

## AROUND THE WORLD

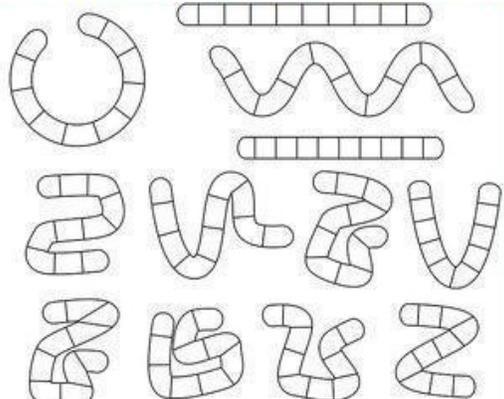
### Around the World in 10 Days: Ages 4 to 7 (Level 1)

<b>Description:</b>	Learners will apply their geography knowledge about countries of the world and design their own board game.
<b>Leading Question</b>	How fast can you race your opponents around the world?
<b>Age group:</b>	4 - 7 year olds
<b>Subjects:</b>	Social Sciences, Art, Design and Creativity
<b>Total time required:</b>	3.5 hours to develop (can be divided, as preferred) and 30 minutes to play and revise
<b>Self-guided / Supervised activity:</b>	High support by parents / guardians
<b>Resources required:</b>	Reference material (books or parental knowledge), Paper, Pencils, Cardboard, Scissors and Colors Preferred: An existing board game for reference

Day	Time	Activity and Description
1	15 minutes	Ask the learner to recount their favorite game (board game or physical game) and discuss what they love about the game. Learners should describe the: i) objective of the game, ii) rules of the game. They will recognize this as an opportunity to design their own game
	15 minutes	Learners will think about the basis and steps for developing the game as listed below.  The basis of the game is that:  <b><i>Due to a storm, players have to leave their home and travel around the world and come back, as fast as they can.</i></b>  The steps that the learners will follow in developing this game include:

	<p>30 minutes</p>	<ul style="list-style-type: none"> <li>• Learners will make a spinner which determine the category they ask questions for</li> <li>• Learners will make the board which is a map of their home / country / world</li> <li>• Learners will make question and answer cards for each of the categories</li> <li>• Learners will design icons for each of the players</li> <li>• Learners will think of the name and write the rule sheet of the game</li> </ul> <p>Learners will need to be guided through the process of thinking about the various elements of the game.</p> <p><b>Learners will design the spinning wheel for the game</b></p> <p>Input: A spinning wheel is a circle and looks a little like a clock. Like the hands of a clock, we have to design a hand or arrow that we can spin and will land on one choice</p> <ul style="list-style-type: none"> <li>- Learners can use any round object, e.g. a basin or saucepan, to trace out a large circle</li> <li>- They will then make 4 sections to the circle by drawing two lines that go from one border to the other one and pass through the center (“perpendicular diameters”).</li> <li>- They will color each of the 4 sections with a different color (e.g., yellow, green, red, and blue, or any other colors of their own choice)</li> </ul>  <ul style="list-style-type: none"> <li>- Learners will now create the spinning arrow – which could be a paper clip that is inserted in a paper pin that is inserted into the center of the circle as below</li> </ul>
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	10 minutes	<div data-bbox="634 275 1167 800" data-label="Image"> </div> <ul style="list-style-type: none"> <li>- Alternatively, the learners can cut out an arrow on cardboard or thick paper (like the one in the image below) and then insert this into the center of the circle using an opened paperclip or paper pin or a small nail such as below</li> </ul> <div data-bbox="542 926 1260 1278" data-label="Image"> </div> <ul style="list-style-type: none"> <li>- Learners can then present the cardboards and arrows they have developed so far to their parents/guardians/family members and receive feedback and suggestions on how to improve them. Learners make edits to the cardboards and arrows based on the feedback provided.</li> </ul>
2	10 minutes	<ul style="list-style-type: none"> <li>- Learners will take a look at the map and choose 3 continents that they would like to “visit” during the game (List of continents: North America, Central and South America, Europe, Africa, Asia, Oceania).</li> </ul>

		 <p>-Learners will then choose four categories of questions about the continents based on their prior knowledge. Examples can include: Animals, Countries, Geography (Mountains, rivers, coast), Languages, Famous people, Food, etc.</p> <p><i>TIP: Learners should chose the categories based on what they are familiar with, curious about learning more about and can easily seek information about</i></p> <p>5 minutes Learners will now label their spinning wheel with the relevant categories e.g. Yellow is Animals, Red is Country Names, Blue is People, and Green is Mountains.</p> <p>30 minutes Learners will develop the board with 10 spaces designed in any shape (please use the image below for reference)</p> <p><i>TIP: Learners can think of the shape or letter that they want to design the board as e.g. Z or U or W etc.</i></p> 
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	15 minutes	<ul style="list-style-type: none"> <li>- Learners will draw out the board on a large piece of paper then an adult will cut it up into the desired shape. The board must have 10 spaces labeled 1-10. The first space in the board will be the starting spot and the last spot will be the finish</li> <li>- Learners will label space 1 as “START” and space 10 as “FINISH”</li> <li>- Learners will then label all the remaining spaces 2 – 9</li> <li>- Learners will think about the name for their board game and write this on the board</li> <li>- Learners can then present the boards they have developed so far to their parents/guardians/family members and receive feedback and suggestions on how to improve them. Learners make edits to the boards using the feedback provided.</li> </ul>
3	30 minutes	<p>Learners will now design 12 question-answer cards, 3 for each of the 4 categories with the question on one side and answer on the other.</p> <ul style="list-style-type: none"> <li>- Each category will have 3 questions and answers and therefore 3 cards (3*4=12)</li> <li>- Learners will color the 3 cards of the category in the color of the category e.g. Yellow for Animal cards and Red for Country cards etc.</li> <li>- On one side of the card learners will ask parents to write Question No 1 (or 2 and 3 depending on the card they are on). Younger learners can just write Q1, Q2 and Q3 on the top side</li> <li>- Learners will be oriented by parents/educators to think of 3 questions for each of the categories. Examples include: <ul style="list-style-type: none"> <li>• Country category: Which country has the most people or largest population? Which is the largest country on the continent? Which country has the lowest temperatures? How many countries are there?</li> <li>• Geography Category: What’s the highest mountain on the continent? What’s the most important river? What’s the largest desert? What are common animals?</li> <li>• Way of Life Category: What’s the language spoken by the largest amount of people in the continent? What are three common</li> </ul> </li> </ul>

