

4 - National identity
Lesson Plan
(Ability level: elementary to pre-intermediate)

Grade level: Primary 1–2
Time: approximately 40 minutes

Suggested Activity 1: Debrief (10 minutes)

- T sketches the Shenzhou XIII spaceship on the board. (It is not important whether the sketch is artistically pleasing.) Ask students what it is. It might be helpful to write the words *spaceship/ spacecraft/ Shenzhou XIII* on the board afterwards.
- Invite students to name other technological developments mentioned in the video, including the four great inventions of ancient China, the satellite system, the high-speed rail network. Students may write or sketch on the board.

Suggested Activity 2: The past to the present (20 minutes)

- *(Since papermaking may be the most comprehensible invention of all three, this task focuses on the modern uses of papermaking.)*
- Give each student a piece of blank paper. Ask the class to brainstorm, as many as possible, uses of paper in their daily life. They could draw and/or write the uses. Allow around 5 minutes.
- (Examples include worksheets, exercise books, exam papers, textbooks, paper bags, greeting cards, wrapping paper, tissue paper, wallpaper, etc.)
- Write (or ask a volunteer to write) on the board all the uses the class could think of. Highlight that while the inventions seem ancient, they continue to benefit us.
- Show students an image of the Shenzhou XIII spaceship. Connect the invention of papermaking to the modern space mission and explain the latter's importance for future generations.

Suggested Activity 3: I was proud to be Chinese (10 minutes)

- *(If students find the idea of "being proud" too abstract, explain that "proud" is close to "happy" but that "proud" is more specific to achievements. T may give additional examples, if necessary, e.g., students making progress in their studies, winning a competition, learning to swim, etc.)*
- Distribute the worksheet **(Appendix)**.
- Elicit responses from the class about their "proud moments". For NCS students, the topic might be what they appreciate most in the Chinese culture. Answers need not be limited to inventions; they could be about sports, achievements of Chinese people, entertainment, languages, cuisine, natural wonders, etc. Fill the board with ideas.

- Ask students to finish the sentence "I was proud to be Chinese when..." and draw the event/moment that goes with it. Students may finish the worksheet in class or at home.

Appendix

Name: _____

Class: _____ ()

I was proud to be Chinese when _____

_____.

