

## MAKE MY OWN COUNTRY (ALL AGES)

### Ages 4 to 7 (Level 1)

<b>Description:</b>	Learners will design their own country focusing on the geographical features and cultural features. They will then design and conduct a citizenship text for their first citizen!
<b>Leading question:</b>	How are countries and their culture formed?
<b>Age group:</b>	4 – 7 years
<b>Subjects:</b>	Geography, Social Sciences, Literacy
<b>Total time required:</b>	5 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Medium
<b>Resources required:</b>	Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference)

Day	Time	Activity and Description
1		Learners will design their own country and all its features. They can imagine anything they want, but it all has to make logical sense. Learners will work towards designing a study book and a question paper as an immigration test for someone trying to become a citizen of their imagined country
	45 minutes	<p>Page 1 of the study booklet: Learners will start by <b>drawing a map</b> of their country by answering some of the key questions. Learners need to keep in mind that these choices will determine the food, clothing and culture of their country.</p> <ul style="list-style-type: none"> <li>- Where on Earth is your country located? (If learners have access to a globe or a map they can look at the southern or northern hemisphere)</li> <li>- Is it an island or landlocked (other landmasses on either side)?</li> <li>- What are the neighboring countries or oceans?</li> <li>- Your country can have 2 or more geographical features such as mountains, rivers, lakes, deserts, tropical forest etc.?</li> </ul> <p>Learners will also get a chance to name their own country, pick and name a capital city and design the shape of the country based on their preference.</p> <p>Learners will make a map of their country on a plain paper marking the oceans around or near the country, the capital city and two geographical features.</p>
	15 minutes	Younger learners will draw the map and represent the geographical features with relevant colours and shapes; they can trace the name of the country. Older learners can label the name of the country, the capital city and the geographical features

		Numeracy extension: Learners can represent the imagined country in a shape that they choose or a combination of 2 – 3 shapes e.g. a square with a triangle on top and a circle on the side etc.
2		<p>Learners will explore and create the national food for their country based on the vegetation and climate</p> <p>Learners will determine what was the climate of their country</p> <ul style="list-style-type: none"> <li>- What are the main 3 – 4 seasons and weather in your country e.g. winter, monsoon, summer, spring, autumn etc.?</li> <li>- What is the biggest natural disaster that happens in your country e.g. floods, heat waves, snowstorms etc.</li> </ul> <p><b>30 minutes</b> <b>Page 2 of the study booklet:</b> Learners will draw a depiction of the 3 – 4 different seasons and weather conditions that they have chosen and label these. They will also illustrate the natural disaster and the consequences of it e.g. water logging and rain during a flood. Older learners can write a short description of each of the seasons and the natural disaster that they have chosen</p> <p><b>30 minutes</b> <b>Page 3 of the study booklet:</b> Learners will design the national dish of their country. Learners will write the name of the national dish, draw an image of it, write the list of ingredients and steps of the recipe. Younger learners can draw the food and makeup and write a name for it.</p> <p>Numeracy extension: Learners can add the total number of ingredients in their dish.</p> <p><b>20 minutes</b> Learners can choose any number between 1 – 20 as the cost of making this dish e.g. 15, they will then think of 5 ways to come to the number 15 using the operations of addition and subtraction.</p> <p>Tip: Learners can use pencils, spoons or any household objects to try different ways to add or subtract to the final number and then depict it as a mathematical function</p> <ul style="list-style-type: none"> <li>- <math>10 + 5 = 15</math></li> <li>- <math>5 + 2 + 8 = 15</math></li> <li>- <math>2 + 3 + 4 + 5 + 1 = 15</math></li> <li>- <math>17 - 2 = 15</math></li> <li>- <math>20 - 2 - 3 = 15</math></li> </ul> <p>Tip: If learners are familiar with multiplication and division functions, they can try to depict 3 additional mathematical functions e.g.</p> <ul style="list-style-type: none"> <li>- <math>5 \times 3 = 15</math></li> <li>- <math>45 / 3 = 15</math></li> <li>- <math>30 / 2 = 15</math></li> </ul>
3		Learners will choose the national dress of their country as well as the national festival of their country