	30 minutes	<p>dishes? What ingredients are common in the food? What religions do people practice?</p> <ul style="list-style-type: none"> <li>• Fun Facts Category: What were the ancient civilizations?, etc.</li> </ul> <p>- With support from parents/educators, learners can seek out the answers to some of the questions on Appendix #1. For the answers, they can also use any reference material available at home or input from family members. Parents can write the questions and the answers on the following sheet:</p> <table border="1" data-bbox="402 590 1399 1476"> <thead> <tr> <th>Category</th> <th>Question #</th> <th>Question</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="background-color: #76b82a;"></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td rowspan="3" style="background-color: #f1c40f;"></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td rowspan="3" style="background-color: #e74c3c;"></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td rowspan="3" style="background-color: #3498db;"></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> <p>With the help of the adult they will then write one question on each of the cards based on the category</p> <p>On the opposite side of the card, learners with the help of the adult write or draw the answer for that question</p>	Category	Question #	Question	Answer		1			2			3				1			2			3				1			2			3				1			2			3		
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	15 minutes	<p>2. Ask learners what players need to get ready to play the game, how do they organize the board, where they should put it, etc. Write down their answers.</p> <p>3. Ask learners what happens when they spin the wheel? Write down their answers.</p> <p>4. Ask learners how they move through the board? Write down their answers.</p> <p>5. Ask learners what will happen in case someone does not answer correctly? Write down their answers.</p> <p>Here's one example of a rules Sheet:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Objective / Goal: To reach the finish line first</p> <p>Set up: Open the board, place each of the category cards with the question side facing the top, choose an icon and place the spinner on a firm surface. Begin the game</p> <p>Steps:</p> <ul style="list-style-type: none"> <li>- All players will spin the wheel and depending on the color they get, they will have to draw a question card and answer it – they can then check their answer and if they answer correctly can then move up one space on the board towards the finish line.</li> <li>- If they do not answer it correctly, they do not move</li> <li>- If they have finished all the questions in a particular color correctly the players will keep spinning</li> <li>- Once a question has been asked and answered correctly it will be discarded for the other players to pick up the other question cards</li> <li>- Whoever reaches the finish first, wins the game</li> </ul> </div> <p>Learners will design a feedback sheet on the game for players. This can be 1 to 3 questions including:</p> <ul style="list-style-type: none"> <li>- Was the game fun?</li> <li>- Were the rules easy to understand?</li> <li>- Did you learn something by playing the game?</li> </ul> <p>(Responses can be: Not really 😐 / Yes 😊 / Loved it: D)</p> <p>Parents can write the questions and learners can draw the emoji's.</p>
5	20 minutes  10 minutes	<p>The family will play the game together.</p> <p>Learners will then gather feedback on the game and how it can be improved from the family members</p> <p>Walk the Week: learners reflect on the experience of developing the game and playing it using the routine below:</p>

10 minutes	<ul style="list-style-type: none"> <li>About the continents that were used in the game, I used to think _____ (add what you thought before we start this project). Now, I think _____ (add what you think now after completing the project)</li> </ul>
Assessment Criteria:	<ul style="list-style-type: none"> <li>Quality of questions</li> <li>Understanding of the rules</li> <li>The game is attractive and fun to play</li> </ul>

Topics/concepts covered	<ul style="list-style-type: none"> <li>Continents</li> <li>2D Shapes</li> <li>Board games</li> <li>Creativity</li> <li>Geography</li> <li>Critical thinking</li> </ul>
Learning outcomes:	<ul style="list-style-type: none"> <li>Identify different continents and specific facts about them.</li> <li>Categorize facts about the continents</li> <li>Follow the steps to create a board game</li> <li>Design a survey for gathering feedback</li> <li>Learn how to design and create a spinner and other shapes through game design</li> <li>Critical thinking and creativity</li> </ul>
Required previous learning:	<ul style="list-style-type: none"> <li>None</li> </ul>
Inspiration:	None
Additional enrichment activities:	Learners can add more questions and categories once they have mastered this game. They can also add "difficult cards" if they answer these more difficult questions they can move up two places on the board.
Modifications for simplification:	Learners can omit the categorization of questions and just have 10 – 12 question-answer cards. The spinner can have numbers and they can move up to that number if they are able to answer any question card

