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Milk Way



ACTIVITIES

The European Union has long
recognized education as a key driver
for inclusion and intercultural
understanding

Erasmus+ project "MILKI-WAY,
Music Instrument e-Library for Kids Way of multicultural
enjoyment and learning"
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ACTIVITY 1 SUPER LISTENER OF THE DAY

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| AIM | <ul style="list-style-type: none"> • Becoming familiar with and recognizing the sounds of instruments from different countries, and associating each musical style with its country of origin. • Developing emotional connections to different cultures through their music. |
| MATERIALS | <p>Computer to play audiofile and showing images from the Milki-Way e-Library</p> <p>World map or globe</p> |
| PROCESS | <ul style="list-style-type: none"> • Select five countries from the e-Library. • Begins the activity with one of the countries and show its location on a world map or globe. • Presents images showcasing the country’s nature, architecture, traditional food, and clothing. • Asks the children to close their eyes and listen carefully to the corresponding music audio file. • The same process is repeated for each of the remaining four countries. • Play and guess game: replay the five tracks in random order and have children guess the country. • The child who correctly identifies the most countries becomes the “Super Listener of the Day!” |
| DURATION | <p>Since for this activity only 5 countries are selected, it can be repeated in other 2 days, until the 15 countries included in the e-Library have been selected.</p> <p>Each session for 5 countries, as described above, lasts 1 hour.</p> |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Develop active listening and sound recognition skills.</p> <p>Connect music to cultural and geographical contexts.</p> <p>Express emotions and imagination through listening and discussion.</p> <p>Gain appreciation for global diversity and cultural identity.</p> |

ACTIVITY 2 TRANSCULTURAL JAM SESSION

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| AIM | <ul style="list-style-type: none"> • Create new music by playing along with a piece from a different culture. • Refine listening skills. • Strengthen connection and collaboration among children through shared musical expression. |
| MATERIALS | <p>Computer or device to play the selected audio file.</p> <p>One simple musical instrument per child (e.g., tambourine, shaker, drum, bell, triangle, etc.).</p> <p>World map or globe.</p> |
| PROCESS | <ul style="list-style-type: none"> • Ask each child to pick a musical instrument. • Have the children sit together in a circle. • Select one country from the e-Library and locate it on the globe or map. • Play the audio file of music from that country. • When the music ends, clap a simple rhythm (e.g., Taa-Ta-Ta-Taa) and have each child repeat it, in turn, using their instrument. • Invite one child to invent a new rhythm. The rest of the group repeats it, this time all together, with their instruments. • Continue until each child has had a turn to create a rhythm that everyone follows. • Explain that now you will play the audio file again, and everyone, including the teacher, will improvise with their instruments, while listening to the music of the audiofile and the music produced by all and, thus, creating music together alongside the original piece. • After the improvisation, discuss with the children: Was it easy or difficult to play together? What did they enjoy the most? Could they hear both the recorded music and the sounds created by the group? • Play the audio file again and record or film the jam session. • Listen or watch the recording together and ask the children whether they think the music sounded better as the original audio file alone or with the added jam session. Did their performance bring something new or special to the piece? • Talk together about what the group’s music added to the piece. Was it more fun? Louder? Happier? More exciting? Help them find words for that “something special” they created together, what that “something special” might be and why it makes the music unique. |
| DURATION | <p>45 minutes - 1 hour</p> |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Appreciate cultural diversity through music.</p> <p>Develop creativity by integrating original musical elements into an existing composition of a different culture.</p> <p>Improve rhythmic coordination and listening skills.</p> <p>Learn to improvise and collaborate musically.</p> <p>Build teamwork, confidence, and creative expression.</p> |

