

## Discovering the many forms of communication



**Target:**

Elementary school and middle school

**Duration:**

90 minutes. If the activities are carried out as a carousel of stations, calculate 10/15 minutes per activity.

## Introduction:

The activities in this section should motivate students to learn about other or new forms of communication, and to recognize the diversity of language. Even when we are silent we are communicating - through our clothes, body language, or by the way we behave and act towards other people. There are also many forms of communication in our surroundings. Language is not restricted to communication through words, but it can be any kind of communication.

### Competences<sup>1</sup>:

- Development and extension of using and understanding language as a semiological system in the context of linguistic and cultural activities (K1, FREPA).
- Development of the competence to change perspectives (K 3).

### Activities:

- Forms of communication in our surroundings
- Are you what you wear? (?!)
- Facial expressions and gestures around the world
- Animal sounds around the world
- The language of comics
- How people count around the world

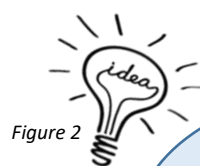


Figure 2

→ **Idea:** The individual activities could also be set up as learning stations in class, for example during a class project or similar.

### Note:

Students get a closer look at the diverse forms of communication in their surroundings, whereby ambiguity and reasons for potential misunderstandings in human communication are also considered.



**Worksheet:** a task for the pupils to complete



**Solution:** for the teacher



**Material:** provides pupils with the basis to carry out activities, games, or go into more depth on the topic



**PowerPoint Presentation:** available upon request

Table 1

<sup>1</sup> Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

## Activity 1

### **Forms of communication in our surroundings**

#### **Topic:**

Language detectives: exploring forms of communication

#### **Description**

This activity is great to get students used to being more observant and attentive to the language and interaction between human beings around them. Communication is more than just verbal – it includes other forms of “speaking”. The ‘I Spy’ picture “1001 ways of communicating” should introduce students to other forms of communication and lead them towards recognizing the diversity of language. This is a good activity to get started on this topic.




#### **Resources<sup>2</sup>:**

- Knows that there are other forms of communication besides human language (K 3.1);
- Knows some examples of human non-linguistic communication (e.g. sign language, braille, gestures) (K 3.1.2).

#### **Duration:**

2 x 20 – 30 minutes (excluding observation task)

#### **Copy templates:**

-  “I Spy” - picture: Forms of communication (exhibition poster 2)
-  “I Spy” - picture explanations
-  Communication in my surroundings

#### **Materials:**

- Poster 2 of the traveling exhibition “Languages: On our doorstep and around the world” (with or without magnets) (optional)
- Copy templates

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<sup>2</sup> Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

**Activity:**

0. Preparation: Set up poster 2 or copy CT 2.1 (enlarge onto A3 or A2), prepare materials.
1. Intro: What forms of communication do we already know? Collect students' ideas in a mind map or cluster.
2. Development: The students analyze the "I Spy"- poster (poster 2 or CT 2.1) and they write down all the forms of communication they can find in the picture (e.g. animal language, mimicry, gestures, symbols etc.). The results are then collected and with help of the explanation sheet (CT 2.2.) or the magnets belonging to the poster. Further analysis may follow.
3. Extension: As homework the students are asked to observe their surroundings at home and analyze them closely over a certain period of time (1 day/1 week...), noting down the particularities they notice, how much is being communicated verbally/non-verbally, when misunderstandings occur etc. Observations can be written down in a small notebook or chart (CT 2.3).
4. Conclusion: Back in class, students present their observations and discuss.

**Variation:**

Instead of working on the "I Spy" poster individually or in pairs, students can also be split into groups and compete against each other. The group who can find the most communicative forms in the poster and name them correctly is the winner.

**N.B:**

26 forms of communication are hidden in the poster, however explanations and magnets only give insight into 13 of the basic forms.



# 1001 WAYS TO COMMUNICATE

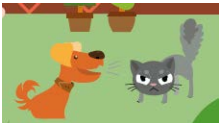


The verb “to communicate” comes from the Latin word *communis* meaning “common”. When we communicate, we exchange information and make it common. This can happen in many different ways, not only through spoken or written words. There are many other forms of communication, some of which are completely “hidden”. Look at the images below. Can you find any of these “hidden” ways of communicating?





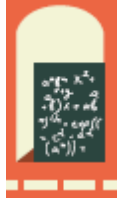



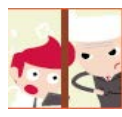
Figure 3



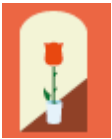

## Explanations for “I Spy 1001 ways to communication”

Image	Type of communication	Notes
 <p>Figure 4</p>	Animal language	Not only humans but also animals communicate with each other. They convey information about their species, mark their territory and relay information about food sources. Each species has its own language. Especially during the mating season or in the marking of their territory, birds and frogs use sounds like the well-known tweeting in the garden or croaking in the pond to communicate. Facial expressions and gestures also play a significant role in the way animals communicate: wolves straighten their tails and bare their teeth to show aggression and bees even use a special dance to show their fellows where food can be found.
 <p>Figure 5</p>	Programming languages	Programming languages allow humans to “communicate” with computers. Computer scientists write programs which can then be “read”, “understood” and carried out by computers. One of the most famous programming languages is “C”, which was developed by computer scientist Dennis Ritchie between 1969 and 1973.
	Emoticons	Emoticons are images made from punctuation marks and symbols which represent smileys (images of faces portraying an expression). The first emoticons appeared as far back as March 30, 1881 in an addition of “Puck”, a satirical magazine. The first smiley was designed by commercial artist Harvey Ball in 1963. Nowadays emoticons can be found in written internet communication (and in other places): they are mostly composed of a series of symbols from ASCII (a programming language called the ‘American Standard Code for Information Interchange’), which are read sideways, for example: ;- ) (wink). Japanese emoticons, on the other hand, are presented frontally, so a wink would look like this: (^_~).
 <p>Figure 6</p>	Pasigraphy	Pasigraphy is a term that describes planned languages based on pictographs. These are not spoken languages; they exist only in written form and are based on monograms, images and characters. It works on the basis that all the concepts expressed are completely separate from one another. One example of pasigraphy is the symbol language BLISS, which Charles Bliss developed based on the logic of Chinese characters. The example on this poster translates as “we love languages”.



