YOU ARE MADE OF STARS:

A participatory approach to teaching English as a second language in Panama through an artistic and environmental lens

Kai Kafriessen & Jehane Yazami
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Executive Summary

Project name: You Are Made of Stars- A participatory approach to teaching English as a second language in Panama through an artistic and environmental lens

Project by: Kai Kafriessen and Jehane Yazami

Host Institution: Madres Maestras

Address of the national offices: Casa de Madres Maestras.
Valle San Isidro, San Miguelito. Ciudad de Panamá, PO Box: 0850-00738

Madres Maestras is a non-profit, Catholic community organization founded in 1971 in San Miguelito, Panama. It has since then expanded to communities throughout most of the country, as well as in Costa Rica and Honduras. The organization functions under the motto: “toda madre es maestra”, and emphasizes the importance of reinforcing the educational capacities of mothers, families, and communities as a whole (OMMA, 2011).

For our internship, we worked in two jardines (day care community centers), Jesus Obrero and Sinai, which we visited throughout the four months. Our objective was to give children basic English vocabulary through lessons shaped by themes that are community and environmentally oriented. Our approach was an alternative non didactic method of teaching through art and singing, in which we hoped to give the students, through participatory activities, a feeling of empowerment in the learning process. We collected the art made by the children and used it in the
creation of our final product: an illustrated educational English book. One of our main goals for the structure of this project was to work in collaboration with the children and mothers of the community.

The results for our project are non-quantifiable and deal mainly with social and educational practices. Firstly, we gained qualitative results through surveys administered to mothers at the beginning of our first lesson. In our questions, we asked if and why they thought it was important for us to teach English, what themes they would like covered and if they had any concerns or questions to address regarding our project. By using this information and being flexible to the students’ and communities’ suggestions, we were able to incorporate their interests into our project. Secondly, our results can be seen as the lessons that we gave to the children and the planning, organizing, creativity and energy that went into them. Finally, our educational children’s book is our largest result and is an accumulation of our effort in collaboration with the work of the students.

Our final product is an educational children’s book made with student illustrations as well as our own. We have incorporated Spanish and English vocabulary and text into each theme, which is also accompanied by visual representations of the material. The themes were chosen to give readers a basic level of English and to promote awareness for care of yourself, your community and the environment. This book's main objectives are to be empowering, participatory and sustainable. We have allotted 5 books for the communities: three of which are for OMMA, and one for each Jardin.
Resumen Ejecutivo

**Nombre de Proyecto:** Eres Hecho de las Estrellas- Un enfoque participativo para la enseñanza de inglés para niños en Panamá a través de temas artísticos y ambientales.

**Proyecto de:** Kai Kafrissen y Jehane Yazami

**Organización:** Madres Maestras (OMMA)

**Dirección:** Casa de Madres Maestras. 
Valle San Isidro, San Miguelito. Ciudad de Panamá, PO Box: 0850-00738

Madres Maestras es una organización no lucrativa y católica. Fue fundada en 1971 en San Miguelito, Panamá. Desde se ha extendido a las comunidades en casi todo el país y también se opera en Costa Rica y Honduras. La organización funciona con el lema: "Toda madre es maestra", y enfatiza la importancia de reforzar las capacidades educativas de las madres, las familias y las comunidades en su conjunto (OMMA, 2011)

Para nuestra pasantía, trabajamos en dos jardines (centros comunitarios de atención diurna), Jesús Obrero y el Sinaí, que visitamos durante los cuatro meses. Nuestro objetivo era dar a los niños vocabulario básico Inglés a través de lecciones en forma de temas sobre la comunidad y orientados al medio ambiente. Nuestro enfoque era un método didáctico y les enseñamos a través del arte y el canto con actividades participativas. Recogimos el arte hecho por los niños y lo usamos en la creación de nuestro producto final. Uno de nuestros principales objetivos para la
estructura de este proyecto fue de trabajar en colaboración con los niños y las madres de la comunidad, por lo que les permite moldear la manera en que se ha formulado un producto final.

Los resultados de nuestro proyecto no son cuantificables y se componen principalmente de las observaciones y las prácticas sociales y educativas. En primer lugar, hemos obtenido resultados cualitativos a través de encuestas administradas a las madres en el comienzo de nuestra primera lección. En esta encuesta, pedimos si y porque piensan que es importante para nosotros con respecto a la dirección de nuestro proyecto. Mediante el uso de esta información y nuestra flexibilidad con respecto a las sugerencias de los estudiantes y las comunidades, hemos sido capaces de incorporar los intereses de las comunidades en nuestro proyecto. En segundo lugar, nuestros resultados son las lecciones que nos dio a los hijos: la planificación, la organización, la creatividad y la energía que entró en ellas. Por último, el libro para los niños de educación es nuestra mejor resultado, y es un resultado de nuestro esfuerzo en colaboración con el trabajo de los estudiantes.

Nuestro producto final es un libro de educación para niños, y es una mezcla de las ilustraciones de los estudiantes y de la nuestras. Hemos incorporado el vocabulario y el texto en español y en Inglés para cada tema, que también van acompañados por representaciones visuales. Los temas han sido elegidos para dar a los alumnos un nivel básico de Inglés y para promover la conciencia para el cuidado de su mismo, su comunidad y el medio ambiente. Los principales objetivos de este libro son de estar empoderamiento, participativa y sostenible. Hemos asignado 5 libros para las comunidades: tres para OMMA, y uno para cada Jardín.
Required Information

Host Organization
Madres Maestras

Contact Information
Address of the national offices: Casa de Madres Maestras.
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Supervisors
National office: Flora Eugenia, Xiomara Navas y Epifania Aguilar Supervisor in the
Jardin of Jesus Obrero: Yiya
Jardin of Sinai: Luzmila

Thank you letter
Please send a thank you letter to the national office acknowledging our appreciation
for all supervisors

*Note: Additional contact information available upon request
Acknowledgments

We would like to extend a heartfelt thank you to the organization Madres Maestras, and specifically the caring and engaged Flora Eugenia, Ziomara Navas y Chanita for offering us this amazing opportunity.

It would not have been possible to make this book without the generous support, time, patience and uplifting humor of the lovely Yiya. Seeing her investment in the Jardín and her beautiful relationship to the children has truly been inspiring to us. Although we could not work extensively with Luzmila, we are grateful for her warm welcome and deep dedication to the community.

We would like to give a big thank you to all of the students in both Jardines. Their enthusiasm and dynamism will stay in our hearts for years to come. Also, we would like to express our appreciation to all the mothers and the general community for their hospitality and support throughout this experience.

Finally, our deep appreciation goes to Catherine Potvin, Ana Spalding and the STRI community for the opportunity that this program represents. Lastly, a huge thank you to Victor Frankel for his insight, investment and encouragement throughout our time in Panama.
Expresiones de Gratitud

Nos gustaría dar las gracias a la organización Madres Maestras, y específicamente el cuidado y comprometida Fauna Eugenia, Ziomara Navas y Chanita por ofrecernos esta increíble oportunidad.

No hubiera sido posible realizar este libro sin el generoso apoyo, tiempo, paciencia y humor edificante de la encantadora Yiya. Su inversión en el Jardín y su hermosa relación con los niños ha sido verdaderamente una verdadera inspiración para nosotros. Aunque no hemos podido trabajar extensivamente con Luzmila, estamos muy agradecidas por su cálida bienvenida y profunda dedicación a la comunidad.