ACTIVITY 3 AROUND THE WORLD IN SOUNDS AND COLORS

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| AIM | <ul style="list-style-type: none"> • To help children appreciate and celebrate cultural diversity through music, images, and imagination. • To develop curiosity, empathy, and creative expression while discovering how people live, sound, and create around the world. |
| MATERIALS | <p>Computer to access the e-Library.</p> <p>Computer or device (audio player) to play the music of several countries.</p> <p>World map or globe.</p> <p>Projector or large screen (optional).</p> <p>Art supplies: paper, crayons, colored pencils, or markers.</p> |
| PROCESS | <ul style="list-style-type: none"> • Select three countries from the e-Library that are very different from one another (for example, China, Egypt, Romania). • For each country, show where it is on the world map or globe. • Explore the e-Library materials: look at images of nature, architecture, food, and traditional clothing of the three countries. • Look at the image of the music instrument and listen to the music made with it. • Ask the children: “What colors and forms do you imagine when you hear this music?”, “How do you think people there dance or celebrate?” • Give each child paper and drawing materials. • While the country’s music plays in the background, invite them to draw or paint a scene inspired by what they’ve just seen and heard. You may want to play the piece twice until the children end their drawing. • Continue with the second and the third country. • When the drawings are finished, display them on the wall or table to create a “Gallery of the World.” • Play short excerpts from the three countries’ music as the children walk around and look at each other’s artwork. • Gather the group and ask: “Which country did you like most and why?”, “How were the sounds different?”, “What surprised you the most?” |
| DURATION | <p>45 minutes - 1 hour</p> |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Develop appreciation and respect for different cultures.</p> <p>Recognize and describe elements of music, architecture, food preferences of various countries.</p> <p>Express creativity and emotions through drawing and listening.</p> <p>Strengthen observation skills and imagination.</p> <p>Build connections between sound, color, and cultural identity.</p> |

ACTIVITY 4 STORIES FROM THE SOUNDS

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|--------------------------|--|
| AIM | <ul style="list-style-type: none"> • Connect with music from different countries. • Enjoy teamwork, imagination, and creativity. • Develop listening and emotional awareness. • Enhance self-expression and storytelling skills. |
| MATERIALS | <p>Computer to access the e-Library.</p> <p>Computer or device (audio player) to play the music of several countries.</p> <p>World map or globe.</p> |
| PROCESS | <ul style="list-style-type: none"> • Have the children sit together in a circle. • Select a country from the e-Library and show where it is on the map or globe. • Ask the children to close their eyes, listen carefully, and notice what comes to mind – a feeling, a color, an image, a word, or a memory. • Play the music or instrumental piece from that country. • When the music ends, invite each child to share what the music made them think or feel. Write down their responses. • After everyone has shared, read the notes aloud and guide the group to create a story that connects all their ideas into one narrative. • Choose one child to read the story aloud while the same music plays softly in the background. • Repeat the process with a piece of music from another country. • Conclude with a short discussion: <ul style="list-style-type: none"> “Was this music different from what you usually hear?” “What surprised you about the story?” “Did the music make you imagine something unexpected?” “How did it feel to listen to everyone’s ideas?” |
| DURATION | 45 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Become familiar with music and instruments from different cultures.</p> <p>Develop imagination and creative thinking through music-inspired storytelling.</p> <p>Strengthen listening and interpretation skills.</p> <p>Learn to express emotions, images and ideas.</p> <p>Experience teamwork and collaborative creation.</p> <p>Build appreciation for diverse cultural expressions.</p> |

ACTIVITY 5 INVENTING NEW MUSIC INSTRUMENTS

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| AIM | <ul style="list-style-type: none"> • Develop a transcultural approach to music and creativity. • Enhance imagination, observation, and design skills. • Foster artistic expression through drawing and creative thinking. |
| MATERIALS | <p>Computer with access to the e-Library World map or globe Projector or large screen (optional) Photocopies or printed images of the 15 musical instruments from the Library Art supplies: paper, crayons, colored pencils, or markers</p> |
| PROCESS | <ul style="list-style-type: none"> • Show the images of the 15 musical instruments from the e-Library on the screen. • Encourage the children to observe carefully and discuss what they notice: shapes, materials, colors, and how they are played. • Lead a brainstorming session about how to invent a new musical instrument by combining features from different instruments or inventing something entirely original. • Encourage playful ideas, for example, instruments made from unexpected materials (like glass, or chocolate!) or with imaginative shapes. • Ask each child to draw their invented instrument, giving it a name and describing how it might sound or be played. • When everyone finish, display all the drawings on the wall to create a Gallery of New Instruments. • Invite the children to walk around, look at each creation, and discuss similarities and differences. • Work together to group the instruments into creative categories – not only traditional ones (string, wind, percussion) but also fantasy ones (e.g., “chocolate instruments,” “flying instruments,” “water instruments”). • Rearrange the gallery grouping the drawings according to these new categories. • Ask the children to imagine how their invented instruments would sound and to imitate those sounds with their voices. Encourage them to explore volume, pitch, and rhythm in their vocal interpretations. |
| DURATION | <p>Approximately 1 hour</p> |
| LEARNING OUTCOMES | <p>Children will: Explore and compare musical instruments from diverse cultures. Develop creativity and imagination through invention and design. Strengthen observation, categorization, and visual representation skills. Experience the joy of artistic and collective creation. Understand the concept of cultural fusion and innovation in music. Enhance confidence in expressing original ideas through art and sound</p> |