 <p>Figure 7</p>	<b>Numeral language and numbers</b>	<p>In most cases, digits make up some of the normal inventory of a language. There are also other artificial languages that consist solely of numbers. For example, Timerio is a language used for automatic translations and was created by Tiemer, an architect from Berlin. In Timerio, each linguistic concept corresponds to a number.</p>
 <p>Figure 8</p>	<b>Onomatopoeia</b>	<p>Onomatopoeia derives from the Greek word <i>onomatopoiia</i>, which literally means 'word-making'. It describes the use of words that name a sound while echoing that sound in their pronunciation. Onomatopoeia is predominantly used for animal sounds and exists in almost every language, although their spelling differs from language to language according to which vowel system is used. That's why a <i>cuckoo</i> is called a <i>coucou</i> in French, a <i>cuculo</i> in Italian, a <i>pepûk</i> in Kurdish, a <i>kakukk</i> in Hungarian, and a <i>gök</i> in Swedish. These sound-describing words are often used in comics to describe particular sounds, such as <i>bang</i>, <i>crash</i> and <i>whizz</i>, which otherwise could only be expressed by paraphrasing.</p>
 <p>Figure 9</p>	<b>The language of mathematics</b>	<p>Up until the 5th century BC, Greek mathematicians still used whole words to write down and solve mathematical problems. This was not only laborious and time-consuming but also imprecise. That's why people started using abbreviations in mathematics. In 1200, Leonardo of Pisa started to use so-called "place holders" in his calculations (<i>a</i> horses eat <i>b</i> carrots in <i>c</i> days), yet the French mathematician Viète first introduced the use of letters to represent numbers in the 16th century.</p>
 <p>Figure 10</p>	<b>Musical notation</b>	<p>In the 4th century AD, monks began to write down and collect music. In 1030, Guido of Arezzo developed the musical notation system we know today and made it possible for us to read music and pass it on.</p>
 <p>Figure 11</p>	<b>Clothes</b>	<p>Clothes also say a lot about an individual's personality. In addition to clothes for work, which can quickly inform us about a person's occupation, people also wear clothes that express particular feelings or aspirations. Clothes can also reveal who somebody would like to be and clothing brands not only sell clothes but also a way of life. Moreover, there is a certain pressure within society: somebody who does not conform to the "correct" dress code is quickly ridiculed or even excluded. In addition, clothing can also embody a political message – it can function as a form of protest, for example.</p>
 <p>Figure 12</p>  <p>Figure 13</p>	<b>Body language (facial expressions and gestures)</b>	<p>More than 50% of the time, we express ourselves using non-verbal communication in the form of body language. We often do this unconsciously. Many forms of non-verbal communication take place in connection to our speech: for example the pitch or the speed rate.</p> <p>Facial expressions also tell us a lot about people's behaviors, as they can reveal feelings and reactions. Facial expressions are also often used consciously to feign emotions, hence the expression "grin and bear it".</p> <p>Speech is often accompanied by arm or finger movements. These gestures may be interpreted differently in different cultural contexts: nodding one's head can be a negation in some eastern-European countries, for example.</p>



 <p>Figure 14</p>	<p><b>The language of flowers</b></p>	<p>The so-called “language of flowers” is a form of non-verbal communication, which expresses feelings, wishes, requests or grief. Dating as far back as ancient Egypt, there are indications that flowers were used as symbols, and some Chinese characters are also based on flowers. In communication between people, it is often still important to consider which flowers one should give, how they are held or which flower is worn with a suit or a dress.</p>
 <p>Figure 15</p>	<p><b>Symbols and pictograms</b></p>	<p>‘Symbolon’ was a word used in ancient Greek to mean ‘token’, and the verb ‘symbállan’ meant ‘to throw things together’. A symbol displays content as a “written picture” which does not leave room for multiple interpretations. Therefore, it should be as neutral as possible and contain easily accessible information so that everyone is able to understand it (for example, an exclamation mark as a symbol for danger, an emergency exit sign with a figure running towards the door or stripes drawn on the road to separate lanes).</p>
<p><b>Further forms of communication in the I-Spy poster:</b></p>	<ul style="list-style-type: none"> <li>• Weather symbols (sun, clouds, weather vane)</li> <li>• Foreign language proficiency (bird is saying “moo”)</li> <li>• Comic language (the bird does not understand the language of the other)</li> <li>• Easily visible colors (red house, yellow car)</li> <li>• Environment (mountains in background), season (green grass)</li> <li>• Multiple meanings of symbols (the “11” could also be the pause button on an mp3 player)</li> </ul>	





## Language Detectives: The forms of communication in my surroundings

example	place of discovery	meaning	linguistic term	questions



example	place of recovery	meaning	linguistic term	questions

## Activity 2

### “Are you what you wear (?!)”

#### Topic:

Exploring forms of communication

#### Description:

This activity shows students what clothes may, or may not, say about a person. They will also have the chance to discover that it is usually our judgement that makes us ascribe characteristics to a person based on their clothes, and that these judgments are not necessarily true.

#### Resources<sup>3</sup>:

- Knows that apart from linguistic communication, there are other forms of communication (K 3.1).