Nos gustaría extender un sincero agradecimiento a todos los estudiantes en ambos Jardines. Su entusiasmo y dinamismo se quedará en nuestros corazones para siempre. Además, nos gustaría dar un profundo agradecimiento a todas las madres y la comunidad en general por su hospitalidad y apoyo a lo largo de esta experiencia. Por último, nuestro profundo agradecimiento a Catherine Potvin, Ana Spalding y la comunidad de STRI por la oportunidad que este programa representa. Por último, un gran agradecimiento a Víctor Frankel por su comprensión y apoyo a lo largo de nuestro tiempo en Panamá.
McGill Code of Ethics

In compliance with the McGill Code of Ethics all families, community members and children involved in our project and work with Madres Maestras were treated with the utmost respect and care. We ensured that full and informed consent were given regarding all aspects of our lessons, photos/recordings and use of children’s art in the final book. Participation in all classroom activities and involvement in our final product was explicitly optional. Our objectives were clearly explained using the best of our abilities to ensure that individuals were knowledgeable regarding our project’s trajectory. Furthermore, surveys were conducted to understand the desires of families and to incorporate those expectations into our curriculum. A hard copy of the final book will be given to the Madres Maestras head office; Jardin Jesus Obrero, Jardin Sinai as well as extra soft cover copies distributed to the organization for independent use. Finally, we have invited Madres Maestras to attend our final project symposium and we plan to send the organization a PDF version of our final report.

We have truly stoved to uphold the McGill Code of Ethics in our design and execution of this project and we feel that through these efforts a mutual respect has been built between Madres Maestras, the Jardines communities and ourselves.

*Note: see Appendix B for certificates of completion for ethics training
Information on Host Organization

Madres Maestras (OMMA) is a non-profit, community-based Catholic organization. The group was founded in 1971 in the city of Panama. It has since then expanded to communities throughout most of Panama, and also increased its presence through Central America.

OMMA functions under the motto: “toda madre es maestra”, and emphasizes the importance of re-enforcing the educational capacities of mothers and families (OMMA 2014). The organization is committed to providing a setting where educative relationships between communities, mothers and children can be nurtured. Furthermore, OMMA operates through volunteers and strives to incorporate mothers of all ages, religious views, cultures and domestic backgrounds. Madres Maestras promotes family, community and maternal solidarity.

The communities where Madres Maestras operates have access to limited resources or financial means and the organization aims at making use of what they have: strong familial and community relationships, time they are willing to volunteer, and materials from the local environment. The organization is based primarily in Panama and grew out of a small community in San Miguelito between 1970-73. In 1988 OMMA spread it’s roots to Costa Rica and was fueled by their experience and success in Panama. Finally, in 1994 movement to Honduras was made possible through cooperating between Padres Clarianos and hermanos Ruiz (OMMA 2014).
Madres Maestras has been hosting McGill internships for ten years, in various communities, and in a wide range of projects. Our experience with OMMA has been an amazing learning experience. We greatly appreciate the flexibility, support and confidence they have showed us throughout our internship.

Literature Review

To situate our project in a broader context, and in order to see the greater significance of our work, we have decided to think of it through two main approaches, which each have a multitude of dimensions. Firstly, we began by proposing the question “Why is English education important in Panama?” In our literature review we will specifically be exploring the historic process of the English language’s history in the country, the role that the language plays as an economic, social and political driver and the current education system. Building off of our literature review we plan to examine how to teach English in a sustainable and empowering way. This question will be expended upon within the discussion section. It should be noted that each of these topics represents a deep research project unto itself; however the scope of this project only allows for a survey of the ways in which each theme contextualizes our work.
Why is English education important in Panama?

To begin our project we felt that it was important to survey the community members, specifically mothers, to ensure that they actually wanted us to be teaching English and to understand why they felt such education was important. This survey technique will be discussed further in the results section, however for the importance of the literature review, the results unanimously stated that the community felt English lessons were important. Thus, the historic context and tracking of linguistic movement to Panama is important to explore when questioning why English education is desired.

i) History of English in Panama

In the pre-conquest Panamanian society, there existed a plethora of various indigenous languages and dialects that bled between cultural groups and modern geographical borders. With the first stages of colonialism there came, among other things, an imposition of foreign dialects. As the author Winston Malcolm explains, the first Europeans to make contact with the Isthmus were privateers and colonizers, starting with Christopher Columbus in 1492, Sir Frances Drake in 1572, William Parker in 1609 and Captain Henry Morgan in 1671 (Malcolm 2012). Such European interactions acted as the first point of contact for what could grow to be known as the Columbian Exchange. From this junction the spread of ideas, diseases, languages, and people grew and eventually brought English to the nation. The transformative and even painful nature of this connectivity should be kept in mind when exploring the context of the language's early history within the country.
Following this first contact, there ensured a flow of English from various locations, but most prominently the United States. Malcolm details the way in which the Pacific Mail Company of the 1840s brought in one of the first groups of predominantly English speakers. Subsequently, the 1849 Californian gold rush pushed migrations of Anglophones through the Isthmus zone and coevolved with the building of the Panama Canal Railway (Malcolm 2012). The construction also brought with it a large number of Caribbean workers who spoke English and Creole English. Additionally, the American development of banana plantations in the region of Bocas del Toro also led to the growth of English Caribbean speaking workers.

The construction of the Panama Canal and the resulting US presence is often seen as the biggest catalyst of English prominence in Panama. The building of the waterway in the designated America Canal Zone increased American presence, brought a variety of English speaking workers, and thus heightened interaction and exposure with Panamanian Spanish speakers. The resulting implementation of military bases and Americanization in the zone served to increase the language’s prominence within the country. Thus, due to the colonization of Panama by external actors, as well as the influx of migrant workers and entrepreneurs, English took roots as a prominent language in Panama and continues to grow with the Isthmus’s development and integration into global affairs.
**ii) English as a Social, Political and Economic Driver of Change**

Besides changing the linguistic profile of the isthmus, the imposition of English had strong social, political and economic impacts. To give a general sketch of the current language demographics, Panama’s official language is declared as Spanish with approximately 90% of the population as fluent speakers. Other languages include Panamanian Creole English (PCE), indigenous languages (primarily Kuna and Ngäbe), Mandarin and Cantonese (Pakozdi 2011, 3). Graddol states that, “A report published by the British Council in 2000 identifies Panama as a country in transition from EFL to L2 status” (Graddol 2000, 11). Overall, it is clear that English is increasing its prevalence in Panama, which comes with distinct cultural and national impacts.

