



Foreign Language Virtual Learning

A Day in the Life

May 6, 2020



6th Grade Foreign Cultures

Lesson: May 6, 2020

Objective/Learning Target:

I can propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.



Warm Up: Right now we are going through a global pandemic. That means that people all over the globe are affected by the coronavirus and changes to daily life to prevent its spread. What do you think children in other parts of the world such as Spain, Iran, and China are having to cope with as their daily lives change?



For this unit, we are going to share ideas on Padlet. This will allow us to share comments in a variety of formats. It has been a few years since I last used this format so bear with me if there are any hiccups.



As we cope with all of the changes currently in our lives, let's not forget the connections we still have with young people across the globe. Just as you are adjusting to going to school from home, other children have had similar, sometimes more severe, restrictions in their daily routines.

For the first time in six weeks, children in Spain have been allowed to go outside of their homes. They are restricted to one hour of play outside. [Time article](#)

No matter where in the world children live, you all have similar desires, dreams, and hope.



For this unit, we are going to watch a film titled, “Amar,” about a 14 year old boy in India. We are going to see his daily routine. We will examine similarities to our own lives and also look at reasons why his life is different to ours.

The film is subtitled, “All great achievements require time.” What emotions or feelings does this short line give you? Is this going to be a positive or negative film?



[Padlet: Will you get a teen job?](#)

Amar is the main breadwinner in his family and he is not alone. In 2011, according to UNICEF, nearly 28 million children between ages 5 and 14 were engaged in work in India. Poverty is the main reason for child labor, and Amar lives in Jharkhand, one of the poorest states in India. According to the Reserve Bank of India, in 2012, approximately 21 percent of India's population fell below the international poverty line and approximately 37 percent of Jharkhand residents lived in poverty.* Unlike many poor children in India, Amar attends a special half-day school that allows him to work to support his family as well as pursue an education. One of Amar's dreams is to become a cricket star. He applies perseverance and determination—from before sunrise to after sunset—to excel at school and his two jobs.



[Jamshedpur, India](#)

Take a few minutes to explore the city where Amar lives. When you click on the points of interest on the Google Earth, what type of sites are listed? Do they show the daily life of people like Amar, or do they show the nicer side of the city? Why would these sites be highlighted?



Padlet: How do you manage to complete important tasks?

After completing the Padlet, write a timeline of the main activities of your day, noting the time, place, and people with whom you share these activities. What are the motivations behind these activities? You can use your current circumstances, or think back before we had to close schools and stay at home.

5 am: Get up, make coffee, complete lessons

7 am: Make breakfast for the kids, get dressed, brush teeth

9 am: Start daily lessons with kids

10 am: Play outdoors or go for walk

11 am: Fix lunch

Quiet time while daughter naps (hopefully)



Additional Resources

["Handbook of Statistics on Indian Economy: Number and Percentage of Population Below Poverty Line."](#) Reserve Bank of India, September 16, 2013.