ACTIVITY 6

WORDS OF THE WORLD

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|--------------------------|---|
| AIM | <ul style="list-style-type: none"> • Develop awareness of the different sounds (phonemes) and written characters used in various languages. • Enjoy discovering and playing with the sound and rhythm of different languages. • Foster curiosity and respect for linguistic and cultural diversity. |
| MATERIALS | <p>Computer with access to the e-Library Device or speakers to play audio files Projector or screen (optional) Internet connection (for using Google Translate) Paper and pencils</p> |
| PROCESS | <ul style="list-style-type: none"> • Choose five countries from the e-Library. • Play the audio files of the names of musical instruments in their original languages. • Replay them several times until the children become familiar with the sounds and phonemes of the words. • Read the five stories included in the e-Library related to the instruments from those countries. • Encourage the children to note down any interesting or unfamiliar words that seem connected to the country’s culture such as proper nouns, names, foods, or special objects. • Ask the children to think of four common words they would like to translate (e.g., sun, mother, sky, grandpa). • Vote together to choose only one of these words. • With the help of Google Translate, translate the chosen word into the five selected languages. • Show the translations on the screen and observe how they look: “Do they use different letters or characters?”, “Are there accents or special symbols?”, “Do they sound similar or completely different?” • Listen to and repeat the words aloud together, noticing how each one feels and sounds. • Let the children pick their favourite word and remember it. • Magic Word Moment: tell the children that on the count of three, they will stretch their arms up to the ceiling and shout their chosen word out loud! • Explain that their word now floats above them and that they can “take it back” anytime they want to feel joyful, curious, or inspired. |
| DURATION | <p>Approximately 1 hour</p> |
| LEARNING OUTCOMES | <p>Children will: Develop awareness of linguistic diversity through listening and observation. Recognize differences in pronunciation, rhythm, and written characters across languages. Build curiosity and appreciation for the richness of world languages. Strengthen listening, memory, and comparative thinking skills. Engage in creative expression and joyful group participation. Foster intercultural understanding through playful language exploration.</p> |

ACTIVITY 7 THE RHYTHMIC JOURNEY

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| AIM | <ul style="list-style-type: none"> • Recognize and reproduce the rhythmic patterns of traditional music from various countries. • Develop coordination skills and body expression through movement inspired by the music. |
| MATERIALS | <p>Computer and speakers for audio playback</p> <p>The "Rhythmic Tracks and Choreographies" section of the Milky-Way e-Library</p> <p>Simple rhythmic instruments for children (tambourines, maracas, claves, etc.).</p> |
| PROCESS | <ul style="list-style-type: none"> • Select five countries from the e-Library, each featuring a distinctive rhythm or dance (e.g., Samba, Flamenco, Belly Dance, African Dance, Tarantella). • Begin the activity with one of the countries and show a short video of a traditional dance or rhythmic performance • Focus on the rhythm: play a short rhythmic segment and guide the children to reproduce it by clapping their hands or using the rhythmic instruments • Movement Introduction: teach a simple basic step or an iconic movement associated with that rhythm/country. • Recognize the Rhythm, Imitate the Step!" Phase: Play the audio without the video. Children must recognize the rhythm and begin to perform the step they learned. • Repeat the same process for each of the remaining four countries. • The child who demonstrates the best rhythmic coordination and the most expressive step reproduction is named the "Rhythmic Traveler of the Day!" |
| DURATION | <p>The activity can be repeated over 2 different days with a new set of 5 countries per session.</p> <p>Each session for 5 countries, as described above, lasts at least 1 hour.</p> |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Improve rhythmic awareness and motor coordination.</p> <p>Connect music to movement and cultural tradition.</p> <p>Express emotions and stories through dance and body expression.</p> <p>Gain an appreciation for the universality of rhythm as a form of cultural communication.</p> |