#### Duration:

30 – 45 minutes

#### Copy templates:

- 📄 Do you know this guy? (Travelling exhibit poster 2 cutout)
- 📄 People at home and at their jobs (Cutout from an art project by Herlinde Koelbl)
- ✍ Describing people

#### Materials:

- Writing utensils, paper
- Poster 2 of the traveling exhibition „Languages: On our doorstep and around the world” (optional)
- Copy templates




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<sup>3</sup> Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

**Activity:**

0. Preparation: Copy (and enlarge) copy templates, cut out and laminate (optional) CT 2.5 as cards, prepare materials.
1. Intro: Students study the picture (CT 2.4) that depicts a stereotypical representation of a “swot”, and they spontaneously answer some lead questions about his character. Then the group discusses where this “knowledge” (prejudice, stereotypes) comes from and how we make such assumptions about a person based on their clothes (clothes as a form of communication).
2. Development: Students receive the pictures (CT 2.5) of eight people in either their work outfits or their private clothes and describe the personalities these people might have, what they might do in their free time, or what their occupation might be (cf. lead questions CT 2.6). The descriptions of the people are presented and discussed in the group.
3. Extension: Students receive the pictures of the same people in their “other” outfit and compare their assumptions and descriptions with the actual reality presented in the pictures.
4. Conclusion: The group discusses what meaning clothes can actually communicate, and to what extent. What kind of consequences might this have in our everyday lives (irritation, conscious dressing-up, protest, being part of something, peer pressure, uniforms, etc.)?

**Variation:**

Descriptions can also be done in small groups.

Instead of Koelbl’s pictures, pictures from the internet or magazines can also be used for describing people and for discussion.

**NB:**

Make sure students do not focus on the clothes themselves, i.e. the brand, but on the style and ways of dressing which can communicate certain thing



**Do you know this guy?**



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**Do you know this guy?**





Figure 16



Figure 17



Figure 18



Figure 19





Figure 20



Figure 21





Figure 22



**What is she like as a friend?**





**What does he wear in his free time?**





**What is his profession?**



**What is his favorite color?**





**What is his greatest strength/skill?**





**What is her profession?**





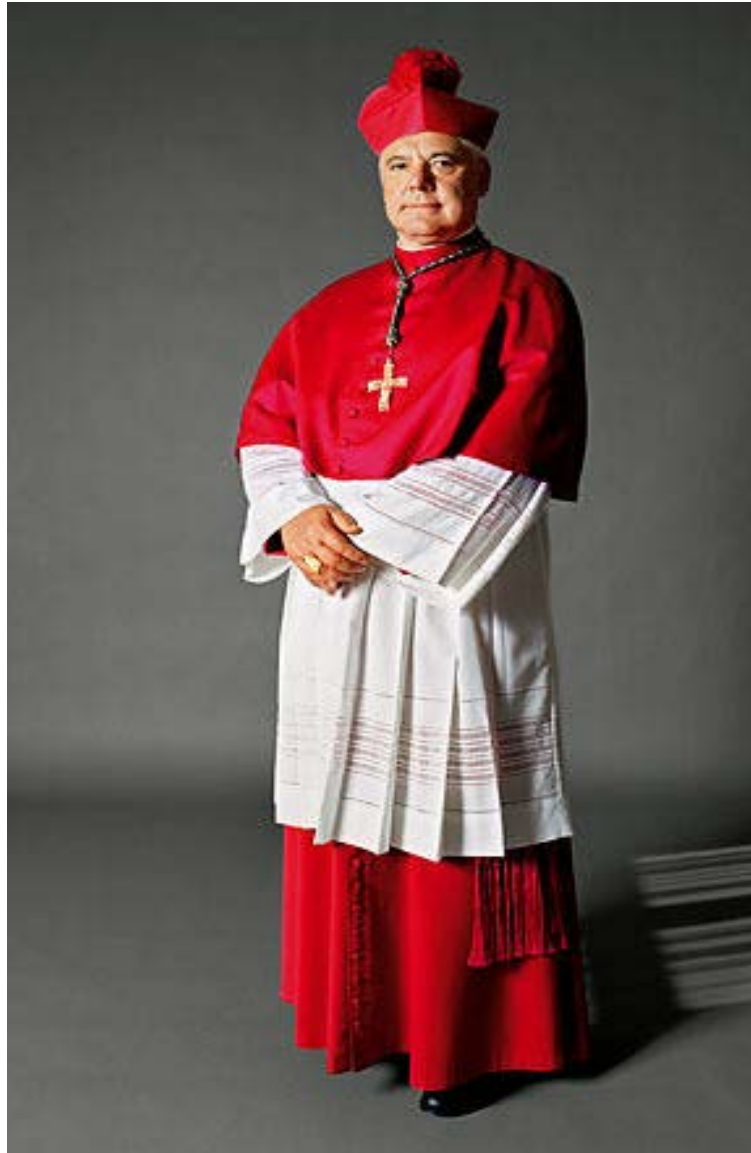
**Can you trust him?**







**What is his hobby?**



## Activity 3

### “Facial expressions and gestures around the world”

#### Topic:

Exploring forms of communication

#### Description:

This activity is ideal for a playful approach to the nonverbal forms of communication we use every day. Facial expressions and gestures say more than words (researchers believe that 50-90% of communication, depending on the context, is nonverbal language). Students should have the opportunity to consider the universality of gestures and facial expressions – are they universal or not? A hand gesture harmless in our culture may be interpreted as an insult in another culture.

#### Resources<sup>4</sup>:

- Knows that apart from linguistic communication, there are other forms of communication (K 3.1);
- Knows some examples of human non-linguistic communication (K 3.1.2).

