

OUR BIG BIG EARTH (LEVEL 1)

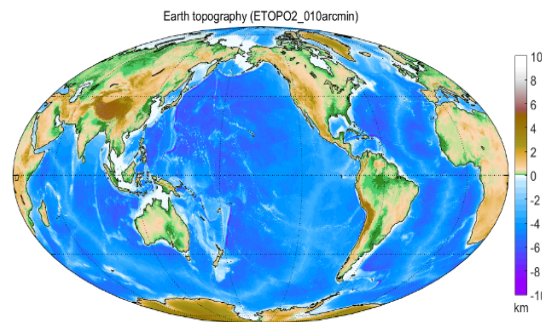
Description:	This project teaches the learner about the world and its diversity to help them develop tolerance toward other people and cultures.
Leading question:	How big and diverse is our planet earth?
Subjects:	Social Sciences
Total time required:	45 minutes a day over 5 days
Resources required:	a ball or globe, a flashlight, paper, crayons or markers, <i>pencils, coloring pens, & glue</i>
Learning outcomes:	<ol style="list-style-type: none"> 1. Describe the earth and its main features 2. Name and identify the continents and oceans on Earth 3. Create a model of the earth 4. Discuss how people on the earth are interconnected 5. Understand and appreciate diversity 6. Create a large jigsaw puzzle to appreciate the diversity in their communities 7. Accept and give feedback
Self-guided / Supervised activity:	Supervised

Day 1 –

Today you will learn some important facts about the Earth.

Time	Activity and Description
10 minutes	<p>Today, we're going to embark on an exciting journey to explore our planet, Earth, and all the fascinating continents, countries, and people that call it home. As we dive into this adventure, we'll discover the incredible diversity of our world and the many ways in which people around the globe live, work, and play.</p> <p>Earth is Round! Materials: a ball or globe, a flashlight, a piece of paper, crayons or markers Instructions:</p> <ol style="list-style-type: none"> 1. Begin by asking the learners if they think the Earth is flat or round. Allow them to share their ideas and ask them why they believe what they do. 2. Introduce the concept that the Earth is round and explain that scientists have known this for a long time. Show them a ball or globe to help illustrate this idea. 3. Ask the learners to take turns holding the ball or globe and rolling it on the ground. Ask them what they notice about the ball or globe as it rolls. They should notice that it rolls in a curved path, which is evidence that the Earth is round. 4. Optional activity: Instruct the learners to sit in a circle and place the ball or globe in the center. Turn off the lights and shine the flashlight on the ball or globe, creating a spotlight effect.

5. Instruct each child to take a turn tracing the outline of the ball or globe on the piece of paper using the crayons or markers.
6. Once everyone has traced the ball or globe, turn the lights back on and ask the learners what they notice about the tracings. They should notice that the tracings are circular, which is evidence that the Earth is round.
7. Discuss the observations with the learners and ask them why they think the tracings are circular. Encourage them to use their imaginations and creativity to explain the phenomenon they observed.
8. Conclude by reminding the learners that science is all about exploring and discovering new things about the world around them.



Source:

https://www.asu.cas.cz/~bezdek/vyzkum/rotating_3d_globe/figures/elevation_2d_map_Earth_topography_ETOPO2_010arcmin_GMT_globe_px0650.png

15 minutes

The World in Numbers

Learners answer the questions in the World in numbers worksheet (Appendix 1). (It is preferred to have a hard copy of the worksheet).

If needed, explain to them what continents and oceans are:

1. Continents: Large continuous area of land on the earth's surface
2. Oceans: Large bodies of salty water on the earth's surface

Answers:

There are 195 countries in the world, and a total of 8 billion people.

1 in every 4 persons living on Earth is a child under the age of 14.

That means there are about 2,000,000,000 or 2 billion learners living on earth.

Additional Activity:

1. Give each child a copy of the world map and some colored pencils or markers.
2. Ask the learners to color each continent a different color. Encourage them to be creative and use different colors for each continent.
3. Once they have finished coloring, ask the learners to label each continent with its name. If necessary, provide them with a list of the continents to refer to.