ACTIVITY 8 THE EMOTION DETECTIVE

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| AIM | <ul style="list-style-type: none"> • To become familiar with how music can represent and evoke different emotions. • To associate musical elements (like tempo, volume, key) with specific moods. • To develop emotional intelligence and a vocabulary to describe their feelings. |
| MATERIALS | <p>Computer to play audio files (from an "e-Library" or a prepared playlist).</p> <p>"Emotion Cards": 5-6 flashcards showing simple smiley faces or symbols for different emotions (e.g., Happiness 😊, Sadness 😞, Anger 😡, Calm 😌, Fear 😱, Silly 😜).</p> |
| PROCESS | <ul style="list-style-type: none"> • Select five main emotions and their corresponding musical pieces (e.g., a fast, upbeat piece for "Happiness," a slow one in a minor key for "Sadness"). • Begin the activity with one of the emotions. Show the "Emotion Card" (e.g., the sad face 😞) and ask the children when they have felt that way. • Ask the children to close their eyes and listen carefully to the corresponding music audio file. • After listening, discuss with them: "How did this music make you feel? Was it fast or slow? Loud or soft?" • The same process is repeated for each of the other four emotions. • "Guessing Game": Lay the 5 "Emotion Cards" on the floor, clearly visible. Play the five tracks in random order. • After each piece, the children must point to (or run to) the emotion card they think matches the music they heard. • The child (or group) who correctly identifies the most emotions becomes the "Emotion Detective of the Day!" |
| DURATION | <p>Since only 5 emotions/pieces are selected for this activity at a time, it can be repeated on other days using new music for the same emotions, or by introducing more complex emotions (e.g., "Mystery," "Triumph").</p> <p>Each session, as described above, lasts approximately 45-60 minutes.</p> |
| LEARNING OUTCOMES | <p>Children will:</p> <ul style="list-style-type: none"> Develop active listening and sound analysis skills. Create connections between musical language and emotional language. Express their feelings and interpretations through discussion and movement. Gain a greater awareness of how music influences mood. |

ACTIVITY 9 THE INCLUSIVE ORCHESTRA

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| AIM | <ul style="list-style-type: none"> • To understand and appreciate individual differences as essential elements for the creation of a rich and complete collective work. • To develop mutual listening and cooperation skills to achieve a common goal. • To encourage self-expression through the unique and unrepeatable contribution of every child |
| MATERIALS | <p>A selection of simple and diverse musical instruments (e.g., maracas, tambourines, triangles, rhythm sticks, kazoos, body percussion).</p> <p>Recycled materials for creating "unique" instruments (e.g., cans, rice, rubber bands, pasta) for those requiring specific sensory or motor experiences.</p> <p>Audio/video recorder or tablet to document the final performance.</p> <p>Open space for movement.</p> |
| PROCESS | <ul style="list-style-type: none"> • Initial Discussion: Introduce the concept that an orchestra is rich because it is composed of very different sounds (each child is a unique sound, rhythm, or "note"). • Role Assignment: Each child or small group chooses or is assigned an instrument and a short musical module (specific rhythm or sound). The teacher ensures the task is suitable for each child's abilities and needs. <p>Example: Clara will play the triangle sound, Mark a steady hand clap, Luke a drum rhythm.</p> <ul style="list-style-type: none"> • Practice and Personalization: Children practice their "musical module" individually or in pairs, focusing on making their part distinctive and unique. • Inclusive Assembly: The teacher acts as the conductor, introducing the musical modules one at a time, in layers, until all children are playing simultaneously. Emphasize that if even one child stops, the piece is incomplete. • Performance and Celebration: Perform and record the full "Symphony of Friendship." Call each child, at the end, to take a bow for their essential part. • Reflection: Ask the children how they felt contributing their unique part and how the final result became better thanks to the diversity of all the sounds |
| DURATION | <p>2-3 sessions of 45 minutes each are recommended, spread over one week.</p> <p>The first session is dedicated to discussion and the creation/selection of musical modules; the following sessions are dedicated to group practice and the final performance.</p> |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Develop empathy and awareness of the value of others' contributions, regardless of the form.</p> <p>Enhance active listening skills in a complex group setting.</p> <p>Express Themselves and their creativity safely, feeling essential to the final outcome.</p> <p>Understand diversity as a strength and not as an obstacle to creation.</p> <p>Strengthen the sense of belonging and community in the classroom through a shared experience.</p> |

ACTIVITY 10 THE RHYTHM OF THE WORLD

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| AIM | <p>Transform your body into an instrument for creating rhythms and sounds (clapping, clicking, footwork). Develop body awareness and motor coordination through the creation of rhythmic sequences inspired by the images and rhythms of various nationalities. Express imagination and movement by associating body sounds with different cultures.</p> |
| MATERIALS | <p>Computer for playing audio files of basic rhythms or just percussion. Computer for displaying images of the country (nature, architecture, food, clothing). Free space for movement.</p> |
| PROCESS | <ul style="list-style-type: none"> • Cultural Selection: Choose three countries. • Visual Inspiration: Show children images of the first country (e.g., imposing architecture, exotic nature). Ask them to think of a "Body Sound" that matches what they see (e.g., for grand architecture: slow, loud foot stomping; for a fast-paced natural landscape: finger snaps and fast hand claps). • Listening to the Rhythm: Listen to an audio track of a basic rhythm or percussion from the selected country. • Creating the Sequence: Ask children to combine their "Body Sounds" with the rhythm they heard, creating a rhythmic body sequence specific to that country (e.g., Country X Rhythm: 1 pat on the thigh + 2 claps). • Repetition: Repeat steps 2, 3, and 4 for the other two countries chosen. • "Guess the Country" Game: Randomly play one of the three rhythmic body movements you've created. Children must perform the sequence and guess which country it belongs to. |
| DURATION | <p>Three countries are selected per session. Each session lasts approximately 20 minutes.</p> |
| LEARNING OUTCOMES | <p>Children will: Recognize and produce a variety of rhythmic sounds with their bodies. Connect rhythm and movement to specific cultural and visual contexts. Develop motor coordination and sequential memory of rhythmic sequences. Creatively express the sensations evoked by the images presented and the music listened to.</p> |

