

<i>Languages from everywhere</i>						
Targeted age group	Duration	Materials and Resources	Grouping	Teaching approaches	Place of the activity	Interdisciplinary links
Primary education (children aged 7-9)	2h30	<ul style="list-style-type: none"> - Book <i>The Walkabout Orchestra</i>, by Chloé Perarnau - Large-size book illustrations - Postcards from the book and sheets to fill in the information - Mentimeter 	<ul style="list-style-type: none"> - individual - small groups 	<ul style="list-style-type: none"> - reading and exploring a book in collaboration - student participation - learning by discovery -sharing, discussing and reflecting 	- at school	<ul style="list-style-type: none"> - Languages - Geography - Citizenship Education

Activity summary	This activity consists of a first approach to linguistic landscapes (LL) through the book <i>The Walkabout Orchestra: Postcards from Around the World</i> . Students will enter the world of the various characters who, scattered around the world, send postcards to the conductor to tell their adventures, each in their own city. Based on the exploration of the book, students become more aware of linguistic and cultural diversity, having a first contact with LL. In groups, they will explore the characteristics of each city, based on the illustrations of the book, presenting to colleagues what they have discovered.
Learning objectives	raising critical language awareness - exploring LL - working creatively with LL - a broad understanding of LL - raising awareness of language diversity - theoretic understanding of LL - placing one's own language experiences in the context of LL
Step by step activity description	<p>Step 1</p> <p>The session begins with the exploration of the paratextual elements of the book. The teacher will guide the conversation so that students are active and participatory, expressing their previous conceptions about the topic. Then we move on to reading the book, in this case also with its projection on the white board, since the illustrations are very important for students to think critically and get to know some elements of LL. As we read the story, students will be able to participate, making comments and observations that will enrich this moment.</p> <p>Step 2</p> <p>Then there may be a moment of dialogue and sharing about what has been read. Once again, students should play a central role. It is important to highlight aspects such as the differences between the various cities, the colors they see, the languages they speak, the type of people that are presented, etc. It is also important to take a more personal approach where students can talk</p>

about their own experiences, about knowing any of these cities or people who live there, what city they would like to visit and why, etc.

Step 3

Given this freer exploration, the teacher can go back to flipping through every page of the book, and looking at the cities in a deeper way. The teacher may ask them to pay attention to more specific aspects related to LL (and that may have gone unnoticed): colors, sounds, languages, buildings, signs, people, etc. Students should be able to identify similarities and differences between the different cities. This is the opportunity to introduce the concept of LL, leading children to think about the two words that constitute it, trying to understand what LL is about. The teacher can start from what the children said earlier to enhance their learning.

Step 4

Then, the students perform an activity in pairs, receiving a postcard taken from the book, corresponding to a city. Through what is written on the postcard and the illustrations present in the book, but also using their imagination and ability to relate knowledge, students must fill out a sheet with some information about the corresponding city. After this moment, students present their work to their classmates, mentioning the aspects they have discovered about each city. Knowledge sharing and exchange of ideas should be promoted so that everyone is involved in the teaching and learning process.

Step 5

In order for students to be able to systematize all the knowledge developed and for the teacher to verify what students have actually learned, the digital tool Mentimeter can be used. Students will have to write two words they relate to the concept of LL. As they write, the words appear on the board, becoming larger whenever they are repeated and forming a word cloud. With this activity it is possible to have a "summary" of everything that LL encompasses, taking into account

	the perspectives of the students. The teacher can return again to the book, so that students identify, now more aware of what this concept is, elements of the LL.		
Possible adaptations	This session can be adapted to other schooling levels, being only necessary to adjust the exploration of the book, guide more moments of sharing and adapt the vocabulary. It can also be carried out in various countries, since the activities promote awareness of linguistic and cultural diversity.		
To be acquired competencies/ skills	Language reading - speaking - listening - recognition of other languages	Subject knowledge - Geography and History related to the different world cities - linguistic and cultural diversity	21st century skills creativity - interaction - description - reflection - group work - citizenship – transversal competencies
Required competencies/ skills	Language writing - reading - speaking - listening - recognition of other languages	Subject knowledge not applicable	21st century skills interaction - description - reflection - group work - citizenship - transversal competencies

<p>Examples of implementation</p>	 <p>The image shows the book cover for 'THE WALKABOUT ORCHESTRA' by Chloé Perarnau, with the subtitle 'SEARCH AND FIND AROUND THE WORLD'. The cover is a vibrant, colorful illustration of a band performing in a park-like setting with various instruments and people. Below the cover is a handwritten note in Portuguese: 'Caro Maestro, Veneza é soberba e muitas vezes perco-me nas suas ruelas, enquanto escuto o riso das crianças. Aqui até encontrei um trabalhinho: com os meus címbalos ajudo num restaurante a trazer os pratos. Sobretudo as pizzas acabadas de sair do forno. Está um calor que não se pode! Carmela'. To the right is a form titled 'OS POSTAIS DE A ORQUESTRA' with fields for 'NOME DA CIDADE', 'EM QUE PAÍS SE SITUA?', 'E EM QUE CONTINENTE?', 'QUE LÍNGUA(S) SE FALA(M)?', 'O QUE PODEMOS VISITAR?', and 'COMO SÃO AS PESSOAS?'.</p>
<p>Reaction/ feedback teacher</p>	<p><i>"Throughout this session, I was very enthusiastic, and I tried to guide the class according to the students' reactions and comments, so that the learning process was meaningful for them. I was very happy with all the comments, discoveries and works produced, taking advantage of all this to give more dynamism to the class and relate different contents"</i></p>
<p>Reaction/ feedback student</p>	<p><i>"What a beautiful cover!"; "That story's going to be cute, I guess." "Tokyo is such a modern city!"; "The boats of Venice look like those of Aveiro! And there's a giant hotel there."; I wish I could go to Russia. I've never been to a place like this very cold." "We discovered many cities. Some I didn't even know. But also, the world is huge, and it is impossible to go everywhere." "Look over there, teacher! The Japanese letters are different. They're there in those signs in the buildings."; "They're not letters! They're characters." "In Greece I think we speak Greek."; "Istanbul seems like a place full of confusion! Look at all these stores."; "And some people wear different clothes."</i></p>