	<p>30 minutes</p> <p>30 minutes</p>	<p>Learners will design the national dress based on the weather and climate, some questions to think about:</p> <ul style="list-style-type: none"> <li>- What is the climate like so what kind of clothing is required e.g. a hot place with direct sunlight, people might need to be covered to avoid sun-burn</li> <li>- Depending on the weather elements, what kinds of clothes make more sense? In deserts with a lot of dust and wind, people usually wear clothes that cover their head and hair</li> </ul> <p><b>Page 4 of the study booklet:</b> Learners can also let their imagination run free with the design and colours that are worn and draw the national dress and give it an appropriate name. Learners should describe their thinking behind the clothing. For learners that are interested, they can design winter and summer wear</p> <p>Learners will also design the flag of their imagined country. For this, learners will think of the flag of their existing country, it usually has different colours, shapes and symbols or national symbolism e.g. use colours that represent happiness or peace, shapes that represent hope etc.</p> <p><b>Page 5 of the study booklet:</b> Learners must draw and colour their flag and can explain the colours, shapes and symbols used and the significance, for younger learners they can draw and colour the flag</p>
4	<p>15 minutes</p> <p>45 minutes</p>	<p>Learners will design the national animal of their country</p> <p>Learners will start with describing 2 animals that they know based on the list of questions below answering all the same for an imagined animal</p> <ul style="list-style-type: none"> <li>- What is the name of the animal?</li> <li>- Is it an air, water or land animal?</li> <li>- Is it a domestic or wild animal?</li> <li>- Is your animal a herbivore (e.g. a rabbit eating grass) or a carnivore (e.g. a lion eating a deer)?</li> <li>- Give your animal an interesting physical feature and its purpose e.g. a long neck like a giraffe to eat leaves from tall trees or the colour like a lizard that camouflages into the surroundings making it hard to see etc.</li> <li>- Give your animal an interesting personality and describe it's reason e.g. a deer sleeps with their eyes open to be able to see a lion when it comes, a bear hibernates and sleeps through the winter because it's too cold etc.</li> </ul> <p>The imagined animal can also be a cross or an extension of an existing animal if they chose to</p> <p><b>Page 6 of the study booklet:</b> Learners will draw their imagined animal and then write a paragraph describing the animal answering all the questions above. For younger learners, they can draw the animal and write the name – parents can help them write the other characteristics for the animals based on the questions</p>


		<p>Numeracy extension: Learners will consider the 3 animals (2 existing animals and 1 imagined animal) and respond with the mathematical function of greater and smaller than for:</p> <ul style="list-style-type: none"> <li>- Which animal is bigger?</li> <li>- Which animal is stronger?</li> <li>- Which animal is faster?</li> </ul>
5	<p>30 minutes</p> <p>30 minutes</p>	<p>Learners will design the question and answer paper and test a family member on their country (For older learners we can explain the concept of a citizenship test)</p> <p>Tip: An individual usually does a citizenship test to check whether they know important things about the country they are going to become a part of</p> <p>Learners will need to write or trace 5 questions based on everything they designed about their imagined country and assign marks / points to each question e.g.</p> <ol style="list-style-type: none"> <li>1. What is the national animal of X? (1 point)</li> <li>2. What makes this national animal different? (2 points) etc.</li> </ol> <p>Learners will determine how many marks people need to get on the test to pass</p> <p>Learners will now share the study booklet they designed with any member of their family and ask them to study or present the information to them. After this they will do the test with their family member and give them marks and add these</p> <p>Do they pass and can they become the first citizens of your country?</p>
Assessment Criteria:		<ul style="list-style-type: none"> <li>- Design of the map</li> <li>- Understanding of weather and climates on animal adaptations and clothing</li> <li>- Logical progression and explanations and justifications of their choices</li> <li>- Innovativeness of design and choices</li> <li>- Clarity of thought and presentation of the study booklet</li> <li>- Ability to summarize the information for the question test</li> </ul>

