


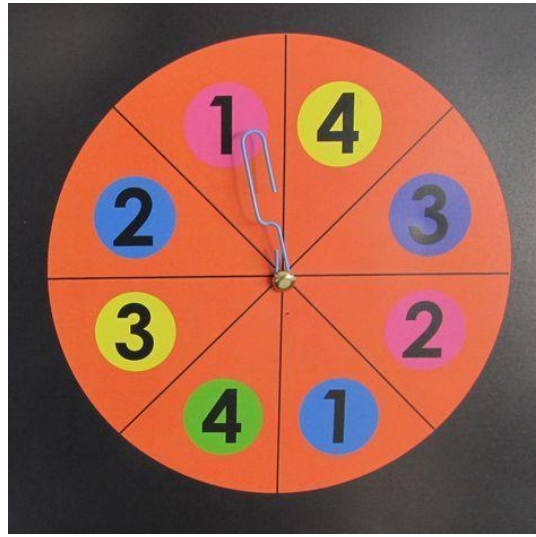
NAME OF ACTIVITY: AROUND THE WORLD IN 46 DAYS! (ALL LEVELS)

Ages 4 to 7 (Level 1)

Description:	Learners will apply their geography knowledge about countries of the world and design their own board game.
Leading Question	How fast can you race your opponents around the world?
Age group:	4 - 7 year olds
Subjects:	<ul style="list-style-type: none"> • Social Sciences • Art • Design and Creativity
Total time required:	3.5 hours to develop (can be divided, as preferred) and 30 mins to play and revise
Self-guided / Supervised activity:	High support by parents / guardians
Resources required:	Reference material (books or parental knowledge), Paper, Pencils, Cardboard, Scissors and Colours Preferred: An existing board game for reference

Session	Time	Activity and Description
1	15 mins	Ask the learner to recount their favourite 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 mins	Learners will understand the basis and steps of developing the game as listed below. The basis of the game is that due to a storm, players have to leave their home and travel around the world and come back, as fast as they can The steps that the learners will follow include:

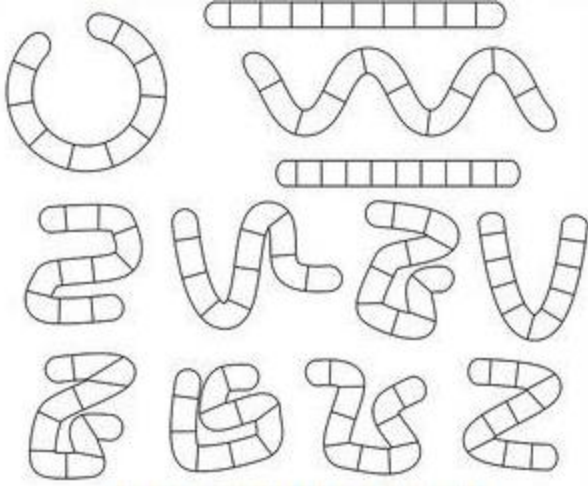
	<p>30 mins</p>	<ul style="list-style-type: none"> • Learners will make a spinner which determine the category they ask questions for • Learners will make the board which is a map of their home / country / world • Learners will make question and answer cards for each of the categories • Learners will design icons for each of the players • Learners will think of the name and write the rule sheet of the game <p>Learners will design the spinning wheel for the game</p> <p>Input: 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</p> <p>Learners can use any round object to trace out a large circle</p> <p>They will then make 4 sections to the circle</p> <p>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)</p> <p><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></p>  <p>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</p>
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Alternatively, the learners can cut out an arrow on cardboard or thick paper and then insert this into the center of the circle using an opened paper clip or paper pin such as below



2	<p>10 mins</p> <p>5 mins</p> <p>30 mins</p>	<p>- Learners will choose 4 categories of questions based on their prior knowledge. Examples can include: Animals, Countries, Math, Rhyming Words, Planets, Languages 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>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</p> <p>- Learners will develop the board with 10 spaces designed in any shape (please use the image below for reference)</p>
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	<p>15 mins</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>  <p>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</p> <p>Learners will label space 1 as “START” and space 10 as “FINISH”</p> <p>Learners will then label all the remaining spaces from 2 – 9</p> <p><i>TIP: Learners can write illustrate the spaces as they choose</i></p> <p>Learners will think about the name for your board game and write this on the board</p>
<p>3</p>	<p>30 mins</p>	<p>- 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*4=12 questions)</p> <p>Question Cards:</p> <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?)

