

AROUND THE WORLD IN 27 DAYS! (LEVEL 2)

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?
Total Time Required	6 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. People places and environment 2. Examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations and migration 3. Exploration of culture, politics and national identities of different countries. 4. Design of a dice and cube.
Previous Learning	Basic knowledge of the map layout. Ability to look up and comprehend information on different countries/natural disasters.

SESSION 1

Today you will learn how to create a geography-based board game and how to make a dice.

Suggested Duration	Activity and Description
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

- 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 dice that they will roll
 - Learners will make the board which is a map of the world with the chosen 8 countries
 - Learners will make question cards for each of the chosen countries
 - Learners will design icons for each of the players
 - Learners will think of the name and write the rule sheet of the game

20 minutes

- Learners will design the spinning wheel for the game.
 - *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*
 - 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)
 - *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)*
 - 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
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SESSION 2

Today you will continue designing your board game and you will look for countries that you want to learn more about.

Suggested Duration

Activity and Description

10-15 minutes

- Learners will choose 8 countries in the world.
- *TIP: Learners can choose countries that they are familiar with or curious about. In the case that there is no reference material, they*

can choose cities or countries that family members know trivia about

30 minutes

- Learners will develop the board with a frame divided into 27 spaces.
- 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, Country 2
 - *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.*
 - *TIP: the countries can be placed based on their actual location on a map*
 - *TIP: if learners choose, they can make the blank spaces any natural feature such as oceans, mountains, etc.*

SESSION 3

Today you will look up and write down questions about the 8 countries you chose for your board game.

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> • Learners will choose 3 categories for each of the countries that they are curious about (e.g. capital city, national language, favourite food, famous song, how to say hello etc.)
30 minutes	<ul style="list-style-type: none"> • Learners will now look up the answers to these questions for all their chosen 9 countries in a encyclopedia, their social studies textbooks, on google or through interviews with parents and family members • <i>TIP: If the resources are unavailable, please change the countries to cities or locations in your home country for which family members are able to answer all relevant questions</i>
40 minutes	<ul style="list-style-type: none"> • Learners will design answer cards for each of the countries with relevant answers based on research materials. Write relevant answers with any chosen imagery on the answer cards

SESSION 4

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

EAA welcomes feedback on its projects in order to improve, please use this link:
<https://forms.gle/LGAP9k17fMyJrKJN7>

Suggested Duration	Activity and Description
45 minutes	<ul style="list-style-type: none"> Learners will design the 4 game icons using paper or other material. Examples: rocket, ship, submarine.
35 minutes	<ul style="list-style-type: none"> Think about the name of your board game and write this down on the top of a rules sheet. Write the rules sheet All players will roll the dice and then answer all the questions for the countries in between where their icon is and where they are meant to move to. If they are able to answer all the questions correctly, they will move forward and if they get half of them right, they will move half of the moves and if they get less than half right they will not move at all. Learners will write the rule sheet of the game they are designing inspired from the below template for other players Template of rule sheet needs to include: <ol style="list-style-type: none"> Name of the game, Objective of the game, Rules of the game, Number of players Icons

SESSION 5

Today you will use all the creative skills and general geography knowledge you used in the previous sessions to play your board game!

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> 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	<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

- Clarity of instruction and rule sheet.
- Knowledge acquired in each of the countries, map layout and natural disasters.
- The game is attractive and fun to play.

ADDITIONAL ENRICHMENT ACTIVITIES

- Learners can add more countries and cities based on their understanding of the game.