#### Duration:

30 – 45 minutes

#### Copy Templates:

- 📄 Facial expressions and gestures memory game
- ✍ Facial expressions and gestures

#### Materials:

- writing utensils
- copy templates

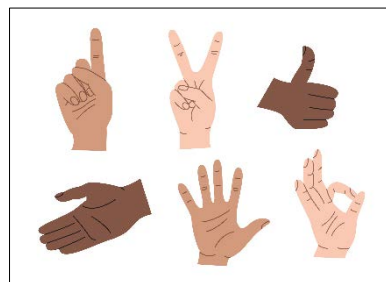


Figure 23

#### Activity:

0. Preparation: Prepare copy templates, laminate CT 2.7 as cards (optional).
1. Introduction: Teacher greets the students as usual at the beginning of the lesson, but making sure to use neutral facial expressions and gestures. Consequently, the greeting is either

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repeated (this time however using nonverbal cues as well) and/or the effect of the first greeting is discussed. What am I saying without actually speaking? How much do we actually communicate with facial expressions and gestures?

2. Development: Students find and match meanings with pictures (CT 2.7) and/or play memory until all pictures have been matched.
3. Extension: Using the work sheet (CT 2.8) students explore and investigate the common meanings in the local context of the pictured forms of facial expression and gestures (see CT 2.7 for answers). Then they discuss and follow up on further meanings in an international context that they know of and do some research about it online.
4. Conclusion: Students observe each other having a conversation, but without being able to hear anything. They try to determine what kind of facial expressions and gestures they actually use during their recess time, for example. Later, these observations can be presented and discussed in a panel. Did the actual meaning and content of the conversations come across through the non-verbal communication that was observed?

**Variation:**

Stages 2 and 3 of this activity can be done in small groups. The conclusion activity could be carried out with film clips without sound instead of live conversation.

**Notes:**

Make sure the discussion stays as neutral and objective as possible when speaking of the multiple meanings of gestures. Certain insulting meanings should be explained, but not used outside of this context.



Figure 24

PERFECT!



Figure 25

PEACE  
OUT!

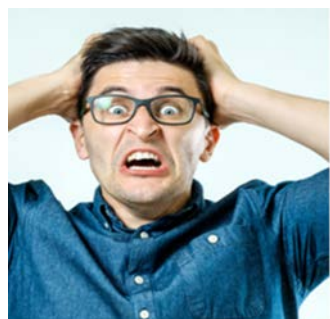


Figure 26

WHAT NOW?!



Figure 27

**I HAVE AN IDEA!**



Figure 28

**I'M SCARED...**



Figure 29

**I'LL CALL YOU!**



Figure 30

**IT'S A SECRET!**



Figure 31

**I'M HOPING!**

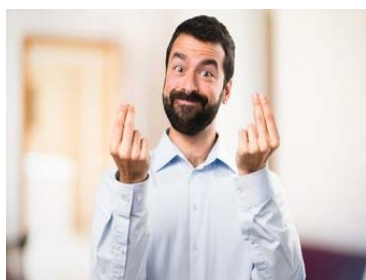


Figure 32

**I WILL GET  
LOTS OF  
MONEY!**



Figure 33

**I'M STRONG!**



Figure 34

**I CAN'T HEAR  
YOU!**



Figure 35

**SHH! BE QUIET!**



Figure 36

**I'M THINKING**



Figure 37

**OH WHAT A  
SURPRISE!**



Figure 38

**I'M SO ANGRY!**





Figure 39

**STOP!**



Figure 40

**HIGH FIVE!**









Figure 41

**YUMMY!**



## Gestures and their meanings (1)

Gesture:	Meaning in South Tyrol:	(other meanings?)
		
		
		
		
		
		









## Gestures and their meanings (2)

Gesture:	Meaning in South Tyrol:	(other meanings?)
		
		
		
		
		
		



### Gestures and their meanings (3)

Gesture:	Meaning in South Tyrol:	(other meanings?)
		
		
		
		
		
		

## Activity 4

### “Animal sounds around the world”

#### Topic:

Exploring forms of communication

#### Description:

This activity is designed as an extended examination of the linguistic diversity of animal language, which is, of course, a form of communication. Students discover that, depending on the language, animal sounds are represented differently when it comes to onomatopoeia. Thus, for example, the barking of a dog is not limited to “wau” or “wuff”, but also “gav” and “wan”. The activities in this section include “animal voices” of 11 animals.

#### Resources<sup>5</sup>:

➤ Knows that apart from linguistic communication, there are other forms of communication (that linguistic communication is but one of the possible forms communication can take) (K 3.1).

#### Duration:

20 – 30 minutes

#### Materials:

- writing utensils
- Copy templates

#### Copy templates:

- 📄 Animal sounds around the world
- ✍ Animal sounds around the world
- 📄 Verbs for animal sounds around the world

#### Activity:

0. Preparation: Photocopy the copy templates, laminate CT 2.9 as cards (optional), prepare materials.

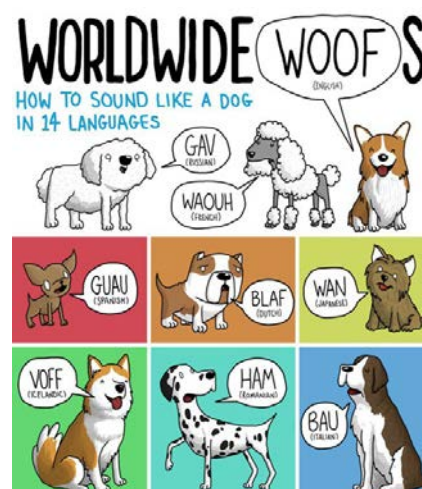


Figure 42

<sup>5</sup> Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

1. Introduction: Brainstorm the typical sounds of the following animals together with students on the blackboard or a flipchart: dog, cat, duck, mouse, bird, frog, horse, pig, bee, rooster, cow. This collection can already be multilingual, given that students may know different sounds.
2. Development: Students receive the materials (CT 2.9) and the work sheet (CT 2.10). If needed, they also get an overview of onomatopoeic verbs (CT 2.11), and they try to work out how the sounds of the aforementioned animals are graphically represented (or heard) in different languages.
3. Extension: Results are compared in a panel discussion and further examples are researched and discussed.
4. Conclusion: If there is enough time, students can also write short poems using the animals and the different sounds discussed in this unit.