## APPENDIX 1

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### Facts about Asia

Size: 44,579,000 sq. km

No. of countries: 48

Population: 4,436,224,000

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- Asia is the world's largest continent of the seven continents in size and population
  - Asia covers one-third of earth's surface
  - It has 30 percent of world land area and 60 percent of population
  - It contains the world's largest country, Russia, and the world's two most populous countries, China and India
  - Asia houses the highest point on earth - the summit of Mount Everest, which is 29,028 ft. (8,848 m) tall
  - The Great Wall of China is the only man made structure that can be seen from space
  - Asia saw the birth of two great ancient civilisations - Harappan civilisation and Chinese civilisation
  - The religions of Hinduism, Islam, Buddhism, Christianity first began in Asia
  - The major animals found in Asia are -- reticulated pythons, tiger, panda, yaks, Indian rhinoceroses
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### Facts about Africa

Size: 30,221,532 sq km

No. of countries: 54

Population: 1,216,130,000

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- Of the seven continents of the world, Africa is the second largest
  - The continent's terrain was inhabitable and remained unknown for thousands of years, earning it the name of 'Dark Continent'
  - The world's longest river -- the Nile -- and the world's largest desert -- the Sahara -- both are home in Africa
  - The world's hottest place -- Ethiopia -- is in Africa
  - The equator passes through the middle of the Dark Continent and it receives direct sunlight throughout the year
  - As per research evidence, Africa is the place where Homo sapiens originated and then migrated to all the other continents of the world
  - More than 50 per cent of the world's gold and 95 per cent of the world's diamonds come from the mineral rich continent of Africa
  - The world also gets 66 percent of its chocolate from the Dark Continent
  - The major animals in Africa include -- cheetah, African elephant, lion, zebra, Egyptian mongoose, giraffe, addax
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### Facts about Australia

Size: 8,525,989 sq km

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

No. of countries: 3

Population: 39,901,000

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- Australia is the world's smallest continent and is also known as an 'island continent' as it is surrounded by water on all sides
  - The official name of Australia is the Commonwealth of Australia
  - The continent of Australia is often called Sahul, Australinea or Meganesia to differentiate it from the country of Australia
  - Australia lies entirely on the south of the equator and is often called the country "down under"
  - The name Australia comes from the Latin word 'australis' meaning 'southern'
  - Of all the continents in the world, Australia stands at the top of wool production and import. This is because the sheep population in the world's smallest continent is 14 times that of its human population
  - Australia is home to over 500 varieties of eucalyptus trees
  - Two-thirds of Australia is desert land
  - The world's largest coral reef -- the Great Barrier Reef -- is around 2000 kilometres long
  - The unique animals of Australia are -- kangaroo, emu, platypus
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#### **Facts about Antarctica**

Size: 14,000,000 sq km

No. of countries: 0

Population: 1,106

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- Antarctica is not only the coldest place on Earth but also the highest, driest, windiest and emptiest
  - 75 percent of the world's ice and 70 percent of the Earth's freshwater is located in Antarctica
  - It is also called the White Continent or the Frozen Continent
  - Before 1840, Antarctic was called 'Terra Australis Incognita' which meant 'the unknown southern land'
  - Antarctica sees half a year of light and half a year of complete darkness - summer months of December to February give 24 hours of light, while the winter months of late March to late September are pitch dark the whole day
  - Summer temperatures in the Frozen Continent are around -35 degree C in the interior and 2 degree C at the coasts. In the winters, it is -70 degree C in the interior and 2 degree C at the coasts
  - Antarctica saw the coldest natural temperature ever recorded on Earth was -89 degree C
  - Because of this sort of extreme temperature fluctuations, Antarctica is larger in winters by around 14.2 million square kilometers than in summers due to the ice formation around the periphery
  - Nothing can rot in the icy waters of Antarctica
  - There are no time zones on this continent
  - The largest land animal in Antarctica is a 1.3 cm long insect known as Belgica Antarctica
  - The only permanent settlements in Antarctica are the research bases where scientists from different countries come to do their work
  - Penguins are home in Antarctica and Adelie penguins are the most common kind found here
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### Facts about Europe

Size: 10,180,000 sq km

No. of countries: 50

Population: 738,849,000

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- Europe and Asia are parts of the same major landmass -- Europe is separated from Asia by the Ural mountains and the Caspian Sea
  - The highest mountain in this continent is Mt. Elbrus
  - The Balkan ranges, Pyrenees, Apennines, Cantabrian, and the Dinaric Alps are some of the major mountains in Europe
  - Europe is surrounded by water on three sides -- Mediterranean Sea in the south, Atlantic Ocean in the west, and Arctic Ocean in the north
  - The world's smallest country, the Vatican City, is in Europe
  - Some of the major rivers of Europe include Danube, Elbe, Loire, Oder, Dnieper and Don
  - Finland, in Europe, is called the 'Land of Lakes' because melting ice sheets have created a lot of lakes here
  - The longest rail route in the world is the Trans-Siberian Rail Route located in Europe which connects St Petersburg in the west and Vladivostok in the east.
  - Norway, Sweden, Iceland and Denmark together form the Scandinavian countries
  - Yugoslavia, Greece, Romania and Albania are together called the Balkan states
  - Spain and Portugal form Iberia together
  - The Baltic states comprise Lithuania, Latvia and Estonia
  - Great Britain and Ireland form the two main island groups of Europe
  - Ukraine's Steppe region is called the 'Granary of the world' or 'Bread Basket of the world'
  - Moscow is called the 'Port of Five Seas' as through its rivers and canals, it connects to five seas
  - Maize, barley, rice and oilseeds are the major foodcrops of the continent
  - Three-fourth of the world's potatoes grow in Europe
  - The Volga is the longest river in Europe
  - The second longest river of Europe, the Danube, passes through five capital cities of the
  - The major animals of Europe are - hedgehog, roe deer, wild boards, blue tit, the European tree frog
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### Facts about North America

