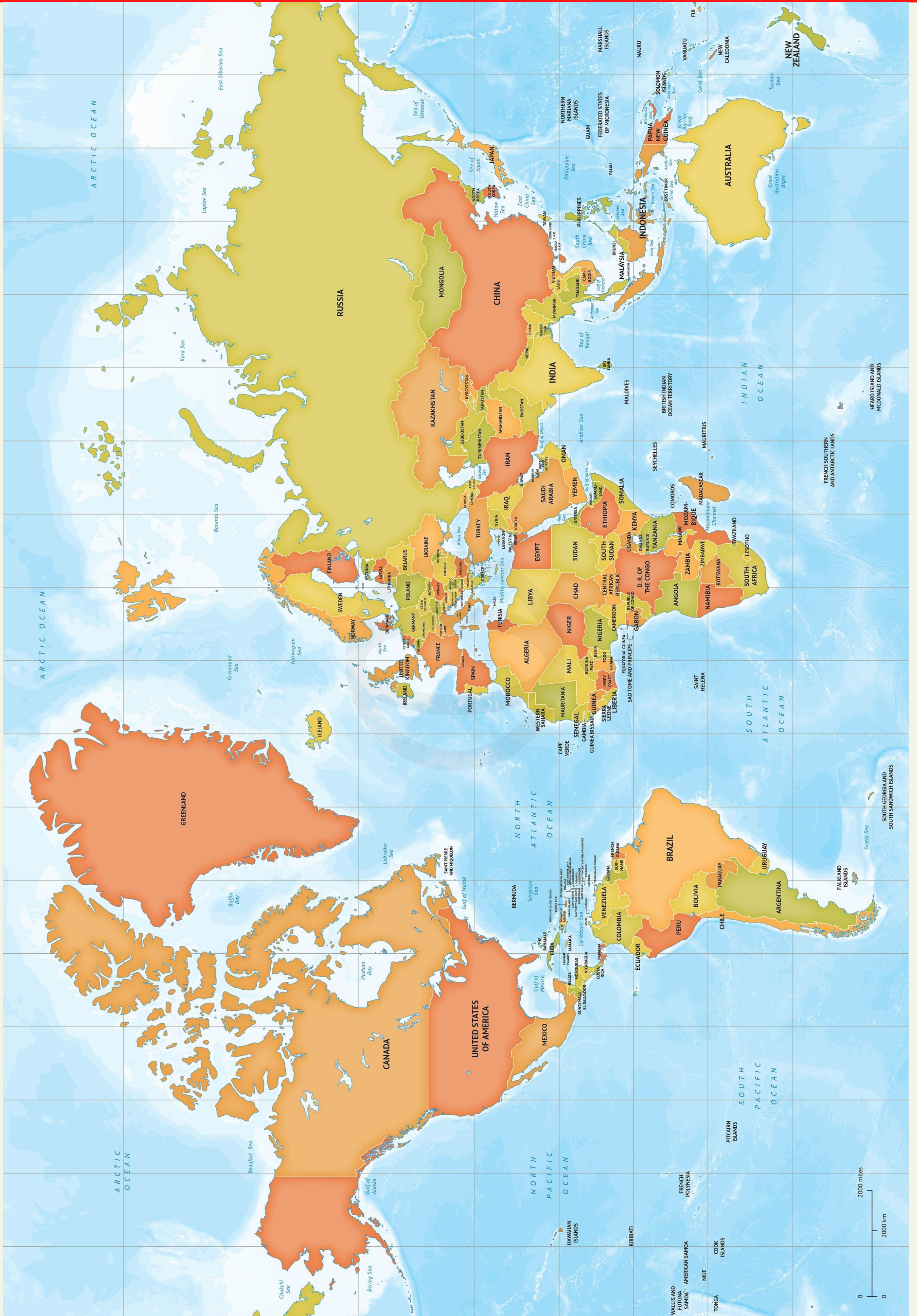


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World Map



Where in the world?