**Variation:**

Activities in 2 and 3 can be split up and carried out in pairs or small groups.

The concluding task could also include a video or song about different animal sounds.







Figure 43





Figure 44

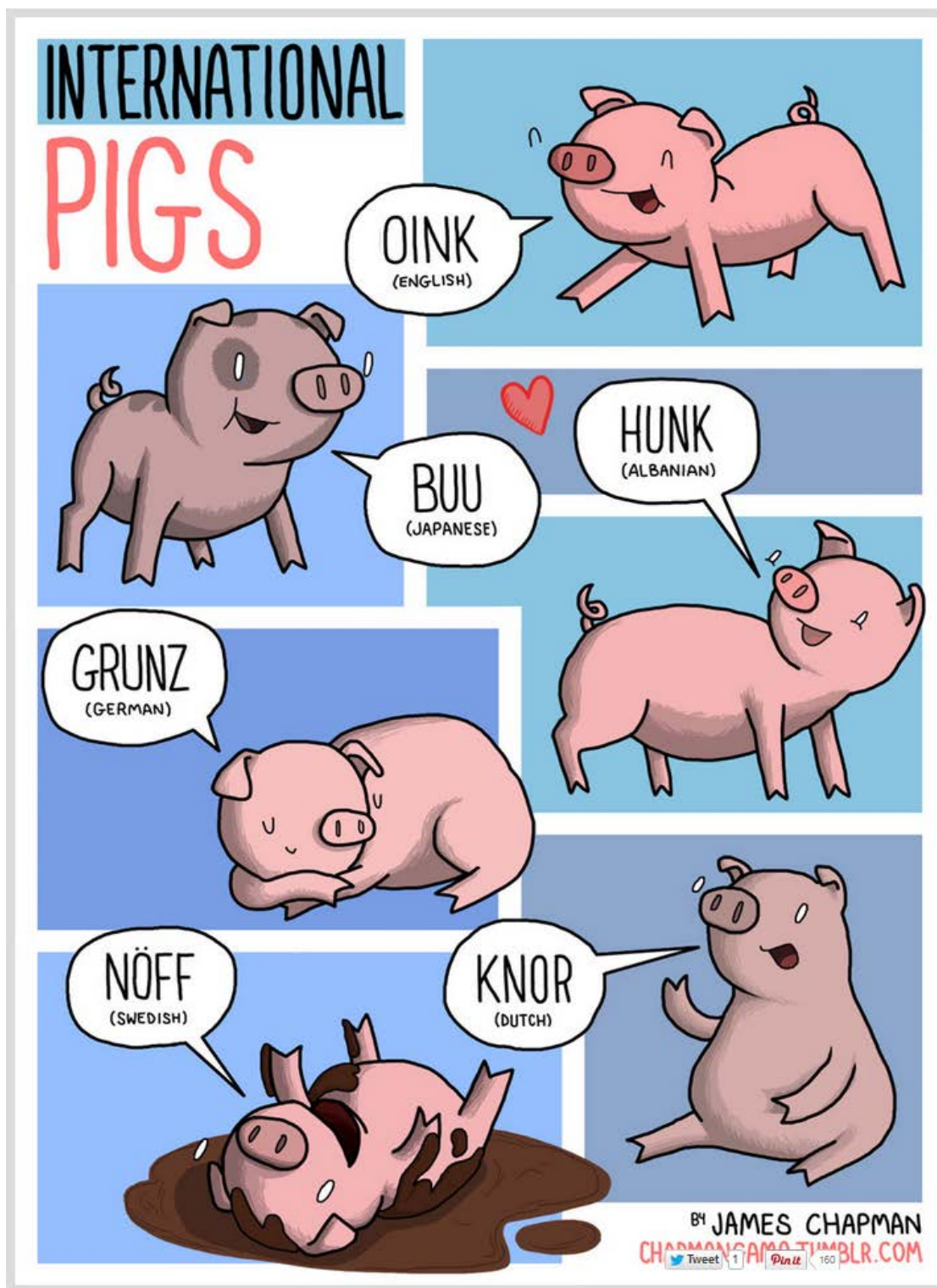


Figure 45





Figure 46



Figure 47



Figure 48





Figure 49



Figure 50





Figure 51



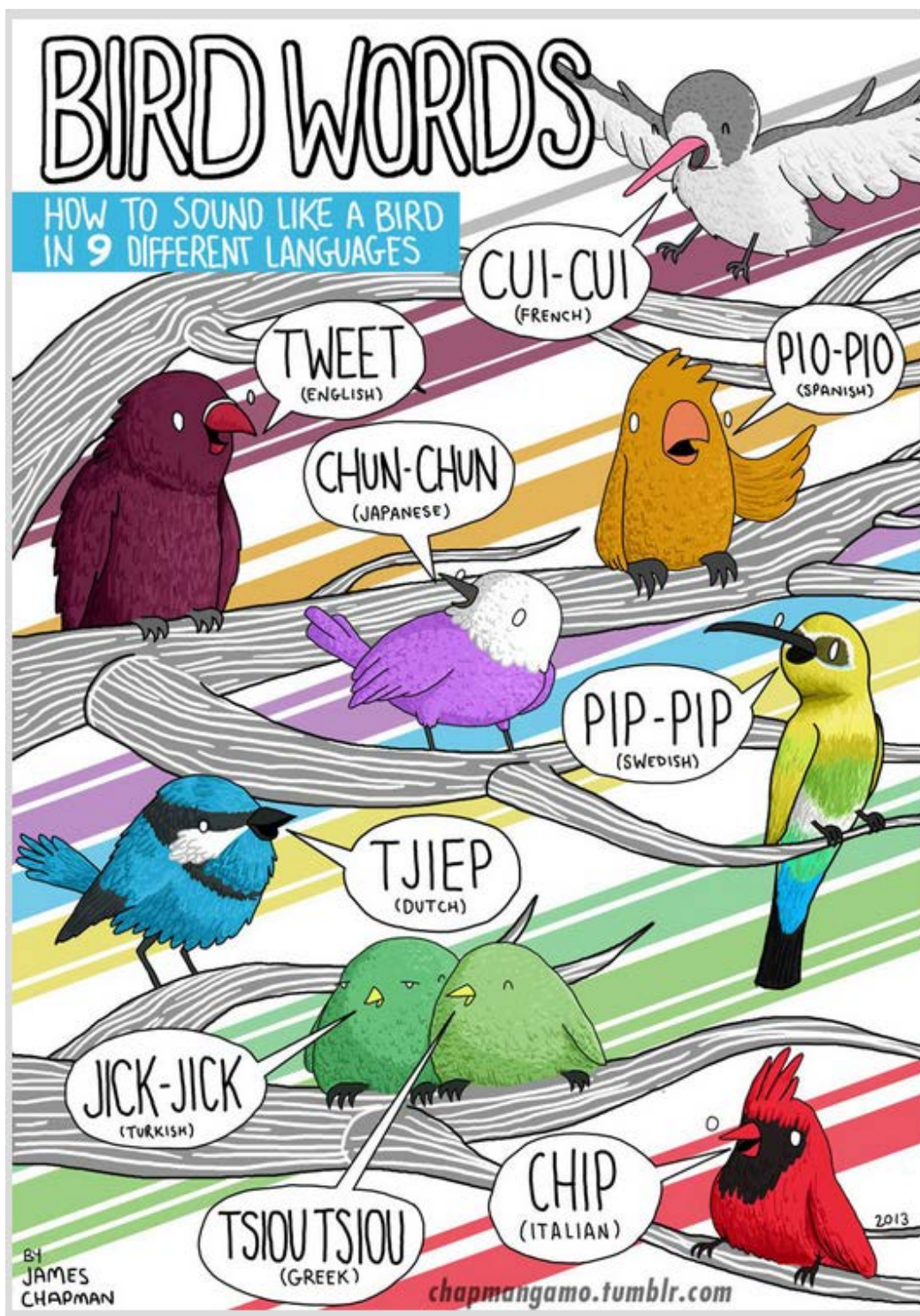


Figure 52



## What does the dog say in...? -- 1

Which animal...	...makes what sound...	...in which language?	(animal sound)	Further examples?
<b>The dog</b>	Barks	in English:	Woof!	Bau! (Italian)
		in Korean:		Guau! (Spanish)
<b>The cat</b>			Myau!	
		in Japanese:		
	Grunts	in Albanian:		
		in Dutch:	Knor!	
<b>The duck</b>			Coin!	
		in Estonian:		



## What does the dog say in...? -- 2

Which animal...	...makes what sound...	...in which language?	(animal sound)	Further examples?
<b>The dog</b>	Barks	in English:		Bau! (Italian)
		in Korean:		Guau! (Spanish)
	Neighs	in Danish:	Vrinsk!	
			Nyihaha!	
<b>The bee</b>		in Turkish:		
			Sum!	
	Crow	In French:		
			Cock-a-doodle-doo!	



## What does the dog say in...?-- 3

Which animal...	...makes what sound...	...in which language?	(animal sound)	Further examples?
<b>The dog</b>	Barks	in English:		Bau! (Italian)
		in Korean:		Guau! (Spanish)
<b>The frog</b>			Kum Kum!	
		in Thai:		
	chirp		Tsioutsiou!	
		in Spanish:		
<b>The mouse</b>		in Italian:	Squitt!	
		in Chinese:		

The lion roars.

Elephants trumpet.

The dog barks.

A bird sings.

The cat meows.

The bear growls.

A mouse squeaks.

The bee buzzes.

The frog croaks.

Sheep bleat.