Size: 24,709,000 sq km

No. of countries: 23

Population: 579,024,000

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- North America has five time zones and is the only continent with every type of climate
  - North America was named after the explorer Amerigo Vespucci and is also known as the "New World"
  - Of the seven continents of the world, North America's population density at 22.9 per square kilometre is the highest
  - The largest freshwater lake in the world -- Lake Superior - is located in this continent
  - The world's third longest river - the Mississippi (3778 km) - is located in North America

- When compared with the other continents, North America has the highest average per-person income
  - The average food intake of individuals is the highest on this continent
  - The world's largest economy, the USA, is a part of North America
  - The world's largest producer of maize, wheat and soyabean is North America
  - The world's largest sugar exporter among the seven continents - Cuba - also called the 'sugar bowl of the world' is located in North America
  - The world's smallest owl - the Elf - is found on this continent
  - The moose and the elk, found in North America, are the first and second tallest animals on the continent
  - The other major animals of North America are --brown bears, hummingbirds, bald eagles, brown bears, bullfrogs
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### **Facts about South America**

Size: 17,840,000 sq km

No. of countries: 12

Population: 422,535,000

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- The world's largest river as per water volume and the second longest (6440 km) -- the Amazon -- is in South America
  - This continent houses the world's highest waterfalls -- the Angel Falls
  - The world's largest snake and the second longest -- the green anaconda -- also resides in South America
  - The highest volcanoes of the world -- Mt. Cotopaxi and Mt. Chimborazo -- are found on this continent
  - Brazil, the country which is the largest coffee producer in the world, is in South America
  - The major languages spoken on this continent are Portuguese and Spanish
  - The largest salt lake in the world -- Salar de Uyuni (Uyuni salt flats) -- is in South America
  - The world's highest lake (3800 m) and South America's largest is Lake Titicaca
  - After the Himalayas, the Andes form the second highest mountain range in the world. These young-fold mountains are located in South America. Mt. Aconcagua (7,021 m) is the highest peak in the Andes.
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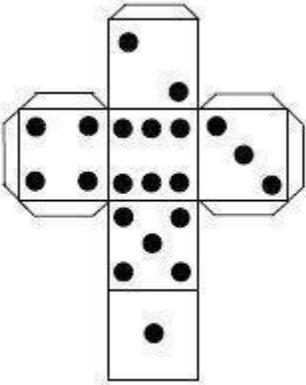
### **Source:**

<https://www.indiatoday.in/education-today/gk-current-affairs/story/7-continents-of-the-world-facts-html-1334565-2018-09-07>

## Around the World in 26 Days: Ages 8 to 10 (Level 2)

<b>Description:</b>	Learners will apply their geography knowledge about countries of the world and design their own board game. In the case that reference materials are not available, instead of countries – learners can work on cities or spaces of relevance in their own country for which family members are able to provide information.
<b>Leading Question</b>	How fast can you race your opponents around the world?
<b>Age group:</b>	8 - 10 year olds
<b>Subjects:</b>	Social Sciences, Art, Design and Creativity
<b>Total time required:</b>	6 hours to develop (can be divided, as preferred) and 1 hour to play and revise
<b>Self-guided / Supervised activity:</b>	Medium support by parents / guardians
<b>Resources required:</b>	Reference material (google / encyclopedia / atlas or parental knowledge), Paper, Pencils, Cardboard, Scissors and Colors  Preferred: An existing board game for reference

Day	Time	Activity and Description
1	15 minutes	Ask the learner to recount their favorite game (board game or physical game) and discuss what they love about the game. Learners should write down the: i) objective of the game, ii) rules of the game. They will recognize this as an opportunity to design their own game
	10 minutes	Learners will consider the context and motivation for the game and become familiar with the steps involved in developing the game. .  The context of the game is that:  <b><i>Due to an environmental disaster, players have to leave their home country and travel around the world and come back with knowledge to fix it as fast as they can</i></b>  The steps to follow to create your board game include: i) Learners will make a dice that they will roll

	<p>20 minutes</p>	<p>ii) Learners will make the board which is a map of the world with the chosen 8 countries</p> <p>iii) Learners will make question cards for each of the chosen countries</p> <p>iv) Learners will design icons for each of the players</p> <p>v) Learners will think of the name and write the rule sheet of the game</p> <p>Parents can help the learners to think about the aspects of game development mentioned above.</p> <p>Learners will design the dice for the game based on their understanding of a cube.</p> <p>Input: A cube is a three-dimensional solid object bounded by six square faces, with three meeting at each vertex. Learners can identify other cubes such as ice-cubes, sugar cubes etc.</p> <p>Learners can cut out the below and fold and stick it together to design the dice.</p> 
<p>2</p>	<p>30 minutes</p>	<p>- Learners will choose 8 countries in the world. Please refer to the attached map to aid the choices.</p> <p><i>TIP: Learners can choose countries that they are familiar with or curious about. In the case that there is no reference material, they can change to choose cities / villages within their country or places within their village)</i></p>