To begin, the social impacts of the increasing popularity of a new language will be reviewed. The influence of English in Panama is argued by many authors to have exacerbated local social inequalities. Winston Malcolm addresses how this linguistic transformation may have affected social stratification by providing a conduit that gave bilingual and English speaking persons access to more or better job opportunities. Malcolm states that, “Upper social classes of Panamanians gained access to education and social infrastructures through interaction with English speaking population (Malcolm 2012, 6). He goes on to note how this phenomenon is persisting and perhaps increasing in contemporary society, “Middle class individuals are now proudly show their English skills as a sign of social status, material achievement and potential source of power in this new environment” (Malcolm 2012, 17).
Additionally, a good English education is often thought to help one access a higher level of socio-economic standings. The author Steven Humphries states that, “In Panamanian university and English-language instruction, students expect studying in English to help them access wealth, prestige and power” (Humphries 2005, 79). This idea is further supported as George Pakozdi makes the link between the level of wages and proficiency in English as a social stratification driver. He notes that, “the latter’s use of English often allowed for greater access to more lucrative positions within the Canal Zone” (Pakozdi 2011, 4). Therefore, research on the topic suggests that English’s increased presence in the Isthmus has created inequalities of access to higher levels of socio-economic standings, and has restructured local hierarchies.

To continue, the literature surrounding the political impacts and ties that surround English in Panama will be reviewed. National identity and English are tightly interconnected subjects, and English can be viewed as both a penetrating force, but also a factor of social exclusion for unilingual speakers. In 1941 President Arnulfo Arias passed a law demanding exclusive use of Spanish in under Panamanian control (Conniff 1985, 84). This law helped build a sense of national identity based on social exclusion, and increased the presence of xenophobia. Macpherson explains that, “This xenophobia was often rationalized, even among Panamanian intellectuals, as a desire for a homogeneous cultural and national identity resistant to American influence” (McPherson 2003, 82-3). This legal advance was later overthrown due to the discrimination that large sectors of the English speaking population felt. Alvarado de Ricord illustrates this by stating that,
“Because of the relationship with the United States, particularly in connection with the Panama Canal, the English language has long been regarded as a means of cultural penetration against which it has been necessary to be on the alert. Because of our quantitative weakness, we hold on to the language as a means of surviving culturally” (Alvarado de Ricord 1982, 98).

With the Torrijos government and specifically the “Torrijos Carter Treaty,” this sense of Xenophobia decreased through inclusionary policies. Pakozd states, “the treaty was significant not only for full promise of sovereignty it finally promised, but also for how it fulfilled a desire that cut across the spectrum of Panamanian society” (Pakozdi 2011, 6). Currently, English has been institutionalized in the education system and laws exist which establish the compulsory teaching of the English language in all public and private educational centers of first and secondary level and other dispositions (Panamanian Law #2). Therefore, English has played a significant role in the sculpting of Panamanian national identity, and is impacted by political actions and legal statuses throughout history, into contemporary times.

Finally, English in Panama can be clearly seen as a driver in economic prosperity. As we have notes the socio-economic status of a person is often increased through the possession of English skills. The economic impact of English prevalence in the Isthmus is also evident in the historic transfer of the Canal Zone from American control to Panamanian jurisdiction. Malcolm explains that between 1979- 2000, the “transition period”, English residents of the Canal Zone dispersed throughout country, resulting in a conversion of much of the infrastructure within
Canal Zone to tourist hubs (Malcolm 2012). Following the model, English became a strategic economic tool as the space left by the Americans’ departure created economic needs, which increased Panamanian responsibilities and role in the global economy. English became a tool that was instituted more predominantly in educational programs to strengthen competitiveness in the quickly developing hospitality, tourism, transportation and call center industries (Malcolm 2012).

Moreover, English’s economic value became further instilled as tourism rapidly grew, and continues to grow. Law No. 8 promotes expats and tourism in Panamá with economic incentives, which has led to a large influx of lifestyle migration. The economic benefits of such an industry promotes an increase in long-term resident population that speaks exclusively or primarily English (Malcolm 2012). Therefore, it is clearly shown through the current scholarly discourse that the impacts of English in Panama are acutely felt within the economic sphere.

**iii) Education System in Panama**

To understand our role and the context of our project we felt it was important to explore the education system in Panama and specifically the institution of English classes for children and teenagers. In 1903, public education was instituted after Panama’s independence from Colombia, and by 1913 the First Panamanian Education Assembly was held (Library of Congress). Originally, it has been detailed that the view of education was very specialized and exclusive. The Library of Congress records that before the American invasion, education took the approach that, "The cultural heritage given to the child should be determined by the
social position he will or should occupy. For this reason education should be
different in accordance with the social class to which the student should be related"
(Library of Congress). With the presence of Americans within the Canal Zone,
education was theoretically more “equal,” and there was a national push for an
increase in primary and secondary education enrollment. Mandatory education was
created for 6-15 years olds, or until completion of primary schooling was instituted.
Primary schooling was followed by two further educational options, academic or
vocational programs, and through the completion of the academic stream,
application to university was possible (Library of Congress).

Panama is currently facing a variety of challenges within their educational
system, and the nation has often been identified as having an outdated educational
system. For example, Sabrina Harris notes that although it is hard to measure the
quality of education, Panama has a lower quality than neighbouring countries in the
region. Harris states, “More than 40 percent of Panamanian students did not fulfill
expectations in national tests in 2004, but rather performed below the goals set for
their grade level” (Harris 2007, 18).

Furthermore, accessibility to education is not equally distributed through
the country. Vulnerable areas such as rural populations, indigenous peoples and
specifically women often have lower access to education (World Bank). The
inclusion of English into educational programs has added another layer of
complication to this situation, as it entered a cycle of inequality. Families in higher
socio-economic positions are often able to access private schools with a higher level
of education, and such children are usually more proficient in English, and thus have
a bigger chance of entrance into a high socio-economic standing. This is supported by PISA data, which show that socio-economically advantaged parents tend to send their children to privately managed schools more than disadvantaged parents do (PISA). Thus, the literature suggests that a higher level of English is taught within private institutions accessed by students from privileged sectors of society. This can have tendencies towards providing increased socio-economic opportunities for said graduates and may create a cyclical inequality with English as a dividing force.

Objectives

Project Goals

In our internship we attempted to incorporate three main goals to give our project a holistic approach. We strove to promote sustainable education, empowerment and participatory collaboration. Although the specific trajectory and product of our internship transformed throughout the semester, the general intent behind it has remained strong.

We believe that sustainability is crucial to education and the legacy that we will be leaving behind from our work. Acknowledging the power structures and context of our roles teaching English for a relatively short time period, we feel that the best use of our time is creating a product that is accessible and long lasting even after our physical lessons have ended. Our final product, the educational children’s book, incorporates sustainability because it can remain in the community and is easily accessed. It doesn’t necessitate a high level of education or technological
expertise to enjoy. We envision our book as being empowering because it utilizes art made by the children during lessons. In doing so they are able to teach and learn from their own creation, and hopefully in the future share this tool with other children. Finally, collaborating with the mothers and students is central to our internship, as we believe it is of the utmost importance to design a product that is built directly for the community’s needs and with their experience.

**Product Transformation**

Our project underwent a variety of transformations throughout the semester. The first change that we dealt with was in our initial discussion with Madres Maestras. Due to a miscommunication we held divergent understandings about the intent of our internship. We were under the impression that we would be working with puppetry to promote sustainable environments, while they envisioned a project more focused on environmental surveying of tree species. After our discussion we communally decided that teaching English in some form at designated *jardines* would be positive and productive alternative.