So does the goat!

The horse neighs.

A pig oinks.

A chicken clucks.

The donkey brays.

The cock crows.

The duck quacks.

The cat purrs.

And what does the fox say?

Add something, too! 😊

## Activity 5

### “The language of comics”

#### **Topic:**

Exploring forms of communication

#### **Description:**

This activity is a great way to bridge linguistic with creative expressions. It can be done as a “warm up” or as an extra task for additional examination of further “forms of communication”. The students learn that sounds are represented differently depending on linguistic and cultural context (cross-linguistic onomatopoeia) and they discover how information communicated in comics can change depending on which onomatopoeic word is chosen.

#### **Resources<sup>6</sup>:**

- Knows that apart from linguistic communication, there are other forms of communication (that linguistic communication is but one of the possible forms communication can take) (K 3.1).

#### **Duration:**

15 – 30 minutes

#### **Copy templates:**

- ✍ The language of comics
- 📄 The language of comics

#### **Materials:**

- writing utensils
- copy templates

#### **Activity:**

0. Preparation: Copy templates and prepare materials, prepare some examples from the onomatopoeia overview (optional) (CT 2.13)
1. Introduction: Together with students, collect typical onomatopoeic expressions that they are already familiar with on the blackboard or a flip chart. Then, discuss in the group whether or

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not these expressions are used universally around the world.