Learning outcomes:	<ul style="list-style-type: none"> <li>- Understanding of the impact of a country's location and climate on culture and animal life</li> <li>- Understanding animal adaptations</li> <li>- Design of maps and representation of geographical and political features</li> </ul>
Required previous learning:	<ul style="list-style-type: none"> <li>- Learners will need to know basic categorization of animals</li> <li>- Learners should be exposed to seeing a map and countries</li> <li>- Learners should know about mountains, rivers, lakes, oceans and deserts and know how to depict these</li> </ul>
Inspiration:	
Additional enrichment activities:	

Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"><li>- Learners can work on adaptations of their own country for each of the different categories</li><li>- Learners can remove the day 4 animal adaptations activities</li></ul>
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Ages 8 to 10 (Level 2)

<b>Description:</b>	Learners will design their own country focusing on the geographical features and cultural features. They will then design and conduct a citizenship text for their first citizen!
<b>Leading question:</b>	How are countries and their culture formed?
<b>Age group:</b>	8 – 10 years
<b>Subjects:</b>	Geography, Social Sciences, Literacy and Numeracy
<b>Total time required:</b>	5 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Medium
<b>Resources required:</b>	Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference)

Day	Time	Activity and Description
1	45 minutes	<p>Learners will design their own country and all its features. They can imagine anything they want, but it all has to make logical sense. Learners will work towards designing a study book and a question paper as an immigration test for someone trying to become a citizen of their imagined country</p> <p>Page 1 of the study booklet: Learners will start by <b>drawing a full geographical representation map</b> of their country by answering some of the key questions. Learners need to keep in mind that these choices will determine the food, clothing and culture of their country.</p> <ul style="list-style-type: none"> <li>- Where on Earth is your country located? Which of the 7 continents (North America, South America, Africa, Asia, Europe, Australia and Antarctica) is it in? Is it in the southern or northern hemisphere? Is it close to the Equator (the line that equally divides the globe into two hemispheres and is at 0 degree latitude) or either of the North or South Pole?</li> </ul>  <ul style="list-style-type: none"> <li>- Is it an island e.g. New Zealand, landlocked (other landmasses on either side) e.g. Afghanistan</li> </ul> <p>Island example:</p>



Landlocked:



- What are the neighboring countries or oceans?
- What are the major geographical features in the country e.g. mountains, rivers, lakes, deserts, tropical forest etc.? Learners will need to mark, label and name these e.g. Goger Lake, Mala Mountain etc.

Learners will also get a chance to name their own country, pick and name a capital city and design the shape of the country based on their preference.

15  
minutes

Learners will make a map of their country on a plain paper marking and labeling the neighboring countries, adjacent water bodies, their country, the capital, the geographical features.

Tip: Learners can refer to an atlas, a globe or a world map if they have access to it. Alternatively, they can assume and imagine aspects that they do not previously know or have access to for example: make up the neighboring countries, the water bodies etc.

2

Learners will explore and create the national food for their country based on the vegetation and climate

Learners will determine what the climate of their country is based on the geographical location e.g. a country close to the equator will have tropical weather which is hot and humid