	30 mins	<p>Example:</p> <ul style="list-style-type: none"> • 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? • 1 red card which is the country category which will have 3 questions on countries: Which country has the most of amount of people or largest population? What language do people in China speak? Name one food that they eat in Italy? <p>Answer Cards:</p> <ul style="list-style-type: none"> - Learners will now make answer cards (each of the questions needs to have it's own answer card) - We will need 12 coloured answer cards, with the question on top and the answer below - Example: <ul style="list-style-type: none"> • 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 <p><i>TIP:</i> Learners can design the cards with any relevant imagery or illustrations</p>
4	30 mins	<p>Learners will now design the 2 game icons for the 2 players that can be different vehicles (rocket, ship, submarine, car etc.) or drawings of characters resembling family members (father, mother, my brother etc.) with a little cardboard stand to help the icons stand. Suggestion: They can also use existing small toys or objects available in the house as icons</p> 

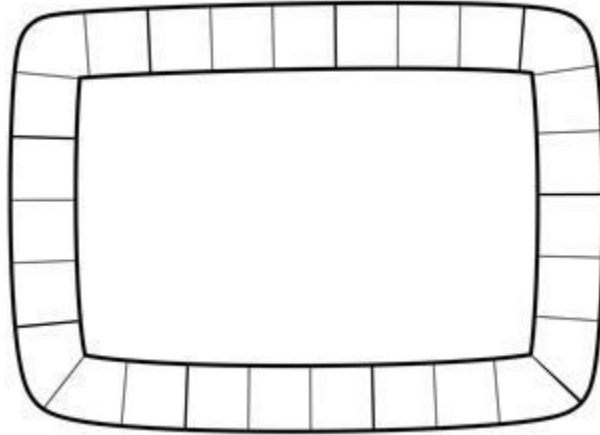
4	15 mins	Work with the parents to write the rules sheet, when the child articulates the steps below
	15 mins	<p>All players will spin the wheel and depending on the colour they get, they will have to open the question card and answer one question – they can then move up one space on the board towards the finish line.</p> <p>If they do not get a new colour and have answered all the questions in a particular colour, the players will keep spinning</p> <p>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)</p> <p>Parents can write the questions and learners can draw the emoji's</p>
5	20 mins	The family will play the game together
	10 mins	Learners will then gather feedback and reflect on the experience of developing the game and playing it
Assessment Criteria:		<ul style="list-style-type: none"> - Quality of questions - Understanding of the rules - The game is attractive and fun to play

Learning outcomes:	<ul style="list-style-type: none"> - Number sense of the board - Exploration of topics chosen and questions - Design of a spinner and shapes
Required previous learning:	- None
Inspiration:	- None
Additional enrichment activities:	Learners can add more questions and categories once they have mastered this game

Ages 8 to 10 (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?
Age group:	8 - 10 year olds
Subjects:	<ul style="list-style-type: none"> - 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:	<p>Reference material (google / encyclopedia / atlas or parental knowledge), Paper, Pencils, Cardboard, Scissors and Colours</p> <p>Preferred: An existing board game for reference</p>

Session	Time	Activity and Description
1	30 mins	Ask the learner to recount their favourite 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 mins	<p>Learners will understand the basis and steps of developing the game as listed below.</p> <p>The basis of the game is that 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</p>




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. Refer to this as an example, but make sure you only have about 8-9 countries and 27 slots in total:

Home country			Europe 1			Asia 1			South America 1		North America 1
											Europe 2
South America 3											
											Asia 2
Africa 3											
											Africa 1
North America 2											
		Asia 3			Europe 3		Africa 2			South America 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

		<i>TIP: If learners chose, they can make the blank spaces any natural feature such as oceans, mountains etc.</i>
3	10 mins	- 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.)
	40 mins	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 mins	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
4	45 mins	-Learners will now design the 4 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
	10 mins	
	35 mins	Think about the name for your board game and write this down on the top of a rules sheet

