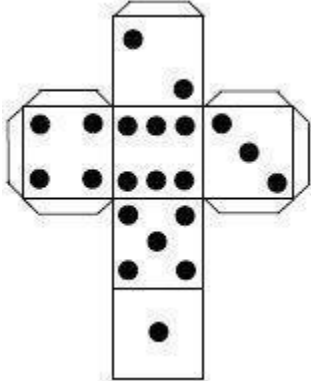# AROUND THE WORLD IN 46 DAYS! (LEVEL 3)

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?
Total Time Required	1 hour to 1.5 hours a day for 5 days.
Supplies Required	Reference material (google, atlas, parental knowledge), paper, pencils, cardboard, scissors and colours. Preferred: an existing board game for reference.
Supervision	Medium
Learning Outcomes	By the end of this project, learners will be able to: 1. Better understand people, places and environment 2. Design and create board games 3. Explore the culture, politics and national identities of different countries. 4. Apply mathematical concepts (combinatorics) through game design
Previous Learning	Basic knowledge of the map layout. Ability to look up and comprehend information on different countries/natural disasters.

DAY 1- Today you will learn how to create a geography-based board game and how to make a dice.

Suggested Duration	Activity and Description
30 minutes	● Recount your favorite game (board game or physical game) and discuss what you love about the game. ● Write down the objective of the game and the rules of the game. ● This is an opportunity to design your own game.
10 minutes	● 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.

	● Learners will think about the steps they will follow to develop the games. ● The steps that the learners will follow include: - Make a dice that you roll. - Make the board which is a map of the world with the relevant chosen 14 countries. - Make question cards for each of the chosen countries. - Design icons for each of the players. - Think of the name and write the rule sheet of the game.
20 minutes	● Design the dice for the game based on your understanding of a cube. ● *TIP: 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.* ● Design and draw to make your own dice, the lines will be folded and stuck together in the shape of a cube.

DAY 2- Today you will continue designing your board game and you will look for countries that you want to learn more about.

Time	Activity and Description
10-15 minutes	● Learners will choose and list 14 countries, in any permutation across 4 or more continents. They will write these down as mathematical functions e.g. - 3 countries from 4 continents (Africa, Asia, Europe and South America) and 1 country from 2 other continents (Australia and North America) (3*4=12)+(1*2=2)=14

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- 3 countries from 3 continents (Africa, Asia and Europe), 2 countries from 2 continents (North America and South America) and 1 country from 1 continent (Australia) (3*3=9)+(2*2=4)+(1*1=1)=14
- *Tip: Choose countries that they are familiar with, curious about or their family members know about.*
  Source: http://ontheworldmap.com/world-map-1750.jpg
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<tr><td>**1 hour**</td><td>

- Develop the board with a frame to fit the 14 countries + your home country = 15 total countries with an extra 24 blank spots
- This can be divided by the 3 times table into Home Country, Blank 1, Blank 2, Country 2, Blank 3, Blank 4, Country 3 etc.
- Alternatively divide into 46 slots (please use the image below for reference)
- The first space in the oval will be the Home country (starting spot), which is the same as the finish spot

- Example:
- *TIP: 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 you choose, you can make the blank spaces any natural feature such as oceans, mountains etc.*
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EAA welcomes feedback on its projects in order to improve. For feedback please use this link
https://forms.gle/pVXs3vQEufuzSShs7

DAY 3 - Today you will look up and write down questions about the 14 countries you chose for your board game.

Time	Activity and Description
10 minutes	● Choose 3 categories for each of the countries that you are curious about (e.g. capital city, national language, important monument, natural feature, favorite food, famous song, how to say hello etc.)
40 minutes	● Look up the answers to these questions for all 14 places in an encyclopedia, the social studies textbooks, on google or through interviews with parents and family members ● *TIP: If the resources are unavailable, please change the places to cities or locations in your home country for which family members are able to answer all relevant questions* **Q1 - Kenya** **What are the two main languages spoken in Kenya?** **A1 – Kenya** **Swahili and English** **Q1 – India** **What is the most important river in India?** **A1 – India** **The Ganges or The Ganga** ● Examples of questions include: - What is the national animal of the selected country? (E.g. Panda Bear and Dragon in China) - What is the capital city of the selected country? (E.g. Brasilia for Brazil) - What is the tallest mountain in the selected country? (e.g. Mount Everest in Nepal) - What is the official language spoken in the selected country? (E.g. Spanish in Argentina)

	- What is the most common dominant religion practiced in the selected country? (Islam in Pakistan) - Who is the current leader of the selected country? (E.G. Shinzo Abe in Japan) - What colors are in the flag of the selected country? (Blue, White and Red in the USA).

DAY 4 - Today you will finish designing and creating the board game and creating a feedback sheet.

Time	Activity and Description

45 minutes	● Design the 3 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
	
	● Think about the name for your board game.
	
	● Write down the rules sheet for the game.
	
	● The rule sheet needs to include:
	
	    1. Name of the game,
	    2. Objective of the game,
	    3. Rules of the game (how to move around the board, what happens when someone does not answer correctly, etc.),
	    4. Number of players (min and max)
	    5. Explanation of the icons and the visuals
	
	● Be creative with the format of the sheet!
	
	● Here is an example of a rules sheet:

NAME OF THE GAME

Context of the game: Learners can write a short paragraph explaining the environmental disaster that happened that caused them and the other players to leave their home country

Objective of the game: To reach the finish point first by answering most questions right

Number of players: Minimum 2 and Maximum 32-3 players

Set up:
- Set up the board and place all the icons on the start or home country place
- Place the question – answer cards for each place on the board next to the place with the question side facing up and the answer side facing down
- Keep the dice ready to roll

Rules / Steps:
- First player to start with roll the dice
- To move their icon from the home space on the board, he / she will have to answer 1 question related to all the places that they pass or land on e.g. if a player rolls a 3 they will only pass 1 place and therefore answer 1 question of the first place on the board, if they roll a 6 they will pass and therefore have to answer 1 question of the first and second place on the board
- If they are able to answer all the questions correctly they will move forward based on how much they rolled and if they get only half of them right (e.g. 1 out of 2) they will move half of the moves they rolled
- Once a question has been asked and answered correctly it will be discarded for the other players to pick up the other question cards
- Whoever reaches the finish first, wins the game

DAY 5- Today you will use all the creative skills and general geography knowledge you used in the previous sessions to play your board game!

Time	Activity and Description
20 minutes	● 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	● Family will play the game together.
10 minutes	● Using the feedback form developed, the learner collects feedback from the parents/family/friends who played the game based on the feedback form. ● Learners use feedback to improve the game.

20 minutes	● Walk the Week: learners reflect on the experience of developing the game and playing it using the routine below:
	   ● About game creation, I used to think _____ (add what you thought before we start this project). Now, I think _____ (add what you think now after completing the project).
	   ● About the 8 different countries that were used in the game, I used to think _____ (add what you thought before we start this project). Now, I think _____ (add what you think now after completing the project)

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.
Modifications for Simplification	● Learners can design 1 card for each of the places ● Learners can simplify the places to be cities / villages in their own country or places in their own city / villages ● Learners can reduce the number of places to 8

ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Demonstrate an understanding of geography by accurately placing chosen countries or cities on the board.
- ☐ Showcase creativity in designing visually appealing game elements, including the board, icons, and dice.
- ☐ Exhibit strong research skills by gathering relevant information about the chosen countries or cities.
- ☐ Apply mathematical concepts, such as labeling spaces based on the 3 times table and implementing mathematical rules in the game.