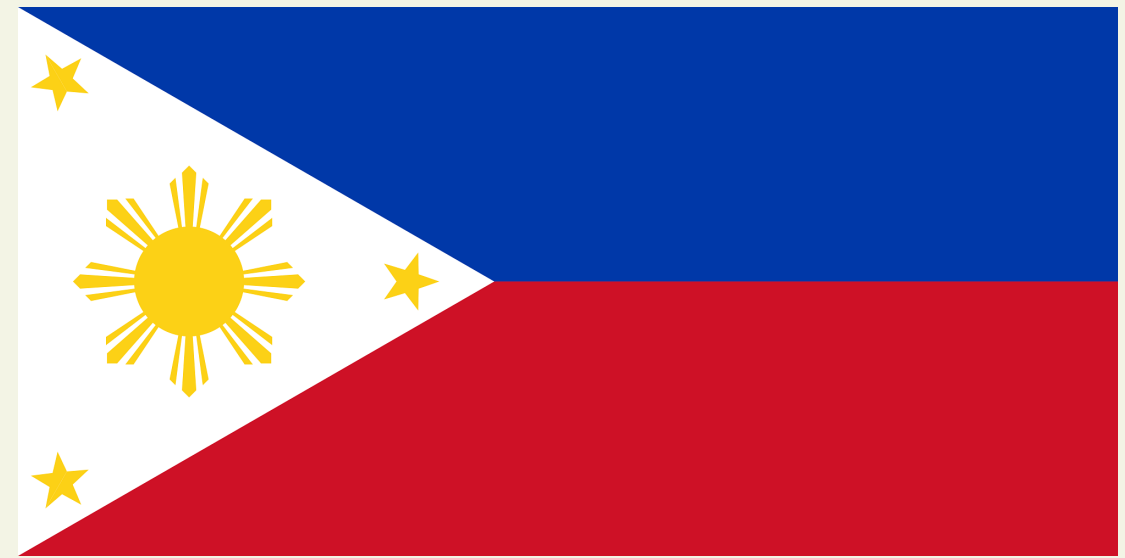
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Lesson Plan 1: Philippines

Philippines Fact Sheet - Did You Know?

- The Philippines is an **archipelago**, or string of over 7,100 islands, in southeastern Asia between the South China Sea and the Pacific Ocean.
- Given its geography, the Philippines is the fifth-largest coastline in the world at 22,540 miles. It is also the home of some of the most beautiful white sand beaches and marine diversity.
- More than 25% of the Filipino population lives below the poverty line.
- In November 2013, Super Typhoon Haiyan was one of the worst disasters to hit the islands. It affected more than 16 million people, claimed 6,000+ lives and caused nearly 40 billion Philippine pesos in infrastructure and agricultural damage.
- 1 EURO = 57.091 Philippine Peso (can you work out how much Typhoon Haiyan caused in Euro in infrastructure and agricultural damage?)
- Typhoons aren't the only natural danger: The Philippines lies in the "Pacific Ring of Fire," making it prone to earthquakes and volcanic eruptions.
- Because of the country's geography and physical environment, it's also susceptible to droughts, flashfloods and landslides.
- Despite some of the slowest internet speeds on the planet (2.5 mbps), the Philippines has held two titles: texting capital (late 1990s and early 2000s) and, currently, social media capital of the world.
- The "jeepney" is a popular mode of public transportation and a true Filipino innovation. The uniquely decorated vehicles are made with surplus engines left behind by American GIs after WWII.



OFFICIAL NAME: Republic of the Philippines
FORM OF GOVERNMENT: Republic
CAPITAL: Manila
POPULATION: 105,893,381
OFFICIAL LANGUAGE: Filipino (based on Tagalog), English
MONEY: Philippine peso
AREA: About 115,831 square miles (300,000 square kilometers)



Philippine Jeepney



Philippine Peso

Source: Children.org

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Lesson Plan 1: Philippines

Follow the Flip Flop: Badjao Tribe

Name _____

Class _____

Where is the Philippines located? _____

What is the name given to a collection of islands? _____

What is the name of the transport to the Badjao Tribe? _____

What is the main livelihood of the Badjao tribe? _____

What is the most common fish caught by the Badjao? _____ and _____

What do you think life looks like for the tribe now during the COVID-19 pandemic?

What was your favourite thing that you learned about the Badjao Tribe?

What would you like to learn more about the tribe? (Let us know!)

Can you find out the language spoken by the Badjao Tribe? _____

What act of solidarity will you take to send a positive message to the children living in the tribe?
