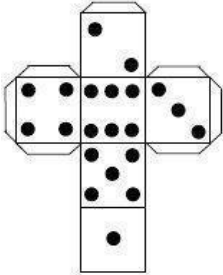


AROUND THE WORLD IN 27 DAYS! (LEVEL 2)

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	1 hour to 1.5 hours a day for 5 days.
Supplies Required	Reference material (google, atlas, parental knowledge), paper, pencils, cardboard, scissors and colors. Preferred: an existing board game for reference.
Supervision	Medium
Learning Outcomes	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. Learn to articulate the objective and rules of a board game. 2. Demonstrate comprehension of the steps involved in creating a board game. 3. Develop research skills by formulating questions for chosen countries, seeking answers from varied sources, and applying creativity in designing question-answer cards.
Previous Learning	Basic knowledge of the map layout. Ability to look up and comprehend information on different places

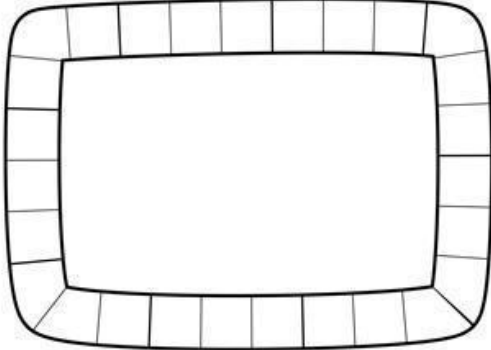
DAY 1 - Today you will learn how to create a geography-based board game and how to make a dice.

Suggested Duration	Activity and Description
15 minutes	<ul style="list-style-type: none"> ● Recount your favorite board game and discuss what you love about it. ● Write down the objective of the game and the rules of the game. ● This is an opportunity to design your own game.
15 minutes	<ul style="list-style-type: none"> ● Consider the context and motivation for the game and become familiar with the steps involved in developing the game. ● The context of the game is that:

	<ul style="list-style-type: none"> • Due to an environmental disaster, players have to leave their home country and travel around the world and come back with knowledge to fix it as fast as they can • The steps to follow to create your board game include: <ul style="list-style-type: none"> - Make a dice that they will roll - Make the board which is a map of the world with the chosen 8 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
<p>20 minutes</p>	<ul style="list-style-type: none"> • Design the dice for the game, based on your understanding of a cube. • Cut out the below and fold and stick it together to design the dice. 

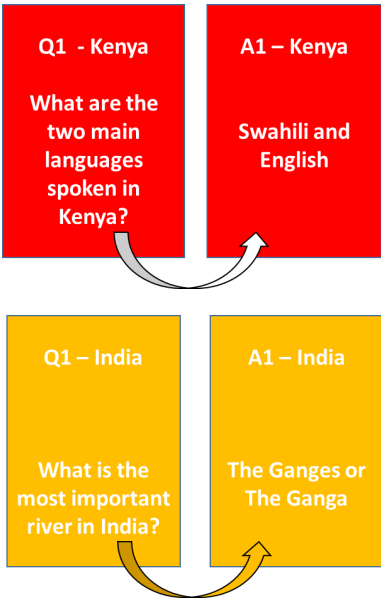
DAY 2- Today you will continue designing your board game and you will look for countries that you want to learn more about.

Time	Activity and Description
<p>30 minutes</p>	<p>Choose 8 countries in the world. Please use the map to look at the choices</p> 

	<ul style="list-style-type: none"> ● <i>TIP: Choose countries that you are familiar with or curious about. In the case that there is no reference material, you can choose cities or countries that family members know trivia about</i> <p>Source: http://ontheworldmap.com/world-map-1750.jpg</p>
<p>60 minutes</p>	<ul style="list-style-type: none"> ● Learners will develop the board with a frame divided into 26 spaces designed in an oval or rectangular shape. ● Numeracy extension: Learners will label the places on the board based on the 3 times table e.g. marking each of the multiples of 3 for one of the place signs (the place is on 3, 6, 9, 12, 15, 18, 21, 24 (place 27 and 1 are the same and the starting / finishing home country))  <ul style="list-style-type: none"> ● The first space in the oval will be the home country (starting spot) <ul style="list-style-type: none"> - 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 etc. - 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 have the blank spaces represent natural features such as oceans or mountains that actually exist between the 2 places etc.


DAY 3 - Today you will look up and write down questions about the 8 countries you chose for your board game.

Time	Activity and Description
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<p>10 minutes</p>	<ul style="list-style-type: none"> Learners will choose 3 categories for each of the countries/places that they are curious about (e.g. capital city, national language, favorite food, famous song, how to say hello, etc.)
<p>40 minutes</p>	<ul style="list-style-type: none"> Look up the answers to these questions for their chosen 8 countries/places in an 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>
<p>40 minutes</p>	<ul style="list-style-type: none"> Design 3 question - answer cards for each of the places. You will have a total of 3 cards * 8 countries = 24 cards. Each card will have the 1) Name of the place, 2) Question Number and 3) Question on one side and on the opposite side of the card will be the: 1) Answer number and 2) The Answer <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Examples of questions can include: <ul style="list-style-type: none"> - 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 called? (e.g. Mount Everest in Nepal) - What is the official language in the selected country? (E.g. Spanish in Argentina)

	<ul style="list-style-type: none"> - What is the most common 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). <ul style="list-style-type: none"> ● Parents/family can help out the children with writing out the cards in case the learners cannot write some of the cards by themselves.
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DAY 4 - Today you will finish designing and creating the board game and creating a feedback sheet.

Time	Activity and Description
45 minutes	<ul style="list-style-type: none"> ● 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. ● Suggestion: Learners can also use existing small toys or objects available in the house as icons. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ● Think about the name for your board game.
40 minutes	<ul style="list-style-type: none"> ● Think about the rules of the game and write this down on the top of the rules sheet. Some things that the rules sheet needs to include are: <ul 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 ● Here is an example of a rules sheet that you can use as a guide (but come up with your own design and set of rules, avoid just copying the example): <p style="text-align: center;">NAME OF THE GAME</p>

	<p>Purpose of the game: Learners need to imaginatively think about the environmental disaster can and write a short paragraph explaining the environmental disaster that happened that and caused them and the other players to leave their home country</p> <p>Objective of the game: To reach the finish point first by answering most questions right</p> <p>Number of player: Minimum 2 and Maximum 32-3 players</p> <p>Set up:</p> <ul style="list-style-type: none"> - 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 <p>Rules / Steps:</p> <ul style="list-style-type: none"> - 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
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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	<ul style="list-style-type: none"> ● Design a feedback sheet on the game for players (this should include questions on how easy it was to understand the rules of the game, how clear the question – answer cards are, how much fun it is to play the game, how clear the design of the board and icons is etc.)
50 minutes	<ul style="list-style-type: none"> ● Parents/family/friends will play the game together.
10 minutes	<ul style="list-style-type: none"> ● Using the feedback form developed, collect feedback from the parents/family/friends who played. ● Use feedback to improve the game.

10 minutes	<p>Walk the Week: reflect on the experience of developing the game and playing it using the routine below:</p> <ul style="list-style-type: none"> - 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)
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Additional Enrichment Activities	<ul style="list-style-type: none"> ● Learners can add more countries and cities based on their understanding of the game. ● Learners can add more rules for example question – answer card based on each of the blank spaces (natural features)
Modifications for Simplification	<ul style="list-style-type: none"> ● Design 1 card for each of the places ● Simplify the places to cities/villages in their own country or places in their own city/villages.

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.