		<p>Write the rules sheet</p> <p>First player to start with roll the dice</p> <p>To move their icon from the home space on the board, he / she will have to answer all the questions related to all the countries that they pass</p> <p>If they are able to answer all the questions correctly (e.g. 3 out of 3 or 6 out of 6) they will move forward and if they get half or more of them right (e.g. 2 out of 3 or 3 out of 6) they will move half of the moves and if they get less than half right they will not move at all (1 out of 3 or 2 out of 6)</p> <p>Whoever reaches the finish first, wins the game</p> <p>- Learners will write the rule sheet of the game they are designing inspired from the below template for other players</p> <p>- Template of rule sheet needs to include:</p> <p>i) Name of the game, ii) Objective of the game, iii) Rules of the game, iv) Number of players v) Icons</p>
5	<p>20 mins</p> <p>50 mins</p> <p>20 mins</p>	<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) - The family will play the game together - Learners will then gather feedback and reflect on the development of the game
Assessment Criteria:		<ul style="list-style-type: none"> - Clarity of instructions and rule-sheet. The game is easy to understand and play - Knowledge acquired on each of the countries, map layout and natural disasters - The game is attractive and fun to play

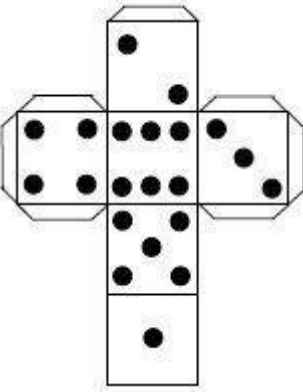
Learning outcomes:	<p>People, places and environment</p> <ul style="list-style-type: none"> - Examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations and migration
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	- Exploration of culture, politics and national identities of different countries - Design of a dice and cube
Required previous learning:	- Basic knowledge of the map layout - Ability to look up and comprehend information on different countries / natural disasters
Inspiration:	- None
Additional enrichment activities:	Learners can add more countries and cities based on their understanding of the game


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:	<ul style="list-style-type: none"> • 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

Sessio n	Time	Activity and Description
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1	<p>30 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Ask the learner to recount their favourite 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</p> <p>Learners will understand the basis and steps of developing the game as listed below.</p> <p>The basis of the game is that 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</p> <p>The steps that the learners will follow include:</p> <ul style="list-style-type: none"> vi) Learners will make a dice that they will roll vii) Learners will make the board which is a map of the world with the relevant chosen 14 countries viii) Learners will make question cards for each of the chosen countries ix) Learners will design icons for each of the players x) Learners will think of the name and write the rule sheet of the game <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>Children 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> 
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		<p><i>TIP: The countries can be placed based on their actual location on a map</i></p> <p><i>TIP: If learners choose, they can make the blank spaces any natural feature such as oceans, mountains etc.</i></p>  <p>Source: http://ontheworldmap.com/world-map-1750.jpg</p>
3	<p>10 mins</p> <p>40 mins</p> <p>40 mins</p>	<p>- Learners will choose 3 categories for each of the countries that they are curious about (e.g. capital city, national language, political leader, cuisine, national heritage sites, national flags etc.)</p> <p>Learners will now look up the answers to these questions for all their chosen 18 countries in a encyclopedia, on google, their social studies textbooks, or through interviews with parents and family members</p> <p><i>TIP: If the resources are unavailable, please change the countries to cities or locations for which family members are able to answer all relevant questions</i></p> <p>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</p>
4	45 mins	<p>-Learners will now design the 4 game icons using paper or other material, or they can use existing small toys or other small items – examples: different vehicles (rocket, ship, submarine, car etc.) or characters resembling family</p>

	<p>10 mins</p> <p>35 mins</p>	<p>members (father, mother, my brother etc.) with a little cardboard stand to help the icons stand. Players will place their icon in the home/starting point slot and move it down the board after rolling the dice</p>  <p>Think about the name for your board game and write this down on the top of a rules sheet</p> <p>Write the rules sheet</p> <p>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.</p> <p>- Learners will write the rule sheet of the game they are designing inspired from the below template for other players</p> <p>- Template of rule sheet needs to include:</p> <ol style="list-style-type: none"> i) Name of the game, ii) Objective of the game, iii) Rules of the game, iv) Number of players v) Icons
<p>5</p>	<p>20 mins</p>	<p>- 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)</p>

	50 mins	- The family will play the game together
	20 mins	- Learners will then gather feedback and reflect on the development of the game
Assessment Criteria:		- Clarity of instructions and rule-sheet. The game is easy to understand and play - Knowledge acquired on each of the countries, map layout and natural disasters - The game is attractive and fun to play

Learning outcomes:	People, places and environment - 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 - Exploration of culture, politics and national identities of different countries - Design of a dice and cube
Required previous learning:	- Basic knowledge of the map layout - Ability to look up and comprehend information on different countries / natural disasters
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