ACTIVITY 11 SING A STORY

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| AIM | <ul style="list-style-type: none"> • Cultivate language skills for personal expression • Transforming a story into a song • Stimulating children’s imagination |
| MATERIALS | No special materials required |
| PROCESS | <ul style="list-style-type: none"> • The teacher selects and presents a story from the e-Library to be used to create a song. • The students discuss how the story can be used to create a song. The teacher may propose certain verse patterns (employing examples) to trigger the imagination of the students. • The students decide on the structure of the song, its length and genre. They could adopt the melody of an existing song that they already know. • The students write the lyrics of song facilitated by the teacher. • If no melody has been pre-selected, the students make improvisations to conclude with a melody. • The students sing the song together with their teacher. |
| DURATION | 30-45 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Develop creative writing.</p> <p>Learn to listen to their peers’ suggestions.</p> <p>Enhance team work.</p> |

ACTIVITY 12 DRAMATIZE A STORY

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| AIM | <ul style="list-style-type: none"> • To identify characters and plot of a story • To remember the traditional music instrument of a country • To give life to characters using bodily expressions and movement within a drama-based framework • To stimulate children’s imagination • To cultivate empathy and communication skills |
| MATERIALS | e-Library and appropriate space to allow for theatrical improvisations |
| PROCESS | <ul style="list-style-type: none"> • The teacher presents a selected story from the e-Library to be dramatized. • The students discuss how the story can be dramatized. Especially in cases when the story is initially written in non-dialogic form. • Each student adopts a character of the story. If the characters are less than students, more students can adopt the same character and participate in dramatization of separate scenes. • The students divide the story into scenes and decide which student will participate in each scene and the role. • The teacher, acting as a storyteller, introduces each scene and the students that have been selected to dramatize it initiate a short improvisation. • A suggestion: when the music instrument that is the main protagonist of the story appears in the scene, some students may play few seconds of the audio file of the music of that instrument (from the e-Library). • After the dramatization ends, the students can discuss on the strengths and weaknesses of their own improvisations and the improvisation of their peers with respect to the plot of the story, the traits of each character of the story and the main idea that is communicated by the story. |
| DURATION | 60 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Familiarize with the music culture and one of their traditional instruments.</p> <p>Develop self-expression.</p> <p>Enhance listening skills and collaboration with teacher and peers.</p> <p>Improve empathy and communication skills.</p> |

ACTIVITY 13 CULTURE IN A BOX

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|--------------------------|---|
| AIM | <ul style="list-style-type: none"> To explore cultural identity through visual and auditory elements while encouraging teamwork. |
| MATERIALS | <p>e-Library images (food, nature, architecture, clothing) Printed worksheets or blank paper Coloring materials Scissors and glue</p> |
| PROCESS | <ul style="list-style-type: none"> Divide students into small groups (3–4 students). Assign each group one country. Each group explores: <ul style="list-style-type: none"> Instrument + sound Story Cultural images (food, dress, etc.) Students create a “Culture Box” poster including: <ul style="list-style-type: none"> Instrument drawing Favorite food Traditional clothing Nature or architecture Groups present their posters to the class. |
| DURATION | 60 minutes |
| LEARNING OUTCOMES | <p>Children will: Team collaboration Understanding of cultural elements Visual expression skills Appreciation of diversity</p> |

ACTIVITY 14 MINI CULTURAL FESTIVAL

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| AIM | <ul style="list-style-type: none"> To celebrate diversity through performance, collaboration, and artistic expression. |
| MATERIALS | <p>e-Library audio and images Printed images (food, clothing, architecture, nature)</p> |
| PROCESS | <ul style="list-style-type: none"> Divide class into groups and assign each a different country. Each group prepares a short “festival presentation” including: <ul style="list-style-type: none"> Playing the instrument sound. Students play the audio file and mime playing the instrument Saying the instrument’s name correctly in its own language (they will learn it from the audio file of the e-Library) Showing the printed image of the traditional dress and acting an imaginative dance pretending to wear the clothes Showing and describing food, architecture and nature, the cultural images of the assigned country Groups perform in front of the class as part of a “world festival.” After all performances, discuss similarities and differences between cultures. |
| DURATION | 60–75 minutes |
| LEARNING OUTCOMES | <p>Children will learn: Teamwork and collaboration Confidence and presentation skills Intercultural understanding Respect and inclusion</p> |