	20 minutes	<p>What are the main seasons and weather in your country e.g. is it snowy, dry, raining, hot etc.? What is the biggest natural disaster that happens in your country e.g. floods, heat waves, snowstorms etc.</p> <p><b>Page 2 of the study booklet:</b> Learners will draw a depiction of the different seasons and weather conditions that they have chosen with a short description of each of the seasons and the natural disaster that they have chosen</p>
	30 minutes	<p><b>Page 3 of the study booklet:</b> The crops (plants we can eat or sell for money) that are available in the country will be the ingredients for a national dish. Learners will write the name of the national dish, draw an image of it, write the list of ingredients and steps of the recipe</p>
3	30 minutes	<p>Learners will choose the national dress of their country as well as the national festival of their country</p> <p>To design the national dress of their country, learners can research what is most appropriate for the weather and climate, some questions to think about:</p> <ul style="list-style-type: none"> <li>- What is the climate like so what kind of clothing is required e.g. a hot place with direct sunlight, people might need to be covered to avoid sunburn but wear light colours that do not absorb the heat and light fabrics?</li> <li>- Depending on the weather elements, what kinds of clothes make more sense? In deserts with a lot of dust and wind, people usually wear clothes that cover their head and hair – similarly in places with a lot of rain many of the clothes are up to the ankle to avoid getting wet in puddles</li> </ul> <p><b>Page 4 of the study booklet:</b> Learners can also let their imagination run free with the design and colours that are worn and draw the national dress and give it an appropriate name. Learners should describe their thinking behind the clothing. For learners that are interested, they can design winter and summer wear</p>
	20 minutes	<p>Learners will also design the flag of their imagined country. For this learners will think of the flag of their existing country, it usually has different colours, shapes and symbols or national symbolism e.g. the stars in the US flag represent the original states of the Union, the colours of the French flag represent the values of liberty, equality and fraternity, or the nine serrated (zig-zag) edges of the Qatari flag represent it's inclusion as the 9<sup>th</sup> member of Persian Gulf Reconciled Emirates etc.</p> <p><b>Page 5 of the study booklet:</b> Learners must draw and colour their flag and explain the colours, shapes and symbols used and the significance</p>
4	10 minutes	<p>Learners will design the national animal of their country</p> <p>When designing their own animal learners will need to draw it, describe what this animal is on the food chain, share it's anatomical and behavioral features that help it adapt to the specific climate and context</p>




		<p>Learners will first describe 1-2 animal they know based on the questions listed below and then do the same for their imagined animal</p> <p>The imagined animal can also be a cross or an extension of an existing animal if they chose to. Some of the questions to answer include:</p> <ul style="list-style-type: none"> <li>- What is the name of the animal?</li> <li>- Is it an air, water or land animal?</li> <li>- Is it a domestic or wild animal?</li> <li>- Is the animal a carnivore or an herbivore? E.g. a rabbit is a herbivore eating plants and is prey to a predator such as lion that is a carnivore</li> <li>- What are the physical features of the animal that help it adapt to the climate, geography and predators e.g., has a hoof which protects against the hot sand and fur that can help in the colder winters in the desert; a camel stores water for long periods of time because it is not readily available, camouflage colour or sleeping standing to run away from predators, thick tongue to help it eat leaves with thorns etc.</li> <li>- What are the specific traits and characteristics of the animal e.g. what does it do in the harsh weather: migration or hibernation; where does it live: in a tree or grasslands; how does it care for its young: hatch eggs etc.</li> </ul>
	10 minutes	<p>Numeracy Extension: Word problems:</p> <ul style="list-style-type: none"> <li>- If 4 lions live in a forest and consume a total of 10 deer per month, how many deer does one lion eat per month?</li> <li>- If a rabbit runs at a speed of 10 km per hour, how far can it go in 2 hours? (hint: multiply 10 by 2)</li> </ul>
	40 minutes	<p><b>Page 6 of the study booklet:</b> Learners will draw their imagined animal and then write a paragraph describing the animal answering all the questions above</p>
5		<p>Learners will design the question and answer paper for a citizenship test</p> <p>Tip: An individual usually does a citizenship test to check whether they know important things about the country they are going to become a part of</p>
	20 minutes	<p>Learners will need to write 10 questions based on everything they designed about their imagined country and assign marks / points to each question e.g.</p> <ol style="list-style-type: none"> <li>1. What is the national animal of X? (1 point)</li> <li>2. What makes this national animal different? (2 points) etc.</li> </ol> <p>Learners will determine how many marks people need to get on the test to pass</p>
	20 minutes	<p>Learners will now share the study booklet they designed with any member of their family and ask them to study or present the information to them.</p>
	20 minutes	<p>Learners will ask family members to sit for the test and then grade the test by giving the family member marks</p> <p>Do they pass and can they become the first citizens of your country?</p>