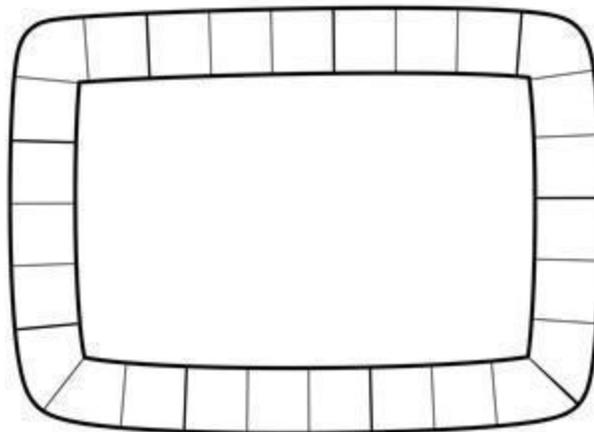


Source: <http://ontheworldmap.com/world-map-1750.jpg>

1 hour

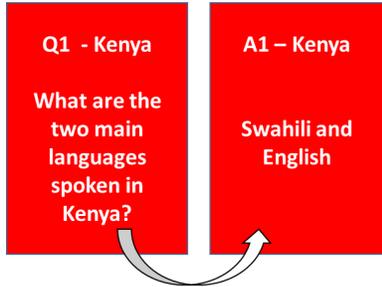
- Learners will develop the board with 26 spaces designed in an oval or rectangular shape (please use the image below for reference)

Numeracy extension: Learners will label the places on the board based on the 3 times table e.g. marking each of the multiples of 3 for one of the place signs (the place is on 3, 6, 9, 12, 15, 18, 21, 24 (place 27 and 1 are the same and the starting / finishing home country))



The first space in the oval will be the home country (starting spot)

Each of the chosen countries will occupy one space with 2 blank spaces in between i.e., Home Country, Blank 1, Blank 2, Country 1, Blank 3, Blank 4, and Country 2 etc.

		<p><i>TIP: Learners can write the name of each country and design each country as the flag of the relevant chosen country or resemble something they associate with the country.</i></p> <p><i>TIP: The places can be geographically placed based on their actual location on a map</i></p> <p><i>TIP: If learners choose to , they can have the blank spaces represent natural features such as oceans or mountains that actually exist between the 2 places etc.</i></p>
3	<p>10 minutes</p> <p>40 minutes</p> <p>40 minutes</p>	<p>- Learners will choose 3 categories for each of the countries/places that they are curious about (e.g. capital city, national language, important monument, natural feature, favorite food, famous song, how to say hello, etc.)</p> <p>Learners will now look up the answers to these questions for their chosen 8 countries/places in an encyclopedia, their social studies textbooks, on google or through interviews with parents and family members.</p> <p><i>TIP: If the resources are unavailable, please change the places to cities or locations in your home country for which family members are able to answer all relevant questions</i></p> <p>Learners will design 3 question - answer cards for each of the places.</p> <p>Learners will have a total of 3 cards * 8 countries = 24 cards. Each card will have the 1) Name of the place, 2) Question Number and 3) Question on one side and on the opposite side of the card will be the: 1) Answer number and 2) The Answer</p> <p>E.g.</p> 

		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #FFD700; padding: 10px; border: 1px solid black; width: 150px;"> <p style="text-align: center; margin: 0;">Q1 – India</p> <p style="text-align: center; margin: 10px 0 0 0;">What is the most important river in India?</p> </div> <div style="background-color: #FFD700; padding: 10px; border: 1px solid black; width: 150px;"> <p style="text-align: center; margin: 0;">A1 – India</p> <p style="text-align: center; margin: 10px 0 0 0;">The Ganges or The Ganga</p> </div> </div> <p style="margin-top: 20px;">Examples of questions can include:</p> <ul style="list-style-type: none"> <li>- What is the national animal of the selected country? (E.g. Panda Bear and Dragon in China)</li> <li>- What is the capital city of the selected country? (E.g. Brasilia for Brazil)</li> <li>- What is the tallest mountain in the selected country called? (e.g. Mount Everest in Nepal)</li> <li>- What is the official language in the selected country? (E.g. Spanish in Argentina)</li> <li>- What is the most common religion practiced in the selected country? (Islam in Pakistan)</li> <li>- Who is the current leader of the selected country? (E.G. Shinzo Abe in Japan)</li> <li>- What colors are in the flag of the selected country? (Blue, White and Red in the USA).</li> </ul> <p style="margin-top: 20px;">Parents/family can help out the children with writing out the cards in case the learners cannot write some of the cards by themselves.</p>
4	45 minutes	<p>-Learners will now design the 3 game icons – these can be different vehicles (rocket, ship, submarine, car etc.) or characters resembling family members (father, mother, my brother etc.) with a little cardboard stand to help the icons stand.</p> <p>Suggestion: Learners can also use existing small toys or objects available in the house as icons.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Learners will think about the name for your board game.</p>