2. Development: Students work on the “silent” comics (CT 2.12) and try to find appropriate onomatopoeic expressions to verbalize the depicted actions.
3. Extension: Results are compared and examined in the group; further examples are researched and discussed. If possible, students can also bring comics in other languages to class.
4. Conclusion: As a concluding debate, the group could discuss how the use of other onomatopoeic words, such as in text messages or chats, influences our communication.



Figure 53

**Variation:**

Stages 2 and 3 can be split and carried out in pairs or small groups.



Figure 54

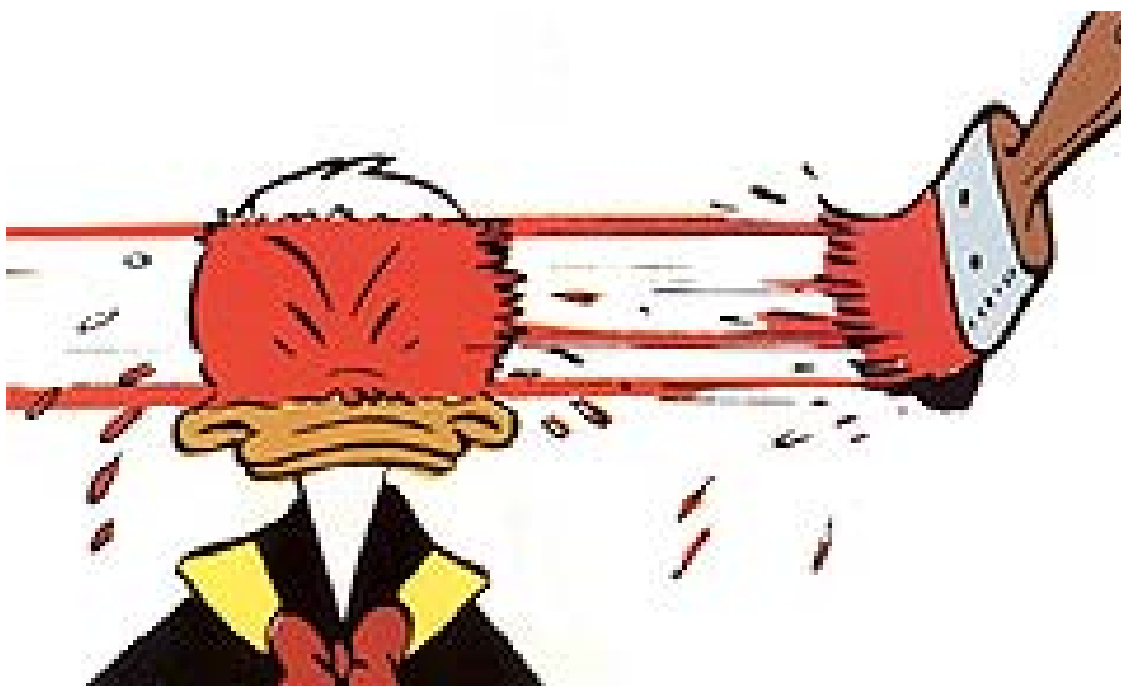


Figure 55





Figure 56



Figure 57



Figure 58



Figure 59



Figure 60



Figure 61

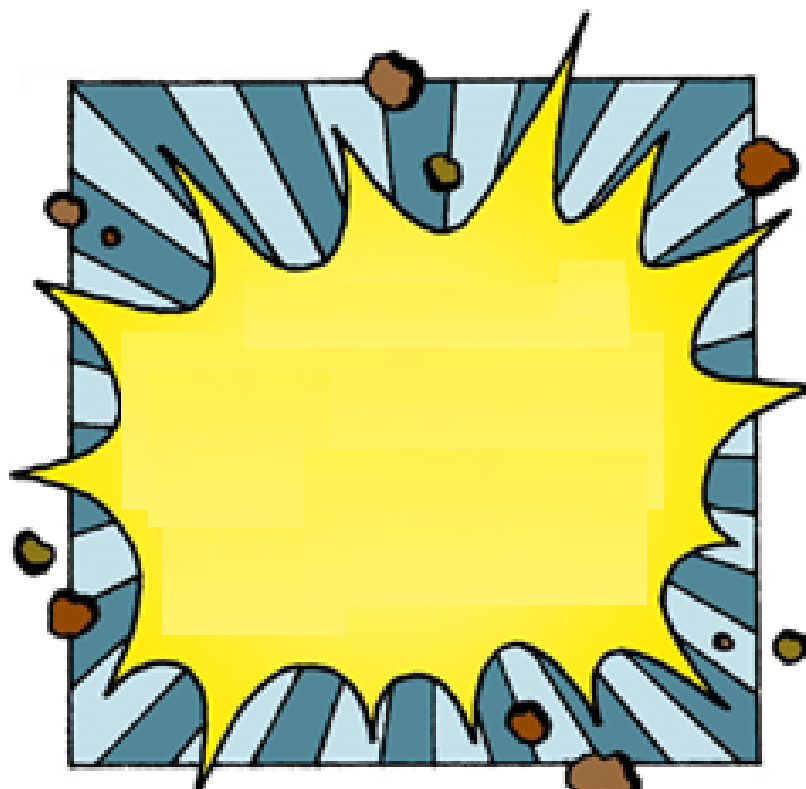


Figure 62

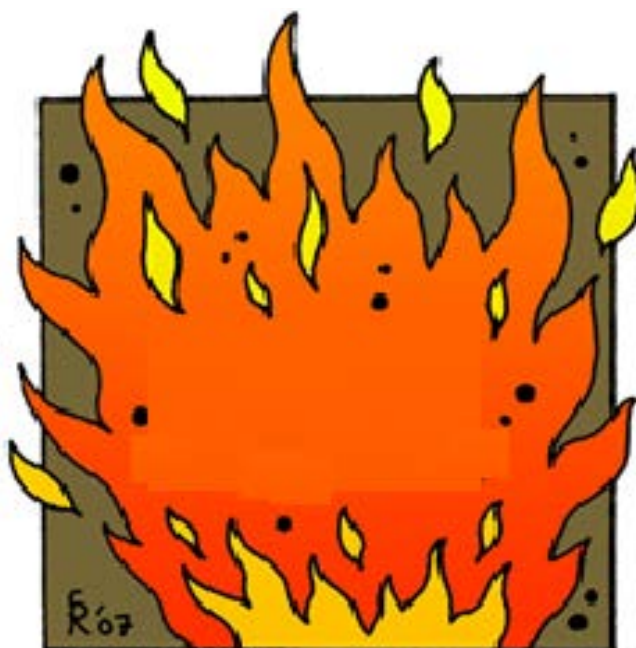


Figure 63



Figure 64



Figure 65





Figure 66



Figure 67

## Activity 6

### **“How people count with their fingers around the world”**

#### **Topic:**

Exploring forms of communication

#### **Description:**

This is a great introduction to the different ways of counting with fingers around the world. Students will learn that the “normal” way to count to ten with their fingers is, in fact, not universal.

Many linguistic and cultural communities have a counting system that goes to 20, and they use certain movements of their fingers and hands to present further number ranges. These activities allow students to participate actively and invite intercultural exploration. The activity presents Chinese, Japanese and Massai (Tanzania) finger counting.

#### **Resources<sup>7</sup>:**

- Knows that apart from linguistic communication, there are other forms of communication (that linguistic communication is but one of the possible forms communication can take) (K 3.1).

#### **Duration:**

30 – 45 minutes

#### **Copy Templates:**

- ✏ Counting with your fingers in Chinese
- 📄 Counting with your fingers in Chinese
- 📄 Counting with your fingers in Chinese
- ✏ Counting with your fingers in Japanese
- 📄 Counting with your fingers in Japanese (video)
- ✏ Counting with your fingers in Massai
- 📄 Counting with your fingers in Massai (video)

#### **Materials:**

- Laptop, projector, screen, speakers
- Copy templates, writing utensils

---

<sup>7</sup> Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

**Activity:**

0. Preparation: Photocopy the copy templates, prepare the materials, cards for counting in Chinese can be cut out and laminated (CT 2.16)
1. Introduction: Students are asked to count with their fingers to 10 (one student could demonstrate to the class). Then, discuss if this is the way it is done everywhere in the world, and how we could count to 20.
2. Development: Students work on their worksheets and discover how the Chinese, Japanese and the Massai count with their fingers.
