

AROUND THE WORLD IN 27 DAYS! (LEVEL 1)

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| Description | Learners will apply their general knowledge and design their own board game |
| Leading Question | How fast can you race your opponents around the world? |
| Total Time Required | 3.5 hours to develop and 30 minutes to play and revise |
| Supplies Required | Reference material (google, Atlas, parental knowledge), paper, pencils, cardboard, scissors and colours. Preferred: an existing board game for reference. |
| Learning Outcomes | <ol style="list-style-type: none"> 1. Number sense of the board. 2. Exploration of topics chosen and questions. 3. Design of a spinner and shapes |

SESSION 1

Today you will learn how to create a basic knowledge board game and a spinning wheel.

| Suggested Duration | Activity and Description |
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| 15 minutes | <ul style="list-style-type: none"> • Ask the learner to recount their favourite board game and discuss what they love about it. • Learners should write down the objective of the game and the rules of the game. • They will recognize this as an opportunity to design their own game. |
| 15 minutes | <ul style="list-style-type: none"> • Learners will understand the basis and steps of developing the game as listed below: • The basis of the game is that due to an environmental disaster, players have to leave their home country and travel around the world and come back as fast as they can. • The steps that the learners will follow include: Learners will make a spinner which determines the category they ask questions for. |

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| | <p>Learners will make the board which is a map of the world or their home country.</p> <p>Learners will make question cards for each of the categories.</p> <p>Learners will design icons for each of the players.</p> <p>Learners will think of the name and write the rule sheet of the game.</p> |
| 20 minutes | <ul style="list-style-type: none"> Learners will design the spinning wheel for the game. <ul style="list-style-type: none"> <i>TIP: a spinning wheel is a circle or round 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</i> Learners can use any round object to trace out a large circle They will then make 4 sections to the circle They will colour each of the 4 sections a different colour (e.g. yellow, green, red and blue) and category (that will be determined in the next day) <ul style="list-style-type: none"> <i>TIP: Please see below as a reference and learners can understand it by imagining the circle is one big pizza or cake and you had to cut 4 pieces of the pizza)</i> 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 |

SESSION 2

Today you will use your art skills to develop your board game and pick general knowledge questions for the game.

| Suggested Duration | Activity and Description |
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| 10-15 minutes | <ul style="list-style-type: none"> Learners will choose 4 categories of questions based on prior knowledge. Examples can include: animals, countries, math rhyming words, planets, languages, etc. <ul style="list-style-type: none"> <i>TIP: Learners can choose categories based on what they are familiar with, curious about learning more about and can easily seek information about</i> Learners will now label their spinning wheel with the relevant categories e.g. Yellow is Animals, Red is Country Names, Blue is Rhyming Words and Green is Math |
| 30 minutes | <ul style="list-style-type: none"> Learners will develop the board with a frame divided into 10 slots in any shape. |

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| | <ul style="list-style-type: none"> ○ <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> ● 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. |
| 15 minutes | <ul style="list-style-type: none"> ● Learners will label space 1 as “START” and space 10 as “FINISH” ● Learners will then label all the remaining spaces from 2 – 9 <ul style="list-style-type: none"> ○ <i>TIP: Learners can write illustrate the spaces as they choose</i> ● Learners will think about the name for your board game and write this on the board |

SESSION 3

Today you will find out more about different social science questions for your board game.

| Suggested Duration | Activity and Description |
|---------------------------|---|
| 30 minutes | <ul style="list-style-type: none"> ● Learners will now design question cards for each of the colour categories: Each of the colour categories should have 3 questions (i.e. a total of $3 \times 4 = 12$ questions) ● Question Cards: <ul style="list-style-type: none"> - Learners will colour 4 separate cards for each category – and write Question Card on Top - Each colour card will have 3 questions for that category - Learners will think of 3 questions per colour card which the parent will help them write (e.g. Which is the fastest animal? What is the planet closest to the Sun? How do you say hello in Hindi? What is $2+2$? Find a word rhyming with Shake?) <p>Example:</p> <p>1 yellow card which is the animal category will have 3 questions on animals including: what is the fastest animal? What is the biggest fish? Which animal sleeps standing?</p> <p>1 red card which is the country category which will have 3 questions on countries: Which country has the most amount of people or largest population? What language do people in China speak? Name one food that they eat in Italy.</p> |
| 30 minutes | <ul style="list-style-type: none"> ● Learner Answer Cards: |

- Learners will now make answer cards (each of the questions needs to have its own answer card)
- We will need 12 coloured answer cards, with the question on top and the answer below
- Example:

1st yellow card of the animal category will have the question: What is the fastest animal: A: Cheetah

2nd yellow card of the animal category will have the question: What is the biggest fish: A: Whale Shark

1st red card of the country category will have the question: Language in China: A: Mandarin

- *TIP:* Learners can design the cards with any relevant imagery or illustrations

SESSION 4

Today you will finish designing and creating the board game and creating a feedback sheet.

| Suggested Duration | Activity and Description |
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| 45 minutes | <ul style="list-style-type: none"> • Learners will design the 2 game icons using paper or other material. Examples: rocket, ship, submarine. |
| 15 minutes | <ul style="list-style-type: none"> • Work with parent to write the rules sheet, when the child articulates the steps below • All players will spin the wheel and depending on the colour they get, they will have to open the question card and answer one question – they can then move up one space on the board towards the finish line. • If they do not get a new colour and have answered all the questions in a particular colour, the players will keep spinning |
| 15 minutes | <ul style="list-style-type: none"> • Learners will design a feedback sheet on the game for players. (this can be 1 to 3 questions including: Was the game fun? Were the rules easy to understand? Were the questions nice?) • Responses can be: Did not like it 😞 / Liked it 😊 / Loved it :D • Parents can write the questions and learners can draw the emojis |

SESSION 5

Today you will use all the creative skills and general knowledge you used in the previous EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

sessions to play your board game!

| Suggested Duration | Activity and Description |
|--------------------|---|
| 50 minutes | <ul style="list-style-type: none"> Family will play the game together. |
| 20 minutes | <ul style="list-style-type: none"> Learners will gather feedback and reflect on the development of the game. |

ASSESSMENT CRITERIA

- Quality of questions.
- Understanding of the rules.
- The game is attractive and fun to play.

ADDITIONAL ENRICHMENT ACTIVITIES

- Learners can add more questions and categories once they have mastered the game.