	<p>30 minutes</p>	<p>Learners will think about the rules of the game and write this down on the top of the rules sheet. Some things that the rules sheet needs to include are:</p> <ul style="list-style-type: none"> <li>i) Name of the game,</li> <li>ii) Objective of the game,</li> <li>iii) Rules of the game,</li> <li>iv) Number of players</li> <li>v) Icons</li> </ul> <p>Here is an example of a rules sheet that learners can use as a guide (but encourage learners to come of with their own design and set of rules, avoid having them just copying the example):</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">NAME OF THE GAME</p> <p>Purpose of the game: Learners need to imaginatively think about the environmental disaster can and write a short paragraph explaining the environmental disaster that happened that and caused them and the other players to leave their home country</p> <p>Objective of the game: To reach the finish point first by answering most questions right</p> <p>Number of player: Minimum 2 and Maximum 32-3 players</p> <p>Set up:</p> <ul style="list-style-type: none"> <li>- Set up the board and place all the icons on the start or home country place</li> <li>- Place the question – answer cards for each place on the board next to the place with the question side facing up and the answer side facing down</li> <li>- Keep the dice ready to roll</li> </ul> <p>Rules / Steps:</p> <ul style="list-style-type: none"> <li>- First player to start with roll the dice</li> <li>- To move their icon from the home space on the board, he / she will have to answer 1 question related to all the places that they pass or land on e.g. if a player rolls a 3 they will only pass 1 place and therefore answer 1 question of the first place on the board, if they roll a 6 they will pass and therefore have to answer 1 question of the first and second place on the board</li> <li>- If they are able to answer all the questions correctly they will move forward based on how much they rolled and if they get only half of them right (e.g. 1 out of 2) they will move half of the moves they rolled</li> <li>- Once a question has been asked and answered correctly it will be discarded for the other players to pick up the other question cards</li> <li>- Whoever reaches the finish first, wins the game</li> </ul> </div>
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5	20 minutes	Learners will design a feedback sheet on the game for players. This should include questions on: <ul style="list-style-type: none"> <li>- how easy it was to understand the rules of the game,</li> <li>- how clear the question – answer cards are,</li> <li>- how much fun it is to play the game,</li> <li>- how clear the design of the board and icons is etc.)</li> </ul>
	50 minutes	The parents/family/friends will play the game together
	10 minutes	Using the feedback form developed, the learner collects feedback from the parents/family/friends who played.  Learners use feedback to improve the game.
	10 minutes	Walk the Week: learners reflect on the experience of developing the game and playing it using the routine below: <ul style="list-style-type: none"> <li>- About game creation, I used to think _____ (add what you thought before we start this project). Now, I think _____ (add what you think now after completing the project).</li> <li>- About the 8 different countries that were used in the game, I used to think _____ (add what you thought before we start this project). Now, I think _____ (add what you think now after completing the project)</li> </ul>
Assessment Criteria:		<ul style="list-style-type: none"> <li>- Clarity of instructions and rule-sheet. The game is easy to understand and play</li> <li>- Knowledge acquired on each of the countries, map layout and natural disasters</li> <li>- The game is attractive and fun to play</li> </ul>

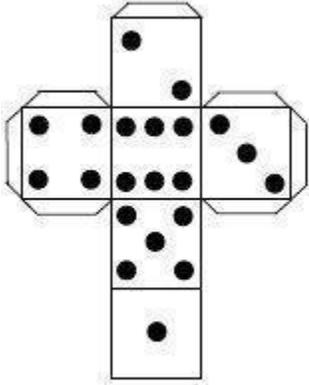
Topics/concepts covered	<ul style="list-style-type: none"> <li>- Board games/game-based learning</li> <li>- Game design</li> <li>- Continents and countries</li> <li>- Critical thinking</li> <li>- Creativity</li> </ul>
Learning outcomes:	<ul style="list-style-type: none"> <li>- Understanding of people, places and environment</li> <li>- Exploration of culture, politics and national identities of different countries</li> </ul>

	<ul style="list-style-type: none"> <li>- Learning how to create a board game and game elements</li> <li>- Understanding of 3D shapes and designing a dice</li> <li>- Understanding and applying mathematical concepts with game design</li> <li>- Enhance learner’s critical thinking and creativity skills</li> <li>- Improve the learner’s presentation and communication skills</li> </ul>
Required previous learning:	<ul style="list-style-type: none"> <li>- Basic knowledge of the map layout</li> <li>- Ability to look up and comprehend information on different places</li> </ul>
Additional enrichment activities:	<ul style="list-style-type: none"> <li>- Learners can add more countries and cities based on their understanding of the game</li> <li>- Learners can add more rules for example question – answer card based on each of the blank spaces (natural features)</li> </ul>
Modifications for simplification:	<ul style="list-style-type: none"> <li>- Learners can design 1 card for each of the places</li> <li>- Learners can simplify the places to be cities / villages in their own country or places in their own city / villages</li> </ul>

### Around the World in 46 Days: Ages 11 to 14 (Level 3)

Description:	Learners will apply their geography knowledge about countries of the world and design their own board game. In the case that reference materials are not available, instead of countries – learners can work on cities or spaces of relevance in their own country for which family members are able to provide information.
Leading Question	How fast can you race your opponents around the world?
Age group:	11 – 14 years old
Subjects:	Social Sciences, Art, Design and Creativity
Total time required:	6 hours to develop (can be divided, as preferred) and 1 hour to play and revise
Self-guided / Supervised activity:	Medium support by parents / guardians
Resources required:	Reference material (google / encyclopedia / atlas or parental knowledge), Paper, Pencils, Cardboard, Scissors and Colours  Preferred: An existing board game for reference

Day	Time	Activity and Description
1	30 minutes	Ask the learner to recount their favorite game (board game or physical game) and discuss what they love about the game. Learners should write down the: i) objective of the game, ii) rules of the game. They will recognize this as an opportunity to design their own game
	10 minutes	The basis of the game is that:  <b><i>Due to an environmental disaster, game players have to leave their home country and travel around the world and come back, as fast as they can</i></b>  Learners will think about the steps they will follow to develop the games.  The steps that the learners will follow include:  i) Learners will make a dice that they will roll

