

MAKE MY OWN COUNTRY (LEVEL 1)

Description	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!
Leading Question	How are countries and their culture formed?
Total Time Required	5 hours over 5 days
Supplies Required	Paper, Pen, Colours (Preferred to have an Atlas / Globe for reference)
Learning Outcomes	<ul style="list-style-type: none"> • Understanding of the impact of a country's location and climate on elements of culture, vegetation and animal life • Understanding animal adaptations • Design of maps and representation of geographical and political features
Previous Learning	<ul style="list-style-type: none"> • Learners will need to know basic categorization of animals • Learners should be exposed to seeing a map and countries • Learners should know about mountains, rivers, lakes, oceans and deserts and know how to depict these

DAY 1

Today you will work on the first page of your country book.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • You will design your own country and all its features. You can imagine anything you want, but it all has to make logical sense. You will work towards designing a study book and a question paper as an immigration test for someone trying to become a citizen of your imagined country.
45 minutes	<ul style="list-style-type: none"> • Page 1 of the study booklet: Start by drawing a map of your country by answering some of the key questions. Keep in mind that

these choices will determine the food, clothing and culture of their country.

- Where on Earth is your country located?
- Is it an island or landlocked?
- What are the neighboring countries or oceans?
- What are the major geographical features in the country such as mountains, rivers, lakes, deserts, tropical forest etc.?
- Name your own country, pick and name a capital city and design the shape of the country based on their preference.

15 minutes

- Make a map of your country on a plain paper marking and labeling the neighboring countries, adjacent water bodies, the country, the capital, the geographical features.
- Numeracy extension: you can represent the imagined country in a shape that you choose or a combination of 2-3 shapes e.g. square with a triangle on top and a circle on the side, etc.

DAY 2

Today you will explore and create national food for your country based on vegetation and climate.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● You will determine the climate of your country <ul style="list-style-type: none"> - What are the main 3-4 seasons and weather in your country? e.g. winter, monsoon, summer, spring, autumn, etc? - What is the biggest natural disaster that happens in your country? E.g. floods, heat waves, snowstorms, etc.
30 minutes	<ul style="list-style-type: none"> ● Page 2 of the study booklet: Draw a depiction of the different seasons and weather conditions that you have chosen and label them. Also illustrate the natural disaster and the consequences of it. e.g. water logging and rain during a flood. ● Older learners write a short description of each season and the natural disaster.
30 minutes	<ul style="list-style-type: none"> ● Page 3 of the study booklet: Design a national dish of your country. Write the name of the dish, draw an image of it, write the list of ingredients and steps of the recipe. ● Numeracy extension: Add the total of number of ingredients in the dish.

20 minutes

- Choose a number between 1-20 as the cost of making this dish, e.g. 15, then think of 5 ways to come to the number 15 using addition and subtraction.

DAY 3

Today you will choose the national dress of your country and the national festival of your country.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • To design the national dress of your country based on the weather and climate, some questions to think about are: <ul style="list-style-type: none"> - 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. - 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
30 minutes	<ul style="list-style-type: none"> • Page 4 of the study booklet: Let your imagination run free with the design and colours that are worn and draw the national dress and give it an appropriate name. Describe your thinking behind the clothing. If you are interested, you can design winter and summer wear. • Design the flag of their imagined country. Think of the flag of your 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.
30 minutes	<ul style="list-style-type: none"> • Page 5 of the study booklet: Draw and colour your flag and explain the colours, shapes and symbols used and the significance.

DAY 4

Today you will design the national animal for your country

Suggested Duration	Activity and Description
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15 minutes

- Describe 1-2 animals you know based on the questions listed below and then do the same for their imagined animal.
- 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:
 - What is the name of the animal?
 - Is it an air, water or land animal?
 - Is it a domestic or wild animal?
 - Is the animal a carnivore or an herbivore? E.g. a rabbit is a herbivore; a lion is a carnivore.
 - 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.
 - Give your animal an interesting personality and describe its 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.

45 minutes

- Page 6 of the study booklet: Draw your imagined animal and then write a paragraph describing the animal answering all the questions above. For younger learners, draw the animal and write the name – parents can help them write the other characteristics for the animals based on the questions
- 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:
 - Which animal is bigger?
 - Which animal is stronger?
 - Which animal is faster?

DAY 5

Today you will design the question and answer paper for a citizenship test.

Suggested Duration

Activity and Description

30 minutes

- Write 5 questions based on everything you designed about your imagined country and assign marks/points to each question. For example:
 1. What is the national animal of X? (1 point)
 2. What makes this national animal different? (2 points) etc.
- Determine how many marks people need to get on the test to pass.

20 minutes

- Share the study booklet with any member of your family and ask them to study or present the information to them.
 - Ask your family members to sit for the test and grade the test by giving the family member marks.
 - Do they pass and can they become the first citizens of your country?
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ASSESSMENT CRITERIA

- Design of the map
- Understanding of weather and climates on vegetation, animal adaptations and clothing
- Logical progression and explanations and justifications of their choices
- Innovativeness of design and choices
- Clarity of thought and presentation of the study booklet
- Ability to summarize the information for the question test

MODIFICATIONS FOR SIMPLIFICATION

- Learners can work on adaptations of their own country for each of the different categories
- Learners can remove the day 4 animal adaptations activities