ACTIVITY 15

SOUND & EMOTION CONNECTION

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| AIM | <ul style="list-style-type: none"> To help children connect music with emotions and develop empathy across cultures. |
| MATERIALS | <p>e-Library instrument audio files</p> <p>Emotion cards (happy, sad, excited, calm, etc. prepared by teachers by writing the emotions on many pieces of paper)</p> |
| PROCESS | <ul style="list-style-type: none"> The teacher plays different instrument sounds/music from the e-Library. After each sound/music, students choose an emotion card that matches how the music makes them feel. Students discuss their choices in pairs or small groups. Each student draws a scene inspired by the music and emotion. Some volunteers start sharing their drawings and explain their feelings, others will follow. |
| DURATION | 40–50 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Emotional awareness and expression</p> <p>Active listening</p> <p>Respect for different interpretations</p> <p>Creative expression</p> |

ACTIVITY 16

NAME THAT INSTRUMENT!

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|--------------------------|---|
| AIM | <ul style="list-style-type: none"> To introduce children to linguistic diversity and develop pronunciation skills. |
| MATERIALS | <p>e-Library pronunciation audio files</p> <p>Flashcards with printed images of the instruments. The teacher prepares them on little pieces of paper, previous to the activity.</p> <p>Board or digital screen</p> |
| PROCESS | <ul style="list-style-type: none"> The teacher plays the pronunciation of an instrument name (e-Library audio file). Students repeat the word as a group and individually. The teacher shows 3 possible options (flashcards), and students guess the correct one (the image corresponding to the name) Students practice saying the word in pairs. After repeating the same steps with other names and images, students create a “mini dictionary” with instrument names and draw the instruments to illustrate the mini dictionary. |
| DURATION | 30-40 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Awareness of different languages</p> <p>Pronunciation and listening skills</p> <p>Confidence in speaking unfamiliar words</p> <p>Curiosity about other cultures</p> |

ACTIVITY 17 CULTURAL PUZZLE CHALLENGE

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| AIM | <ul style="list-style-type: none"> To develop teamwork and problem-solving while learning about cultural elements. |
| MATERIALS | <p>Printed images from the e-Library (food, nature, clothing, architecture) Scissors (to cut images into puzzle pieces) Glue and poster paper</p> |
| PROCESS | <ul style="list-style-type: none"> The teacher prepares mixed “puzzle sets” combining pieces from different countries. In groups, students: <ul style="list-style-type: none"> Reconstruct the puzzles Identify which images belong to the same country After completing the puzzle, groups match: <ul style="list-style-type: none"> The images The instrument The country Groups present their findings to the class. |
| DURATION | 45–60 minutes |
| LEARNING OUTCOMES | <p>Children will: Teamwork and collaboration Analytical and matching skills Cultural awareness Communication skills</p> |

ACTIVITY 18

DESIGN YOUR OWN INSTRUMENT

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|--------------------------|---|
| AIM | <ul style="list-style-type: none"> • To inspire creativity and connect cultural learning with artistic creation. • To develop imagination. |
| MATERIALS | <p>e-Library instrument examples</p> <p>Recycled materials (boxes, rubber bands, paper tubes, etc.)</p> <p>Art supplies</p> |
| PROCESS | <ul style="list-style-type: none"> • Students explore different instruments from the e-Library. • Discuss how instruments produce sound. • Each student designs and creates their own “new instrument,” inspired by one country. • Students name their instrument and decide: <ul style="list-style-type: none"> What country it belongs to What kind of sound it makes • Students present and demonstrate their instruments. |
| DURATION | 60–75 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Creativity and innovation</p> <p>Understanding of sound and music basics</p> <p>Cultural inspiration</p> <p>Confidence in presenting ideas</p> |

ACTIVITY 19 FIND THE CULTURAL CONNECTIONS

| | |
|--------------------------|---|
| AIM | <ul style="list-style-type: none"> • To help students recognize similarities and differences between cultures, promoting inclusion and respect. • Creating a diagram in group |
| MATERIALS | <p>e-Library images and audio Venn diagram worksheets or board</p> |
| PROCESS | <ul style="list-style-type: none"> • The teacher selects two countries from the e-Library. • Students explore: <ul style="list-style-type: none"> Instrument sounds Food Clothing Environment • As a class or in groups, students complete a Venn diagram: <ul style="list-style-type: none"> What is similar? What is different? • Groups share their comparisons. • The teacher leads a discussion about respecting both similarities and differences. |
| DURATION | 40–50 minutes |
| LEARNING OUTCOMES | <p>Children will: Critical thinking Comparative skills Respect for diversity Inclusive mindset</p> |