	20 minutes	<p>ii) Learners will make the board which is a map of the world with the relevant chosen 14 countries</p> <p>iii) Learners will make question cards for each of the chosen countries</p> <p>iv) Learners will design icons for each of the players</p> <p>v) Learners will think of the name and write the rule sheet of the game</p> <p>Parents can help the learners to think about the aspects of game development mentioned above.</p> <p>Learners will design the dice for the game based on their understanding of a cube.</p> <p>Input: A cube is a three-dimensional solid object bounded by six square faces, with three meeting at each vertex. Learners can identify other cubes such as ice-cubes, sugar cubes etc.</p> <p>Learners can design and draw the below to make their own dice, the lines will be folded and stuck together in the shape of a cube</p> 
2	10-15 minutes	<p>Learners will choose and list 14 countries, in any permutation across 4 or more continents. They will write these down as mathematical functions e.g.</p> <ul style="list-style-type: none"> <li>- 3 countries from 4 continents (Africa, Asia, Europe and South America) and 1 country from 2 other continents (Australia and North America) <math>(3*4=12)+(1*2=2)=14</math></li> <li>- 3 countries from 3 continents (Africa, Asia and Europe), 2 countries from 2 continents (North America and South America) and 1 country from 1 continent (Australia) <math>(3*3=9)+(2*2=4)+(1*1=1)=14</math></li> </ul> <p>Please refer to the attached map to aid the choices</p> <p><i>TIP: Learners can choose countries that they are familiar with, curious about or their family members know about</i></p>

	<p>1 hour</p>	<p>Learners will develop the board with a frame to fit the 14 countries + their home country = 15 total countries with an extra 24 blank spots</p> <p>This can be divided by the 3 times table into Home Country, Blank 1, Blank 2, Country 2, Blank 3, Blank 4, Country 3 etc.</p> <p>Alternatively divide into 46 slots (please use the image below for reference)</p> <p>The first space in the oval will be the Home country (starting spot), which is the same as the finish spot</p> <p>Example:</p> <table border="1" data-bbox="407 772 1406 1543"> <tr> <td>Home country</td> <td>.</td> <td>.</td> <td>Europe 1</td> <td>.</td> <td>.</td> <td>Asia 1</td> <td>.</td> <td>.</td> <td>Africa 1</td> <td>.</td> <td>.</td> <td>North America 1</td> </tr> <tr> <td>.</td> <td colspan="11" rowspan="10" style="text-align: center; vertical-align: middle;"> </td> </tr> <tr> <td>.</td> </tr> <tr> <td>.</td> </tr> <tr> <td>.</td> </tr> <tr> <td>Europe 4</td> </tr> <tr> <td>.</td> </tr> <tr> <td>.</td> </tr> <tr> <td>Africa 4</td> </tr> <tr> <td>.</td> </tr> <tr> <td>North America 2</td> </tr> <tr> <td>.</td> <td>.</td> <td>Asia 4</td> <td>.</td> <td>.</td> <td>Africa 3</td> <td>.</td> <td>.</td> <td>Europe 3</td> <td>.</td> <td>.</td> <td>Asia 3</td> <td>.</td> </tr> </table> <p><i>TIP: Learners can write the name of each country and design each country spot as the flag of the relevant chosen country or resemble something they associate with the country.</i></p> <p><i>TIP: The countries can be placed based on their actual location on a map</i></p>	Home country	.	.	Europe 1	.	.	Asia 1	.	.	Africa 1	.	.	North America 1	.												.	.	.	Europe 4	.	.	Africa 4	.	North America 2	.	.	Asia 4	.	.	Africa 3	.	.	Europe 3	.	.	Asia 3	.
Home country	.	.	Europe 1	.	.	Asia 1	.	.	Africa 1	.	.	North America 1																																					
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		<p><i>TIP: If learners choose, they can make the blank spaces any natural feature such as oceans, mountains etc.</i></p>  <p>Source: <a href="http://ontheworldmap.com/world-map-1750.jpg">http://ontheworldmap.com/world-map-1750.jpg</a></p>
3	<p>10 minutes</p> <p>40 minutes</p> <p>40 minutes</p>	<p>- Learners will choose 3 categories for each of the places that they are curious about (e.g. capital city, national language, important monument, natural feature, favorite food, famous song, how to say hello etc.)</p> <p>Learners will now look up the answers to these questions for all their chosen 14 places in an encyclopedia, their social studies textbooks, on google or through interviews with parents and family members</p> <p><i>TIP: If the resources are unavailable, please change the places to cities or locations in your home country for which family members are able to answer all relevant questions</i></p> <p>Learners will design 3 question - answer cards for each of the places. Learners will have a total of 3 cards * 14 countries = 42 cards. Each card will have the 1) Name of the place, 2) Question Number and 3) Question on one side and on the opposite side of the card will be the: 1) Answer number and 2) The Answer</p> <p>E.g.</p>