Once we decided that we would be teaching English we were very intent on adding an alternative and creative element to the project. We wanted to create a film of some sort that would act as an ethnographic/educational aid to be used in the development of English skills. However, due to issues of technological accessibility for the majority of community members as well as safety regarding the transportation of our camera equipment we spoke with one of the Jardin organizers, Yiya, and shifted our final product once more.
We then collaborated on the idea of making an educational children’s book and CD. The book would be made with both the art completed by children from their lessons as well as our own illustration. We would compile all material and use Adobe InDesign to edit and create the final product, which could serve as a more sustainable and accessible tool for learning English. We originally had planned to record the songs we taught to the communities during our lessons and to include pronunciation techniques on the CD. However, due to time constraints and course schedule changes this idea was unable to be completed and we instead focused the majority of our efforts on creating the book. Our educational children’s book operates on the goals of making learning sustainable, participatory and empowering by making a book with children to be used by children. In the following results section we will explain in depth the reason for each section.

Methodology

I. Study Sites and Time Organization

Our first internship days were spent with Flora Eugenia, Ziomara Navas and Chanita of Madres Maestras, who introduced us to the organization, and guided us to the communities in which we were to teach English. The field time in this project was split between the two jardines, with more time spent in Jardine Jesus Obrero than Sinai. The results and the final products however, are the same for both communities.
Our project was split between spending time within the communities teaching English through gestural and visual activities (34 hours), and working on editing, writing and finalizing the book (63 hours). Field work in the communities also demanded daily lesson preparation (20 hours) and time traveling to and from the communities (40 hours). Finally, another section of our work days were spent on the work plan and draft progress report (9 hours), as well as on the final report (40 hours) and the preparation for the symposium presentation (16 hours). This makes for a total of 222 hours spent working on this project.

II. Surveying the Communities

We begun our project by giving surveys out to the mothers of the communities, in which we asked whether they thought that it is important for their children to learn English and why, as well as which topics they think are important for their children to learn in the context of our lessons. Their answers will further be discussed in our Results, but the general positive attitude that parents showed, as well as their suggestions for themes, shaped the classes and activities we prepared. This was a way for us to assure that we were working in collaboration with not only the children but also the mothers and wider community to create the lessons and book, who all had an impact in its conception and final form.
III. Field time: Teaching English in the Jardines

The dates for our time within the communities were discussed and decided in collaboration with Yiya, who runs the jardín in Jesus Obrero and also accompanied us in Jardin Sinai, which is conducted by Lusmilla. For each work day we arrived at the communities at approximately 9:30 AM, and left around 2-3 PM. After the first day in which we introduced ourselves and organized activities to a group of 30 kids from ages 3 to 13, we decided to split the days into two parts: the first for children under 6 year old, and the following for youth from 7 to 13 years old.

Participation was a continuous issue throughout the internship, since there was no way of predicting how many children were going to show up on any given day. For this reason, the format of lessons were independent sessions. Knowing that our teaching time was limited, we wanted to use methods that could inspire the students to pursue their desire to learn the English. We structured our days in small intervals as planning lessons for young children demands that all activities be engaging and short. Our classes combined the introduction of the English language and environmental consciousness through a variety of artistic techniques and gestural games and songs, which exercise the imagination and are conducive to the development of fine motor skills. Each day had one of two different themes, which included lessons periods, accompanied by singing and drawing sessions. We usually sung two to three songs a day, which we repeated over time, to help with memorization. We began each day with the “Buenos dias/ Good morning” song, which the children were already familiar with in Spanish, to facilitate the
introduction of new English vocabulary. Additionally, most songs were accompanied by physical gestures, such as “head shoulders knees and toes”. Our visual artistic practices included drawing, coloring and painting with watercolors and gouache.

**IV. The Creation of the Final Book**

The process of making the book begun with the familiarization with the program *Adobe Indesign*. We only begun editing for the final product at the end of March, using a combination of our own illustrations with drawings and paintings made by the children that we had regularly scanned after lessons. The book is separated into 14 sections that include drawings subtitled with both English and Spanish vocabulary. Each theme is accompanied by text in both languages, throughout which we included the themes of community living and environmental care. The categories include:

Introducing Authors, Alphabet and Numbers, Basic Phrases, Colours and Shapes, Body Parts, Environment, Food and Nutrition, Weather and Parts of the Day, Animals, Family and Community, Galaxy and Photos from Lessons

Time constraints did not permit the completion of the second part of our original conception for the final product, an auditory CD with recordings of the children singing English songs as well as clear pronunciation of English vocabulary. We intended to attach the CD to the back cover of the book as a support for the lessons, as well as a tool for further learning. Each community was given a finalized book that is kept in the *Jardines*, and three extra copies were give to Madres Maestras, and will be distributed amongst other communities of their choice.
Limitations

During our project we encountered and dealt with a variety of challenges that both helped strengthen our project and also created some limitations for us. We believe it is important to note these restrictions to put perspective on our project for ourselves as well as future project observers.

Firstly, we found it challenging to provide appropriate material for largely different age groups. For example, although we would have liked to get the mothers to participate more in the actual learning days; we found it would have been difficult to engage both pre-school children, and mothers simultaneously. The second limitation we dealt with was restricting the design of our lessons to try and make them appealing and interesting for students in a broad gradient of ages. This was very difficult for us and it limited our ability to give specialized attention to age specific lessons that may have been even more beneficial.

Secondly, we were limited by the general time constraints that were put on us. We found that changes to syllabus structure and long gaps between internship times limited our ability to create an imbedded routine with our classes. Additionally, we were asked to teach at two communities, Jesus Obrebo and Sinai. However, it was very hard to equally spend time in both centers and thus we were limited in our formation of deep relationships to both jardines. Moreover, the long travel times that we incurred going to and from the communities resulted in decreased time for lesson planning, external course work and personal projects. Finally, our product was limited in the sense that we were unable to spend as much
time as we would have liked perfecting it because of how long it takes to learn and execute the editing process. As well, due to complications outside of our control with the printing company we were not able to get our final books until right before the presentation.

Furthermore, we also found it very difficult to bridge the language gap and awkwardness that occurred between us as teachers, and our students. Although we were able to communicate and implement lessons using our Spanish our ability to gain and maintain authority was limited due to linguistic setbacks.

Results

Although the results of our English and environmental education program are not quantifiable, there is a series of outcomes that flourished through our work. In this section, we will discuss three main outcomes of our internship. First, the qualitative results that we gained from the surveys administered to mothers on our first day in both Jardines shaped the way we went about the structure of our teaching days. As we will view later, the themes that they suggested, as well as their positive attitude in regards to our project, helped us determine the topics that we taught to their children. Secondly, the actual days that we spent with children in the communities are another result of our work, as they gave the children an opportunity to receive English lessons through creative and engaging activities. Finally, our final product is an educational language book illustrated by both us and the children. This is the most important result of our work and is the sustainable
aspect of our project, as it will be distributed to the communities that we visited and others centers as chosen by OMMA.

1. Survey Results:

As a means of research for our project, we asked that mother to come to the *jardines* on our first work days in the communities in order to fill out small surveys that we had prepared to help us orient our lessons and understand local opinions in regards to our project. By using this information to form our lesson plans and final book, we were able to incorporate the interests of both children and their parents into our project. Below are the prominent questions that we asked them, accompanied by their responses in the form of a table and chart.

*Question 1*: Is it important to learn English and would you like us to give your children English lessons?