ACTIVITY 20

POSTCARD FROM MY COUNTRY

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|--------------------------|--|
| AIM | <ul style="list-style-type: none"> To develop cultural awareness and written expression through imaginative communication. |
| MATERIALS | <p>e-Library images (nature, food, architecture) Paper (postcard template) Colouring materials</p> |
| PROCESS | <ul style="list-style-type: none"> Each student selects a country from the e-Library. They explore images and the instrument story. Students create a postcard “from that country,” including: <ul style="list-style-type: none"> A drawing on the front A short message on the back (e.g., “Greetings from... I hear this instrument...”) Students exchange postcards with classmates and read them. |
| DURATION | 45 minutes |
| LEARNING OUTCOMES | <p>Children will: Cultural imagination Writing skills Empathy and perspective-taking</p> |

ACTIVITY 21

MUSICAL FREEZE DANCE AROUND THE WORLD

| | |
|--------------------------|--|
| AIM | <ul style="list-style-type: none"> • To explore cultural music through movement and body expression. • It may be used for a break during lessons. |
| MATERIALS | e-Library instrument audio files Open space |
| PROCESS | <ul style="list-style-type: none"> • The teacher plays an instrument sound. • Students move freely inspired by the music. • When the music stops, students freeze. • The teacher shows the country and images. • Brief discussion: “How did the music make you move?” |
| DURATION | 30-40 minutes |
| LEARNING OUTCOMES | Children will: Body expression Listening skills Cultural appreciation through movement |

ACTIVITY 22

“MATCH THE CULTURE” MEMORY GAME

| | |
|--------------------------|--|
| AIM | <ul style="list-style-type: none"> To reinforce cultural knowledge through memory and association. |
| MATERIALS | Cards with instruments, countries, food, clothing, etc. printed from the e-Library previous to the activity. |
| PROCESS | <ul style="list-style-type: none"> Cards are placed face down. Students take turns flipping two or three cards. They try to match elements from the same country. If correct, they keep the set and explain it. Game continues until all matches are found. |
| DURATION | 40 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Memory skills</p> <p>Cultural associations</p> <p>Turn-taking and cooperation</p> |

ACTIVITY 23 MY FAVORITE INSTRUMENT VOTE

| | |
|--------------------------|---|
| AIM | <ul style="list-style-type: none"> To encourage opinion sharing and respect for others' preferences. |
| MATERIALS | <p>e-Library audio Voting chart or board Stickers</p> |
| PROCESS | <ul style="list-style-type: none"> Students listen to several instrument sounds. Each student chooses their favourite. They place a sticker on the class chart. Students explain why they chose it. The class observes results and discusses diversity in preferences. |
| DURATION | 30 minutes |
| LEARNING OUTCOMES | <p>Children will: Decision-making Respect for different opinions Oral expression Appreciation for global diversity and cultural identity.</p> |

ACTIVITY 24 SOUND STORY CHAIN

| | |
|--------------------------|---|
| AIM | <ul style="list-style-type: none"> To develop collaborative storytelling using music as inspiration |
| MATERIALS | e-Library instrument sound/music |
| PROCESS | <ul style="list-style-type: none"> The teacher plays an instrument sound. One student starts a story inspired by it. Each student adds one sentence. A new sound introduces a twist in the story. The story continues until all students contribute. |
| DURATION | 30–40 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Creativity</p> <p>Listening and collaboration</p> <p>Enhancement of imagination</p> |

ACTIVITY 25 TRAVEL DIARY

| | |
|--------------------------|--|
| AIM | <ul style="list-style-type: none"> • To encourage reflection and personal connection to learning. • To know something more about different countries • Enhancing curiosity |
| MATERIALS | <p>Notebook or worksheets e-Library materials</p> |
| PROCESS | <ul style="list-style-type: none"> • After exploring several countries, students create a “travel diary.” • Each page includes: <ul style="list-style-type: none"> Country name Instrument One thing they liked • Students decorate pages with drawings. • Optional sharing session. |
| DURATION | 45–65 minutes |
| LEARNING OUTCOMES | <p>Children: Reflection skills Personal engagement Cultural awareness</p> |