		<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: red; color: white; padding: 10px; width: 150px;"> <p>Q1 - Kenya</p> <p>What are the two main languages spoken in Kenya?</p> </div> <div style="border: 1px solid black; background-color: red; color: white; padding: 10px; width: 150px;"> <p>A1 - Kenya</p> <p>Swahili and English</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; background-color: yellow; padding: 10px; width: 150px;"> <p>Q1 - India</p> <p>What is the most important river in India?</p> </div> <div style="border: 1px solid black; background-color: yellow; padding: 10px; width: 150px;"> <p>A1 - India</p> <p>The Ganges or The Ganga</p> </div> </div> <p>Examples of questions include:</p> <ul style="list-style-type: none"> <li>- What is the national animal of the selected country? (E.g. Panda Bear and Dragon in China)</li> <li>- What is the capital city of the selected country? (E.g. Brasilia for Brazil)</li> <li>- What is the tallest mountain in the selected country? (e.g. Mount Everest in Nepal)</li> <li>- What is the official language spoken in the selected country? (E.g. Spanish in Argentina)</li> <li>- What is the most common dominant religion practiced in the selected country? (Islam in Pakistan)</li> <li>- Who is the current leader of the selected country? (E.G. Shinzo Abe in Japan)</li> <li>- What colors are in the flag of the selected country? (Blue, White and Red in the USA).</li> </ul>
4	45 minutes	Learners will now design the 3 game icons – these can be different vehicles (rocket, ship, submarine, car etc.) or characters resembling family members (father, mother, my brother etc.) with a little cardboard stand to help the icons stand

40  
minutes



Learners will think about the name for your board game

Learners will write down the rules sheet for the game.

The rule sheet needs to include:

- Name of the game,
- Objective of the game,
- Rules of the game (how to move around the board, what happens when someone does not answer correctly, etc.),
- Number of players (min and max)
- Explanation of the icons and the visuals

Encourage learners to be creative with the format of the sheet!

Here is an example of a rules sheet:

<p><b>NAME OF THE GAME</b></p> <p>Context of the game: Learners can write a short paragraph explaining the environmental disaster that happened that caused them and the other players to leave their home country</p> <p>Objective of the game: To reach the finish point first by answering most questions right</p> <p>Number of players: Minimum 2 and Maximum 32-3 players</p> <p>Set up:</p>
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		<ul style="list-style-type: none"> <li>- Set up the board and place all the icons on the start or home country place</li> <li>- Place the question – answer cards for each place on the board next to the place with the question side facing up and the answer side facing down</li> <li>- Keep the dice ready to roll</li> </ul> <p>Rules / Steps:</p> <ul style="list-style-type: none"> <li>- First player to start with roll the dice</li> <li>- To move their icon from the home space on the board, he / she will have to answer 1 question related to all the places that they pass or land on e.g. if a player rolls a 3 they will only pass 1 place and therefore answer 1 question of the first place on the board, if they roll a 6 they will pass and therefore have to answer 1 question of the first and second place on the board</li> <li>- If they are able to answer all the questions correctly they will move forward based on how much they rolled and if they get only half of them right (e.g. 1 out of 2) they will move half of the moves they rolled</li> <li>- Once a question has been asked and answered correctly it will be discarded for the other players to pick up the other question cards</li> <li>- Whoever reaches the finish first, wins the game</li> </ul>
5	20 minutes	Learners will design a feedback sheet on the game for players (this should include: ease of understanding the rules, clarity of the game design, imagery of the cards - board – icons, fun in playing the game)
	50 minutes	The family will play the game together.
	10 minutes	Using the feedback form developed, the learner collects feedback from the parents/family/friends who played the game based on the feedback form.
	20 minutes	Learners use feedback to improve the game.
	20 minutes	<p>Walk the Week: learners reflect on the experience of developing the game and playing it using the routine below:</p> <ul style="list-style-type: none"> <li>- About game creation, I used to think _____ (add what you thought before we start this project). Now, I think _____ (add what you think now after completing the project).</li> <li>- About the 8 different countries that were used in the game, I used to think _____ (add what you thought before we start this project).</li> </ul>

	Now, I think _____ (add what you think now after completing the project)
Assessment Criteria:	<ul style="list-style-type: none"> <li>- Clarity of instructions and rule-sheet. The game is easy to understand and play</li> <li>- Knowledge acquired on each of the countries, map layout and natural disasters</li> <li>- The game is attractive and fun to play</li> </ul>

Topics/concepts covered	<ul style="list-style-type: none"> <li>- 3D shapes</li> <li>- Board games/game-based learning</li> <li>- Game design</li> <li>- Continents and countries around the world</li> <li>- Geography</li> <li>- Political Geography</li> <li>- Critical thinking</li> <li>- Creativity</li> </ul>
Learning outcomes:	<ul style="list-style-type: none"> <li>- Understanding of people, places and environment</li> <li>- Learn how to design and create board games</li> <li>- Exploration of culture, politics and national identities of different countries.</li> <li>- Understanding and applying mathematical concepts (combinatorics) through game design</li> </ul>
Required previous learning:	<ul style="list-style-type: none"> <li>- Basic knowledge of the map layout</li> <li>- Ability to look up and comprehend information on different countries / natural disasters</li> </ul>
Inspiration:	None
Additional enrichment activities:	- Learners can add more rules for example: Learners can add chance cards. This will involve designing 4 disaster cards with different environmental disasters and depending on the severity of the disaster the players will go back 1 to 3 spaces (e.g. tsunami sets them back 3 spaces – storm sets back 1 space). There need to be 4 disaster cards in each of the chance card blocks (total of 4*5 disaster cards total). Students will research environmental disasters and their severity to design the relevant cards. Students will design the cards and cut them out to place 4 on each of the 5 chance categories
Modifications for simplification:	<ul style="list-style-type: none"> <li>- Learners can design 1 card for each of the places</li> <li>- Learners can simplify the places to be cities / villages in their own country or places in their own city / villages</li> <li>- Learners can reduce the number of places to 8</li> </ul>