Responses- 100% affirmative in both locations

*Question 2*: Why is it important to learn English?

*See appendix A for graph*

<table>
<thead>
<tr>
<th>Reason for wanting to learn English</th>
<th>Number of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better job opportunities</td>
<td>4</td>
</tr>
<tr>
<td>Increasing prevalence in Panama</td>
<td>3</td>
</tr>
<tr>
<td>Generally helpful in future</td>
<td>2</td>
</tr>
<tr>
<td>Global language</td>
<td>3</td>
</tr>
</tbody>
</table>
II. Field Days and Lesson Plans

The days that we spent teaching in the communities are themselves a result of our work, benefitting the children who were involved. As further developed in the discussion, these lessons were shaped to give the students a sense of engagement and empowerment in their own learning process. These results are strictly non-quantifiable and are based more on the students’ experience gained from our lessons.

III. Final Product

Our most tangible result is undoubtedly the educational children’s book. This product showcases a variety of our goals and effectively addresses one of our main questions; how to teach English in a sustainable and empowering way? From our experience creating the book and working with the jardines, we feel that the reaction to our book has been very positive. It feels as though there is a genuine excitement from participants about having the children’s art incorporated into a product that will be used for their own, and perhaps, future linguistic education. Thus we feel that our project design can at least be seen as a step in the right direction of combining education and empowerment. Additionally, the resulting book can be used without additional technology and copies will be made accessible to the Madres Maestras community at large. These aspects combined help to make the product self-sufficient, user-friendly and independent of context and thus result in a more sustainable product.
The sections of the final book each incorporate a specific educational aspect regarding linguistic ability and often tie into a broader awareness of the self and its surroundings. An explanation of each section and the resulting educational message will follow:

*Introduction to project*

The first page of our book outlines the general orientation and focus of our project. We explicitly state our reasons for being in the community, affiliation with Madres Maestras and goals of our internship. In the introduction section we emphasize the importance of making our project sustainable, participatory and empowering. We feel it is important for readers to understand why we chose to create an educational children’s book by incorporating students’ art and how we hope this tool can be used. The section has been fully translated into English and Spanish to ensure that both parties can understand the concept of our project.

*Acknowledgments*

The second section of our book is dedicated to thanking the appropriate individuals and organizations for their participation, dedication and support throughout our internship in a variety of ways. Specifically, we thanked members of OMMA at the head office, *jardin* organizers and students/ families in both communities. Our thank-you’s continued to encompass the support structures and staff at the Smithsonian. We believe it is important to dedicate a specific section to expressing our thanks because we have been very lucky in the support, flexibility and dedication we have encountered throughout our experience and in keeping
with out participatory and empowering objectives it is important to acknowledge all
the help we have had.

Authors

For the ‘introduction to our authors’ we chose to format the section to
display the names of students who are featured in the book and attended lessons.
The introduction uses artwork made by the students, showing their names and a
drawing of one thing that they enjoy. The featured art was made in the first lessons
and was an activity we used to introduce ourselves and to practice drawing
techniques. This section is very important because we feel it embodies many of our
project goals; students having the power to introduce themselves and
acknowledging them as accomplished co-authors.

Alphabet and Numbers

In our book structure we tried to progress our sections in order of linguistic
complexity as well as making linkages between themes. The sections on the
alphabet and numbers were the first because we felt it was important to review
basic language components that are universal across both languages and to begin
introducing English vocabulary at a fundamental level.

Basic Phrases

Basic phrases focuses on exposing students to some of the most common and
rudimentary conversational aspects in English. Specifically the following themes
were addressed: personal introductions, pleasantries, emotions, manners,
conceptions of time, greetings and farewells. Such information is presented in
visually stimulating ways using speech bubbles, cartoons and visual depictions of expressions and time. We tried to integrate the themes into an organic flow and use a variety of illustrations to capture students’ interests.

**Colours/ Shapes**

This section is designed with the idea that we could express colours and shapes in the form of a dream. All children dream in every language. We wanted to make that link and express how colours and shapes can be fundamental parts of those fantasies. On the first page we used a collage in the hopes of integrating the surreal feeling of being in a dream. The second page provides a more structured layout, which gives an example of each shape with the English and Spanish names. Names of colours are given in English and Spanish and they are written in their corresponding text colour to further enforce the lesson.

**Body Parts**

When designing the body parts page we thought it would be interesting to make the connection between the growth and parts of a human and those of a tree. This was done to show the similarities between all living things and to promote care for the plants and trees that surround us. Furthermore, this section features a large part of the children’s art and uses their drawings as diagrams for indicating parts of the head, hands and body.

**Environment**

In keeping the theme of care for natural elements, introduced in the previous sections, we felt it was an organic transition to then speak about the environment. In
this section we used a two-page illustrated spread that shows various elements in nature and their interconnectivity. We also used the text to bring the idea of care for yourself, as introduced in *body parts*, to encompass care for the environment around you.

**Food/Nutrition**

For this section we tried to show how the environment was connected to the food that we eat, and how we need that food to keep us alive, healthy and happy. We primarily used the artwork made by students in our nutrition lessons. We noted that there was a large emphasis in the class discussion on fruit, thus the visual orientation of the page is mainly centered on said theme.

**Weather and Parts of the day**

In our weather section we focus on creating an enthralling page that shows the gradient of climate in a very general sense. The page provides vocabulary to accompany a visual representation of each type of weather. Following, we included a page that encompasses the cyclical nature in a day and uses personification of the sun, moon and stars to help young readers connect more fully with the text.

**Animals**

Following the theme of care on different scales, the animal section provides text that promotes care and respect for animals. Vocabulary is also given on a wide range of animals and illustrations created by students are used for visual examples. This page is an excellent example of an incorporation of both art from students and our own illustrations.
Family and Community

In this section we hoped to emphasize empowerment and individual uniqueness by outlining the importance of all members of the family and the role that families play in their communities. We felt it was particularly important to include drawings done by some of the children to showcase their conceptions of family. We wanted to restrict the use of our own drawings so as not to assert an ideal model of a family and to leave space for personal experience of readers.

Galaxy

The section on the galaxy acts as our large-scale view of how an individual can have an impact on their world. Our vocabulary uses both pages to educate on the different structures and objects within space. This section was placed in the final part of the book because we feel that it builds off of the various scales that have been created previously, from personal level to community, environmental and now to global scales. We think this makes a nice comparison with sustainable living in various ways and sustainably education.

Photos from lessons

The final section includes photos showing a glimpse into our classroom experience and the children we worked with. Informed consent was given for the use of all photos.
Discussion and Conclusion

In this section, we will discuss the larger value of our approach to participatory learning through art and songs, as well as our focus on community involvement and environmental sensibility. We will now address the question second question raising at the beginning of this report: how can English be taught in an empowering and sustainable way? Drawing on literature, we used our internship as a case study experimenting with methods of teaching that would allow students to feel a sense of engagement and power throughout their learning process. We will be critically thinking about the implications of this case study through an examination of our methods in relationship to existing literature on the topics.