Assessment Criteria:	<ul style="list-style-type: none"> <li>- Design of the map</li> <li>- Understanding of weather and climates on animal adaptations and clothing</li> <li>- Logical progression and explanations and justifications of their choices</li> <li>- Innovativeness of design and choices</li> <li>- Clarity of thought and presentation of the study booklet</li> <li>- Ability to summarize the information for the question test</li> </ul>
Learning outcomes:	<ul style="list-style-type: none"> <li>- Understanding of the impact of a country's location and climate on elements of culture and animal life</li> <li>- Understanding animal adaptations</li> <li>- Design of maps and representation of geographical and political features</li> </ul>
Required previous learning:	It is preferred for learners to know some of these facts about their own countries including: the map of their country, the geographical features, the climate, the vegetation etc.
Inspiration:	
Additional enrichment activities:	
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> <li>- Learners can work on adaptations of their own country for each of the different categories</li> <li>- Learners can remove the activities related to vegetation and crops if they do not have this background information</li> </ul>

Ages 11 to 14 (Level 3)

<b>Description:</b>	Learners will design their own country focusing on the geographical features and cultural features. They will then design and conduct a citizenship text for their first citizen!
<b>Leading question:</b>	How are countries and their culture formed?
<b>Age group:</b>	11 – 14 years
<b>Subjects:</b>	Geography, Social Sciences, Literacy and Numeracy
<b>Total time required:</b>	5 hours over 5 days
<b>Self-guided / Supervised activity:</b>	Medium
<b>Resources required:</b>	Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference)

Day	Time	Activity and Description
1	45 minutes	<p>Learners will design their own country and all its features. They can imagine anything they want, but it all has to make logical sense. Learners will work towards designing a study book and a question paper as an immigration test for someone trying to become a citizen of their imagined country</p> <p>Page 1 of the study booklet: Learners will start by <b>drawing a full geographical representation map</b> of their country by answering some of the key questions. Learners need to keep in mind that these choices will determine the food, clothing and culture of their country.</p> <ul style="list-style-type: none"> <li>- Where on Earth is your country located? Which of the 7 continents (North America, South America, Africa, Asia, Europe, Australia and Antarctica) is it in? Is it in the southern or northern hemisphere? Is it close to the Equator (the line that equally divides the globe into two hemispheres and is at 0-degree latitude) or either of the North or South Pole?</li> </ul>  <ul style="list-style-type: none"> <li>- Is it an island e.g. New Zealand, landlocked (other landmasses on either side) e.g. Afghanistan or a peninsula (surrounded by water on most of its borders but connected to the land on one side) e.g. India</li> </ul> <p>Island</p>



Landlocked:



Peninsula



- What are the neighboring countries or oceans?
- What are the major geographical features in the country e.g. mountains, rivers, lakes, deserts, tropical forest etc.? Learners will need to mark, label and name these e.g. Goger Lake, Mala Mountain etc.

Learners will also get a chance to name their own country, pick and name a capital city and design the shape of the country based on their preference.