ACTIVITY 26 RESPECT CIRCLE

| | |
|--------------------------|---|
| AIM | <ul style="list-style-type: none"> To promote inclusion, respect, and appreciation of diversity. |
| MATERIALS | <p>e-Library content (optional prompts) Talking object (ball or soft toy)</p> |
| PROCESS | <ul style="list-style-type: none"> Students sit in a circle. The teacher asks reflective questions: <ul style="list-style-type: none"> “What did you learn about other cultures?” “What surprised you?” Only the student holding the object speaks. Students share thoughts and listen to others. Teacher summarizes key ideas about respect and diversity. |
| DURATION | 30 minutes |
| LEARNING OUTCOMES | <p>Children will: Respectful communication Reflection and empathy Social and emotional learning</p> |

ACTIVITY 27 CULTURAL DETECTIVES PROJECT

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|--------------------------|---|
| AIM | <ul style="list-style-type: none"> To develop research, critical thinking, and intercultural understanding through guided inquiry. |
| MATERIALS | <p>e-Library (all content) Research worksheet (the teacher will prepare worksheets with a series of questions, previous to the activity) Paper or digital presentation tools</p> |
| PROCESS | <ul style="list-style-type: none"> Divide students into small groups and assign each a country. Each group becomes “cultural detectives” and investigates: <ul style="list-style-type: none"> the instrument and how it sounds; the story behind it; food, clothing, nature, and architecture. Students complete the structured worksheet with guiding questions (i.e. “What makes this culture unique?” “What surprised you?”). Groups prepare a short presentation (poster or digital). Presentations are followed by a short Q&A session with classmates. |
| DURATION | 45–60 minutes |
| LEARNING OUTCOMES | <p>Children will: Research and information selection skills Critical thinking Public speaking and collaboration Deeper intercultural awareness</p> |

ACTIVITY 28

WRITE A POEM

| | |
|--------------------------|--|
| AIM | <ul style="list-style-type: none"> • To facilitate expression and communication in speech and writing. • To acquire knowledge about multicultural aspects |
| MATERIALS | Computer or pen and paper |
| PROCESS | <ul style="list-style-type: none"> • The students select and read 3 stories from stories from the e-Library. • The students write down 12 words they are thinking about when they read the stories. • Together with the teacher the students choose 10 different words to write on the whiteboard. • The class write a poem together on the whiteboard that includes these 10 words. • Each students writes one poem individually that includes the 12 words he/she selected. |
| DURATION | 60–90 minutes |
| LEARNING OUTCOMES | <p>Children will:</p> <p>Develop active imagination and creative writing</p> <p>Enhance cultural and geographical contexts.</p> |

ACTIVITY 29

GLOBAL CONNECTIONS MAP

| | |
|--------------------------|--|
| AIM | <ul style="list-style-type: none"> To help students visualize global diversity and interconnectedness. |
| MATERIALS | <p>Large world map Strings or markers Printed images from e-Library</p> |
| PROCESS | <ul style="list-style-type: none"> The teacher displays a large world map. Students place images of instruments on the correct countries. They draw connections between countries based on: <ul style="list-style-type: none"> Similar sounds Similar cultural elements Personal preferences Students explain why they created each connection. Final discussion: “How are we all connected?” |
| DURATION | 60-90 minutes |
| LEARNING OUTCOMES | <p>Children will: Develop active imagination, creative writing and critical thinking. Enhance cultural and geographical contexts.</p> |

ACTIVITY 30
SOUND EXPLORERS:
DISCOVER THE LANGUAGE OF MUSIC

| | |
|--------------------------|--|
| AIM | <ul style="list-style-type: none"> To develop deep listening skills and understanding of how different musical sounds express culture, mood, and identity. |
| MATERIALS | <p>e-Library instrument audio files Speakers or headphones “Sound Explorer” worksheet (with prompts) Paper and colouring materials</p> |
| PROCESS | <ul style="list-style-type: none"> The teacher explains that students will become “sound explorers,” focusing only on listening. Play 3–5 different instrument sounds from the e-Library (without showing images at first). After each sound, students note or draw: <ul style="list-style-type: none"> What they imagine (place, people, activity) The mood (happy, calm, mysterious, etc.) What the sound reminds them of. After listening, reveal the country and cultural images. Students compare their imagination with the real cultural context. In small groups, students discuss: <ul style="list-style-type: none"> How music can “tell a story” without words How different cultures express emotions through sound Optional extension: students try to recreate or imitate sounds using voice or objects. |
| DURATION | 45-60 minutes |
| LEARNING OUTCOMES | <p>Children will: Advanced listening and interpretation skills Understanding music as cultural expression Imagination and creativity Respect for different musical traditions and meanings</p> |