We will begin by reviewing our teaching methods while keeping the Panamanian educational historical and contemporary context in mind in relation to the English language. We will then reflect upon the consequences of our methodological decisions. In a third section, we will expand on our goals of keeping both community involvement and environmental sensibility as shaping factors in both our lessons and our final product. The implications of these elements will be reviewed in a final section, in which we will conclude through a review of our internship within its bigger context. We will explore in which ways such a project, through its radical approach to education, can have implications on a variety of scales.
I. Orienting our English Classes

When we first met with Madres Maestras and discussed the content of our internship, we found ourselves left with the challenge of which approach we should take to teach English. During our first visits to the jardines, we sensed the widely accepted idea from parents that fluency in the language will open more doors to economic and social success. As developed in our Literature Review, the English language has a historical context in Panama which has shaped the meaning of teaching it to new generations, and the power that it holds in society. With this in mind, we wanted to prioritize offering the children the opportunity to participate in their learning experience, as well as give them a product that would allow them to keep practicing the language and environmental mindfulness beyond our four month stay in Panama. This context and goals were the building blocks of our final product, as well as the way that we structured our teaching days.

II. Participatory learning & empowerment through singing and art

One of the main focuses for our project was to give children an active role in their learning process, and to move away from a didactic top down style of teaching. Our days were composed of short and animated activities, in order to keep the learners engaged. Through circle time in singing exercises, we hope that children were able to feel included in the learning process in a non-intimidating way. The casual learning environment formed through singing activities facilitate the process of “going public” in a new language (Machado 2007). The group spirit that
accompanies singing also helps in the enjoyment of the activity, in which each individual can participate without feeling exposed.

Additionally, music supports English language learners in literacy development, as songs develop automaticity and vocalization without pauses (Paquette, Kelli & Rieg 2008). The rhythmic and fun nature of singing engages students in pronouncing sentences in a more effortless way than regular speech. Adding physical gestures to the songs also helps the children memorize vocabulary, through repetition of both words and movement. The recurrence of vocabulary extends comprehension and comfort in the language being learned, which supports the building of feelings of self-worth (Machado 2007). As children became more familiar with the songs, they grew in confidence in their ability to repeat the sentences without our guidance.

After singing, we would often pursue lessons through either games or drawing activities that included the teaching of new vocabulary. The visual section of our work days had many goals that were interconnected. First, it was exciting for the children to know that they were participating in the creation of a book. Many of the learners who were usually distracted or loud would start focusing during drawing time, with the objective of the final product in mind. Secondly, using art as a means of teaching English vocabulary made the process of learning fun and motivating. Giving children the possibility to learn words in an active way, rather than having them listen to a class, helped them feel engaged and powerful in the learning process. They had the potential to shape the development of the lessons. The individual care that we were able to bring through these drawing and painting
sessions allowed for different types of learners to get one-on-one attention. These exercises therefore created a motivating atmosphere in which, many times, the children felt excited and empowered at the idea of making art that was important for a bigger project.

Using drawings also created connections between the English vocabulary we were teaching and images, which facilitated the memorization process. While some students might be better at learning English vocabulary through songs, others with a more visual memory were given the chance to retain information by using images. When students produce visual representations, they construct messages and meanings that could not be expressed through other forms of communication (Goldhawk 1998). Moreover, practicing drawing can help in the development of skills that go beyond only art (Taylor & Bacharach 1981). As children put effort into creating an image, the way that they perceive the world is affected: they learn to observe, organize, and interpret their experiences (Goldhawk 1998). Our painting and drawing sessions were theme oriented, making each art period a world of its own, in which vocabulary as well as relevant environmental or community aspects were discussed.

**III. Making a sustainable learning tool through community participation and environmental sensibility**

Although mothers mostly did not participate in everyday lessons, their help in pointing out which themes they would like us to teach, as well as the support they maintained for the classes by accompanying their children to the lessons, showed
the strength of the community that revolves around the *Jardines*. One mother’s gift of a meal generously demonstrated this sense of community involvement and exchange that takes place in these centers. Yiya and Luzmila are both volunteers, who themselves are mothers, and run the *jardines* in order to allow the community to be involved in their children’s well being and growth. Madres Maestras created these spaces with an emphasis on the importance of reinforcing the educational capacities for “organizing, reuniting, preparation and decision-making” of mothers and wider communities (OMMA, 2014). Parents were always welcome in our classrooms if they desired, and sometimes participated in singing activities during the first days. Throughout our lessons, we emphasized the importance of respect towards community and family for both learning and growing that we believe is an important value for all contexts.

This facet was complemented by our focus on environmental care and education. Schools play a primary role in the formation of positive attitudes towards the environment in young children, as lack of education is the largest obstacle that keeps people from being ecologically aware (Barraza & Walford 2002). Young children are at a critical phase of their ability to learn about environmental awareness (Wilson, 1996). Children’s familiarity and understanding of how to be good to their surroundings is related to their exposure on the subject, which is affected by cultural differences. Environmental education for preschoolers is relatively scarce and the programs that do exist often serve primarily middle and upper middle class families. This tendency is unfortunate, since low-income minority neighborhoods are often the ones most affected by air and noise pollution,
as well as congestion and solid waste (Barraza & Walford 2002). Although our primary goal was to teach English, we prioritized the maintenance of a relationship between the themes and environmental sensibility. As with the limited amount of time we were able to dedicate for English classes, the space to truly go in depth regarding environmental care was also limited. Nonetheless, we included the topic as a shaping aspect of our book with small nuances throughout the themes. Having drawings and paintings in the book can promote the children’s ability to understand the meanings expressed through visual messages, which in itself is a skill relevant and important for science education, which aids in understanding environmental concepts. (Christidou, Hatzinikita & Dimitriou 2009). Our final product is meant to serve as a sustainable learning tool for English, through the themes of community care and environmental awareness.

**IV. Broader Implications**

Drawing on our experiences throughout our internship, the reasons for our methodological choices and our research into the context and importance of English education in Panama we feel it is important to extend the knowledge gained from our work into a broader scope. In light of living in a world that is developing and growing in a huge way the power of education can be realized at community level through small participatory projects. We do not want to claim that our project fulfills some grandiose developmental goal but we do believe that our experience sheds light on the importance that community driven projects can have. Such types of small scale sustainable, community based and participatory initiatives can
hopefully be one step in the direction of creating a less aggressive relationship to
the historically charged language and promote a Panamanian driven teleology.

With education as a base for so many vital aspects of larger society
and development it seems that students and communities should be at the center of
decisions regarding the design and implementation of their education. A bottom up
approach to learning and teaching could lead to larger implications of fostering
internally driven progression, which coincides with a contemporary global shift in
growth mentality. We found that issues and methods in our project branch into
larger questions and challenges faces on both national and global scales.

The parallels that we see between different scales of growth, as
described above, can also be seen through a lens of care and awareness. In our
children’s book we walk through the importance of care being given to the
individual, how the individual depends on the food, animals and plants around them
and thus how it is important to take responsibility for the environment. Bringing
awareness outside of the individual can extend networks of care.

This is a tactic that we attempted to incorporate into our methods as we
beleive it helps cut across all methodological fields and effectively connects
everything from education programs to policy making to agricultural practices. We
believe that our title attempts to encapsulate a similar idea. “You are made of stars”;
you are both dependent on, part of, important to and even made up of the
environment that surround you. We are trying to project that message that you have
a piece of the bigger world inside you and your reach extends far beyond just
yourself or even your surroundings. We would like our project to embody the idea
that power of a person comes from the little things inside them, the importance of project comes from the incorporation of quiet voices and the positive growth made to any environment come from small decisions taking root.
References


Wilson, R. A. Starting Early: Environmental Education during the Early Childhood Years. ERIC Digest, (1996) ED402147.
Appendix A: Graph

Survey results: Why is it important to learn English?