Learners will make a map of their country on a plain paper marking and labeling the neighboring countries, adjacent water bodies, their country, the capital, the geographical features,

15 minutes		<p>Tip: Learners can refer to an atlas, a globe or a world map if they have access to it. Alternatively, they can assume and imagine aspects that they do not previously know or have access to for example: make up the neighboring countries, the water bodies etc.</p> <p>Extension: Learners can also add a compass scale and mark the longitude and latitude of their country</p> <p>Tip:</p> <ul style="list-style-type: none"> <li>- The flat or horizontal lines that run through the Earth are lines of latitude. The Equator is the latitude line that divides the Earth into two hemispheres and is the 0-point latitude. Latitude lines north of the Equator are North Latitude and those South are South Latitude</li> <li>- The vertical lines that run up and down the Earth are the lines of longitude. The Prime Meridian divides the Earth into the Eastern and Western hemisphere. Those longitude lines that are to the right of the Prime Meridian are West and those to the right are East.</li> </ul> <p>Numeracy Extension: Learners can draw a grid, which includes the X axis which is the longitude lines and the Y axis which is the latitude lines. Learners can locate and mark some important cities on (3, 5) and (6, 2) and (2, 4)</p> <p><i>In the case of a world map – this would imply (3-degree North/South, 5-degree West/East) and (6-degree North, 2-degree West) and (2-degree North/South, 4-degree West/East)</i></p>
2	<p>20 minutes</p> <p>20 minutes</p>	<p>Learners will explore and create the national food for their country based on the vegetation and climate</p> <p>Learners will determine what the climate of their country is based on the geographical location, physical structure (island etc.), and physical features that they marked in their country e.g. a country close to the equator will have tropical weather which is hot and humid, a country with a jungle will get a lot of rain etc.</p> <p>What are the main seasons and weather in your country e.g. is it snowy, dry, raining, hot etc.? What is the biggest natural disaster that happens in your country e.g. floods, heat waves, snowstorms etc.</p> <p><b>Page 2 of the study booklet:</b> Learners will draw a depiction of the different seasons and weather conditions that they have chosen with a short description of each of the seasons and the natural disaster that they have chosen</p> <p><b>Page 3 of the study booklet:</b> Based on the chosen geography and climate, what is the main vegetation in their country? What are the main crops that grow e.g. that require less or more rain, more sunlight etc. e.g. rice requires more water, apples grow in cooler climates etc.</p> <p>Learners will draw the main vegetation crop in the seasonal elements</p>

	30 minutes	<b>Page 4 of the study booklet:</b> The crops that are available in the country will be the ingredients for a national dish. Learners will write the name of the national dish, draw an image of it, write the list of ingredients and steps of the recipe
3	30 minutes	<p>Learners will choose the national dress of their country as well as the national festival of their country</p> <p>To design the national dress of their country, learners can research what is most appropriate for the weather and climate, some questions to think about:</p> <ul style="list-style-type: none"> <li>- What is the climate like – and what kind of crops grow that can be used to design fabric e.g. cotton, silk, wool etc.</li> <li>- What is the climate like so what kind of clothing is required e.g. a hot place with direct sunlight, people might need to be covered to avoid sun-burn but wear light colours that do not absorb the heat and light fabrics</li> <li>- Depending on the weather elements, what kinds of clothes make more sense? In deserts with a lot of dust and wind, people usually wear clothes that cover their head and hair – similarly in places with a lot of rain many of the clothes are up to the ankle to avoid getting wet in puddles</li> </ul> <p><b>Page 5 of the study booklet:</b> Learners can also let their imagination run free with the design and colours that are worn and draw the national dress and give it an appropriate name. Learners should describe their thinking behind the clothing. For learners that are interested, they can design winter and summer wear</p> <p>Learners will also design the flag of their imagined country. For this learners will think of the flag of their existing country, it usually has different colours, shapes and symbols or national symbolism e.g. the stars in the US flag represent the original states of the Union, the colours of the French flag represent the values of liberty, equality and fraternity, or the nine serrated (zig-zag) edges of the Qatari flag represent it's inclusion as the 9<sup>th</sup> member of Persian Gulf Reconciled Emirates etc.</p>
	20 minutes	<b>Page 6 of the study booklet:</b> Learners must draw and colour their flag and explain the colours, shapes and symbols used and the significance
	10 minutes	<p>Numeracy extension: Assume that 30% of the country wears the national dress, how would you represent this number in decimals or fractions?</p> <p>If 7/10 of the homes have a national flag, how would you represent this number in a percentage and a decimal?</p>
4	10 minutes	<p>Learners will design the national animal of their country</p> <p>When designing their own animal learners will need to draw it, describe what this animal is on the food chain, share it's anatomical and behavioral features that help it adapt to the specific climate and context</p> <p>Learners will first describe 1-2 animal they know based on the questions listed below and then do the same for their imagined animal</p>