3. Extension: Results are discussed and further examples are researched and discussed. Students can demonstrate other ways of counting with fingers they know from other languages.
4. Conclusion: Further work on the topic could be done in math lessons, looking at how basic calculations or calculating with fingers is done in various linguistic and cultural communities.

**Variation:**

The activity and extension can be done in pairs or small groups.

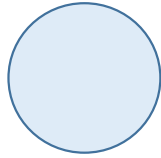




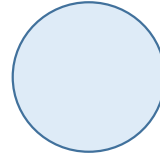
## Count from 1 to 10 in Chinese!



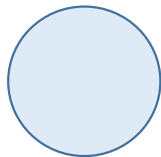
èr  
二



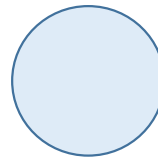
sì  
四



qī  
七



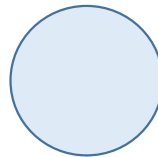
jiǔ  
九



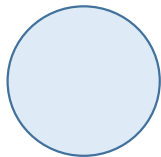
yī  
一



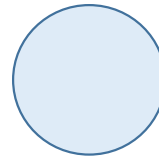
sān  
三



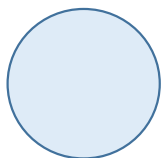
liù  
六



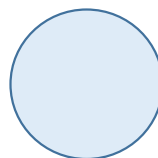
shí  
十



bā  
八



wǔ  
五





## Count from 1 to 10 in Chinese! - Answers

















 èr 二	2	 sì 四	4
 qī 七	7	 jiǔ 九	9
 yī 一	1	 sān 三	3
 liù 六	6	 shí 十	10
 bā 八	8	 wǔ 五	5

Figure 68



## Counting with your fingers in Chinese from 1 to 10 - CARDS

 yī 一	 liù 六
 èr 二	 qī 七
 sān 三	 bā 八



sì  
四



jiǔ  
九



wǔ  
五



shí  
十



## COUNTING IN JAPANESE

Take a look at how people count with their fingers in Japanese and then give it a try! What is difficult/easy for you? Why?



Figure 69

1. What was the problem counting this way?

---

---

2. How was the problem solved?

---

---



## COUNTING IN JAPANESE

Watch the video on Japanese Finger Counting and try to do it as well! Is it easy or hard to do? Why?



1. What was the problem with their counting system?

The problem is that they use the same gesture for number 1 and for number 9.

2. Find out how they solved the problem!

They solved the problem by using both hands. After number 5, they use the other hand. For 10 they just spread both hands.



# Let's count with the Massai!

<https://www.youtube.com/watch?v=CwDONDnLRTQ>

Check out how the Massai count with their fingers and then try yourself! What was easy/difficult to you? Why?



1. What about the Massai's form of counting with their fingers is particular?

---

---

2. Up to what number does the man in the video count?

---

---



## Let's count with the Massai! - Solutions

Check out how the Massai count with their fingers and then try yourself! What was easy/difficult to you? Why?



1. What about the Massai's form of counting with their fingers is particular?

\_\_\_\_\_ They only use one hand! \_\_\_\_\_

\_\_\_\_\_

2. Up to what number does the man in the video count?

\_\_\_\_\_ 100 \_\_\_\_\_

\_\_\_\_\_

Figure 70



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