- Better job opportunities: 33%
- Increasing prevalence in Panama: 25%
- Generally helpful in future: 17%
- Global language: 25%
Appendix B: TPSC Ethics Certificate

Certificate of Completion

This document certifies that

Kai Kafriessen

has completed the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: CORE)

Date of Issue: 31 December, 2013

Certificate of Completion

This document certifies that

Jehane Yazami

has completed the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2: CORE)

Date of Issue: 20 December, 2013

Appendix C: Final Product (Book)
You are Made of Stars

Eres Hecho de las Estrellas

Kai Kafriessen & Jehane Yazami
A book made with children, for children

Un libro hecho con los niños, para los niños
Hello! We are Kai and Juanita, two university students from Canada. We came to Panamá to study and work with the local organization, Madres Maestras, a community based initiative that believes that “toda madre es maestra” (every mother is a teacher). We were assigned two Jardines (youth community centers) to work in and teach children English through visual arts and singing. We decided that the best way to do this was to collaborate with the students and use their art to create a book that could help them, as well as other children, to learn English in a sustainable way. To us, creating sustainable learning tools also means sharing knowledge and care for our environment and community. With this emphasis on care we hope to create structures for learning that foster future awareness about self-worth and sustainability. We are very grateful for this amazing opportunity, which has truly been a shared learning experience for both the children and ourselves. We strongly support the organization’s motto that ‘all mothers are teachers’, and from our experience we believe that all children have the capacity to be teachers too. We hope that this book can be an expression of that power. Working from a bottom up approach to education, the creation of this book is truly a testament to children and their infinite ability to be students, creators and teachers.

Hola! Somos Kai y Juanita, dos estudiantes universitarios de Canadá. Hemos venido a Panamá para estudiar y trabajar con la organización local, Madres Maestras, una iniciativa basada en la comunidad que cree que “Toda madre es maestra.” Nos asignaron dos Jardines en donde trabajar y enseñar a los niños inglés a través de las artes visuales y el canto. Decidimos que la mejor forma de hacerlo era aprender con los estudiantes y utilizar su arte para crear un libro que les podría ayudar; así como los demás niños, para aprender inglés de una manera sostenible. Para nosotros, la creación de herramientas de aprendizaje sostenible significa también el intercambio de conocimientos y el cuidado de nuestro medio ambiente y la comunidad. Con este énfasis en el cuidado esperamos crear estructuras de aprendizaje que fomentan en el futuro la conciencia sobre la autoestima y la sostenibilidad. Estamos muy agradecidos por esta oportunidad increíble, que ha sido realmente una experiencia de aprendizaje compartido, tanto para los niños y nosotros mismos. Apoyamos firmemente el lema de la organización que “toda madre es maestra,” y desde nuestra experiencia creemos que todos los niños pueden ser maestros también. Esperamos que este libro puede ser una expresión de esa capacidad. Trabajando a partir de un enfoque de abajo hacia arriba a la educación, la creación de este libro es un verdadero testimonio de los niños y su capacidad infinita para ser estudiantes, creadores y maestros.
We would like to extend a heartfelt thank you to the organization Madres Maestras, and specifically the caring and engaged Flora Eugenia, Ziomara Navas y Chanita for offering us this amazing opportunity.

It would not have been possible to make this book without the generous support, time, patience and uplifting humor of the lovely Yiya. Seeing her investment in the Jardín and her beautiful relationship to the children has truly been inspiring to us. Although we could not work extensively with Luzmila, we are grateful for her warm welcome and deep dedication to the community.

We would like to give a big thank you to all of the students in both Jardines. Their enthusiasm and dynamism will stay in our hearts for years to come. Also, we would like to express our appreciation to all the mothers and the general community for their hospitality and support throughout this experience.

Finally, our deep appreciation goes to Catherine Potvin, Ana Spalding and the STRI community for the opportunity that this program represents. Lastly, a huge thank you to Victor Frankel for his insight, investment and encouragement throughout our time in Panama.

Nos gustaría dar las gracias a la organización Madres Maestras, y específicamente el cuidado y comprometida Fauna Eugenia, Ziomara Navas y Chanita por ofrecernos esta increíble oportunidad.

No hubiera sido posible realizar este libro sin el generoso apoyo, tiempo, paciencia y humor edificante de la encantadora Yiya. Su inversión en el Jardín y su hermosa relación con los niños ha sido verdaderamente una verdadera inspiración para nosotros. Aunque no hemos podido trabajar extensivamente con Luzmila, estamos muy agradecidas por su cálida bienvenida y profunda dedicación a la comunidad.

Nos gustaría extender un sincero agradecimiento a todos los estudiantes en ambos Jardines. Su entusiasmo y dinamismo se quedará en nuestros corazones para siempre. Además, nos gustaría dar un profundo agradecimiento a todas las madres y la comunidad en general por su hospitalidad y apoyo a lo largo de esta experiencia.

Por último, nuestro profundo agradecimiento a Catherine Potvin, Ana Spalding y la comunidad de STRI por la oportunidad que este programa representa. Por último, un gran agradecimiento a Victor Frankel por su comprensión y apoyo a lo largo de nuestro tiempo en Panamá.
Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll
Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz
1: one (uan) uno
2: two (tuh) dos
3: three (tri) thres
4: two (for) quatro
5: five (faiv) cinco
6: six (siqs) seis
7: seven (sefen) siete
8: eight (eith) ocho
9: nine (nain) nueve
10: ten (ten) diez
Hello!
¡Hola!

What time is it?
¿Qué hora es?

It is 4.30.
Son las 4.30.

Yesterday (ayer)
Today (hoy)
Tomorrow (mañana)

Greetings (Los saludos)
- Hello (hola)
- Good morning (buenos días)
- Good afternoon (buenas tardes)
- Good night (buenas noches)

Farewells (despedidas)
- Goodbye (adiós)
- Bye (ciao)
- See you later (hasta luego)
How are you?

¿Cómo estás?

I am ... 

Yo estoy ...

Thank you | You're Welcome | Please | Sorry  
Gracias   | Con mucho gusto | Por favor | Lo Siento
What did you see in your dreams last night?
Everything that we see has different colours and shapes.

¿Qué viste en tus sueños esta noche?
Todo lo que vemos tiene diferentes colores y formas.
RED - ROJO
GREEN - VERDE
BLUE - AZUL
YELLOW - AMARILLO

PURPLE - MORADO
ORANGE - NARANJA
BLACK - NEGRO
WHITE - BLANCO

Diamond
El diamante

Hexagon
El hexágono

Rectangle
El rectángulo

Circle
El círculo

Square
El cuadrado
Your body is made of many, many different parts all working together. Your legs and feet take you where you need to go. Your eyes help you see. Your hands can write and make beautiful drawings. There are different kinds of bodies, they come in all shapes, sizes and colours but they are all special. It is important to respect your body and everyone else's body too.