	<p>10 minutes</p> <p>40 minutes</p>	<p>The imagined animal can also be a cross or an extension of an existing animal if they chose to. Some of the questions to answer include:</p> <ul style="list-style-type: none"> <li>- What is the name of the animal?</li> <li>- Is it an air, water or land animal?</li> <li>- Is it a domestic or wild animal?</li> <li>- Is the animal a carnivore or an herbivore? E.g. a rabbit is a herbivore eating plants and is prey to a predator such as lion that is a carnivore</li> <li>- What are the physical features of the animal that help it adapt to the climate, geography and predators e.g., has a hoof which protects against the hot sand and fur that can help in the colder winters in the desert; a camel stores water for long periods of time because it is not readily available, camouflage colour or sleeping standing to run away from predators, thick tongue to help it eat leaves with thorns etc.</li> <li>- What are the specific traits and characteristics of the animal e.g. what does it do in the harsh weather: migration or hibernation; where does it live: in a tree or grasslands; how does it care for its young: hatch eggs etc.</li> </ul> <p>Numeracy Extension: Word problems:</p> <ul style="list-style-type: none"> <li>- If 4 lions lived in a forest and consume a total of 10 deer per month, how many deer does one lion eat per month?</li> <li>- If a rabbit runs at a speed of 10 km per hour, how far can it go in 1.5 hours?</li> </ul> <p><b>Page 7 of the study booklet:</b> Learners will draw their imagined animal and then write a paragraph describing the animal answering all the questions above</p>
5	<p>20 minutes</p> <p>20 minutes</p> <p>20 minutes</p>	<p>Learners will design the question and answer paper for a citizenship test</p> <p>Tip: An individual usually does a citizenship test to check whether they know important things about the country they are going to become a part of</p> <p>Learners will need to write 10 questions based on everything they designed about their imagined country and assign marks / points to each question e.g.</p> <ol style="list-style-type: none"> <li>1. What is the national animal of X? (1 point)</li> <li>2. What makes this national animal different? (2 points) etc.</li> </ol> <p>Learners will determine how many marks people need to get on the test to pass</p> <p>Learners will now share the study booklet they designed with any member of their family and ask them to study or present the information to them.</p> <p>Learners will ask family members to sit for the test and then grade the test by giving the family member marks</p> <p>Do they pass and can they become the first citizens of your country?</p>
Assessment Criteria:		<ul style="list-style-type: none"> <li>- Design of the map</li> <li>- Understanding of weather and climates on vegetation, animal adaptations and clothing</li> </ul>

	<ul style="list-style-type: none"> <li>- Logical progression and explanations and justifications of their choices</li> <li>- Innovativeness of design and choices</li> <li>- Clarity of thought and presentation of the study booklet</li> <li>- Ability to summarize the information for the question test</li> </ul>
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Learning outcomes:	<ul style="list-style-type: none"> <li>- Understanding of the impact of a country's location and climate on elements of culture, vegetation and animal life</li> <li>- Understanding animal adaptations</li> <li>- Design of maps and representation of geographical and political features</li> </ul>
Required previous learning:	It is preferred for learners to know some of these facts about their own countries including: the map of their country, the geographical features, the climate, the vegetation etc.
Inspiration:	
Additional enrichment activities:	
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> <li>- Learners can work on adaptations of their own country for each of the different categories</li> <li>- Learners can remove the activities related to vegetation and crops if they do not have this background information</li> </ul>