---

Tu cuerpo está hecho de muchas muchas partes diferentes, que trabajan todos juntos. Las piernas y los pies te llevan a donde necesitas ir. Sus ojos te ayudan a ver. Tus manos pueden escribir y hacer hermosos dibujos. Hay diferentes tipos de cuerpos, vienen en todas las formas, tamaños y colores, pero todos son especiales y todos son bellos. Es importante respetar tu cuerpo y el cuerpo de todos los demás también!
Our environment is all around us! The environment includes the mountains, the rivers, the trees, the flowers, and even the air we all breathe. You can help keep the environment clean and happy by cleaning up all your mess. Leaving trash on the ground hurts the animals and the plants and hurts us if we breath it.

The environment takes care of us so we need to take care of our environment.

Nuestro medio ambiente está por todas partes! El ambiente incluye las montañas, los ríos, los árboles, las flores, e incluso el aire que todos respiramos. Tu puedes ayudar a mantener el medio ambiente limpio y feliz con la limpieza de tu alrededor. Dejando de basura en el suelo le hace daño a los animales y a las plantas. La quema de basura duele el aire y nos duele si lo respiramos. El medio ambiente nos cuida y por eso también tenemos que cuidarlo a nuestro medio ambiente.
It is important to care for the environment because the food we eat and the water we drink comes from our environment. Food and water is very important for your health and well-being!

Es importante cuidar el medio ambiente por que los alimentos que comemos y el agua que bebemos vienen de nuestro medio ambiente. La comida y el agua es muy importante para tu salud y bienestar!

It is important to eat vegetables and fruits every day. They help us do physical activities and avoid getting sick.

Food also changes the way you feel! Eating healthy ingredients can make you feel strong and full of energy.

Es importante comer verduras y frutas todos los días. Ellos nos ayudan a hacer actividades físicas y evitar enfermedades. La comida también cambia la forma de sentir!

Comer ingredientes saludables puede hacer que te sientas fuerte y lleno de energía...

It is nice to share food with people that you love, and to be grateful for your meal.

Do not waste your food! Eat everything on your plate, or save it for later. You can also give it to your animals.

Remember to say “thank you” for your food!

Es bueno compartir la comida con la gente que amas, y de estar agradecidos por la comida.

No tires tu comida a la basura! Come todo en tu plato, o guardarlo para más tarde. También puedes darselo a los animales. Recuerda dar las “gracias” por tu comida! puedes darselo a los animales.

¡Recuerda dar las “gracias” por tu comida!

<table>
<thead>
<tr>
<th>Pineapple- la piña</th>
<th>Lemon- el limón</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes- las uvas</td>
<td>Coconut- el coco</td>
</tr>
<tr>
<td>Papaya- la papaya</td>
<td>Mango- el mango</td>
</tr>
<tr>
<td>Pear- la pera</td>
<td>Meat- el carne</td>
</tr>
<tr>
<td>Apple- la manzana</td>
<td>Chicken- el pollo</td>
</tr>
<tr>
<td>Tomato- el tomate</td>
<td>Vegetables- las verduras</td>
</tr>
<tr>
<td>Strawberry- la fresa</td>
<td>Fruit- las frutas</td>
</tr>
<tr>
<td>Banana- el guineo</td>
<td>Rice- el arroz</td>
</tr>
</tbody>
</table>
There are many different types of weather in our world. There is very strong rain. There is bright yellow sunshine. There are windy days and snowy nights. Sometimes there can be all types of weather in just one day!

Hay muchos diferentes tipos de clima en nuestro mundo. A veces hay mucha lluvia. A veces hay mucho sol amarillo y brillante. También hay días con mucho viento y noches cuando cae la nieve! Hay días ventosos y noches nevadas. A veces puede haber todo tipo de clima en un solo día!
In the **afternoon** the sun is high up in the sky and smiles down on you

...at **night** the moon and stars come out to play

In the **morning** the sun wakes up and peaks its head over the mountains

...the sun sinks back to bed...

Por la **mañana** sale el sol y se ve sobre la montaña

por la **tarde** el sol está alto en el cielo

...y luego el sol se va a dormir...

la **noche** la luna y las estrellas salen a jugar
There are sooo many animals in the world and you are an animal too! Animals need to be loved, so take care of the animals that you meet. Animals deserve respect just like humans do! Animals get thirsty and need water. Animals get hungry and want goooooood food.

They get tired and they need a nice place to sleep.

Animals love music so you can sing songs to them!

You can make friends with your animals by being nice to them.

Isn’t it great to live in a world full of friends?

Hay muchos animales en el mundo y nosotros somos animales también!
Los animales necesitan ser amados, así que tienes que respetar los animales que te encuentras. Animales merecen respeto al igual que lo merecen los humanos! Los animales a veces tienen sed y necesitan agua. Los animales a veces tienen hambre, y quieren necesitan comer. Se cansan y necesitan un buen lugar para dormir. A los animales les encanta la música y puedes cantar con ellos!

Tu puedes hacer amigos con los animales si eres amable con ellos.

Es lindo vivir en un mundo lleno de amigos!
Vocabulary:
- fish: pescado
- whale: ballena
- dolphin: delfín
- starfish: estrella de mar
- shark: tiburón
- beach: playa
- sand: arena
- boat: barco
- wave: ola
- frog: rana
Shelley.

Clarke.
bird/ pájaro

Vladimir

Monkey/ mono

Derek

Horse/ caballo

Luis

cow/ vaca

Lion/ león
butterfly/ mariposa
snake/ serpiente
dog/ perro

Harold

Rodney

Carlos Andrez

Josue

cat/ gato
chicken/ pollo
Let's think about our families. You are a very special member of your family! There are lots of different types of families, there are lots of different kinds of kids and lots of different kinds of parents. A family is about working together and helping each other. Be kind to every person in your family. Every member is important, so give them care even when times are hard. It is always nice to remember to say “thank you” and “I love you”.
Vamos a pensar en nuestras familias. Tú es un miembro muy especial de tu familia! Hay un montón de diferentes tipos de familias, hay un montón de diferentes tipos de niños y un montón de diferentes tipos de padres. Una familia debe trabajar juntos y ayudarse unos a otros. Sea amable con todas las personas de su familia. Cada miembro es importante, y es importante para cuidar de ellos cuando los tiempos son difíciles. Siempre es bueno recordar a decir "gracias" y "Te quiero".
You are made of stars! So thank the stars that you are here! I thank the stars that you are here too!

Your house
is only a small part of your town. Your town
is only a small part of your country. Your country is only a small
part of the earth. The earth is only a small part of the universe.
Be good to your town, and you will be good to the whole universe!
Eres hecho de las estrellas! Así que dale las gracias a las estrellas que estás aquí! Doy las gracias a las estrellas que tu estás aquí también!

SOL
LUNA
ESTRELLAS
ESTRELLA FUGAZ
TIERRA
GALAXIA
AIRE
SUEÑO
MAGIA

Tu casa es sólo una pequeña parte de tu ciudad. Su ciudad es sólo una pequeña parte de su país. Tu país es sólo una pequeña parte de el planeta Tierra. La Tierra es sólo una pequeña parte del universo. Sea bueno con tu pueblo, y así serás bueno para todo el universo!
THANK YOU ALL! ¡GRACIAS A TODOS!