	4. Once they have labeled each continent, ask them to find and label the oceans on the map: Pacific, Atlantic, Indian, Southern, and Arctic.
20 minutes	<p>Challenge (can be done in groups):</p> <ul style="list-style-type: none"> Using any suitable material, create a durable 3-D model of the world. Try to create a round figure or simply draw a figure of the Earth on a large piece of paper. The names of continents and oceans written clearly on it. <p>Hint: some easy ways that you can use to construct the globe is using paper bowls, layering on used paper and then drawing on the outer layer or wrapping a football or any other ball with paper.</p> <ul style="list-style-type: none"> Present your model/map to the class. Share feedback regarding the following: <ul style="list-style-type: none"> What did you like about their model? What could have been better in their model?

Day 2

Today, you will learn about Earth's population and how we are all interconnected.


Time	Activity and Description
5 minutes	<p>Recap: Let us play a game to recap what we learnt in the previous class. Take a ball or a crushed piece of paper. Learners stand in a circle. They can throw the ball to a classmate who must name either a continent or an ocean. If someone cannot come up with an ocean or continent that has not been named, they are out and must throw the ball to someone who hasn't had a turn. Continue the game until all 7 continents and 5 oceans are named.</p> <p>Optional challenge: If the learners know names of different countries, they can also name countries after all the oceans and continents have been named.</p>
15 minutes	<p>Activity: We know that people live all around the world in different continents. However, some continents have more people than other continents.</p> <p>Imagine if there were only 100 people on Earth, this is how they would be spread across different continents (see Appendix 2).</p> <p>Use the population visual in Appendix 2 to count what number of people live on each continent.</p> <ul style="list-style-type: none"> - North America - South America - Africa

	<p>- Europe - Asia - Australia</p> <p>Hint: There are a total of 100 people in the Population distribution visual</p> <p>Answers: North America 5 South America 9 Africa 16 Europe 10 Asia 60 Australia (less than 1)</p> <p>Questions:</p> <ul style="list-style-type: none"> • Which continent has the most people living in it? • Which continent seems to be least populated? • Which continent has more people, Africa or South America? <p>Optional: for Parents/educators to explain: You know that there are around 25 Million people living in Australia. However, this number is less than 1% of the total population of the world and that's why the visual showed nothing on Australia. Actually, because there are 8 billion people on the planet, 1% of the whole population is a huge number.</p>
<p>10 minutes</p>	<p>Now that we know how big our planet is, and how many people live on it at the moment, let's try to see how interconnected our lives are. How 'global' is our family?</p> <p>Activity: The learner together with classmates/the educator will answer a set of questions to realize our global interconnectedness. (Choose only the relevant questions). In each case, ask the learner to draw a line from the country/continent the family lives in to the identified country/continent.</p> <ul style="list-style-type: none"> • Do we have family members living in other countries/ continents? Can you spot that continent on the world map? • Do we have friends from other countries or continents? Can you spot that continent on the world map? • Do any of us use or know a salutation/greeting in another language? Which region/country is that language from? • Do any of us like a dish from a different culture/country? • Have any of us traveled to another country?

<p>10 minutes</p>	<p>Exploring the Origins of Everyday Goods</p> <p>Objective: To help learners discover the origins of different goods and their countries of origin by discussing and pinpointing them on a world map.</p> <p>Materials: World map, different goods brought in by learners or the educator, such as rice, fruits, clothes, phones, etc.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask the learners where they think different goods come from, such as rice, fruits, clothes, phones, etc. and mark the countries on the map. (Answers can be found either by reading labels on the products, asking the salesperson at the market where we buy them, asking relatives and friends, or from newspapers, etc). 2. Ask the learners to bring in different goods from home or the educator can bring in some examples. 3. Discuss the countries of origin of these goods and pinpoint them on the world map. 4. Encourage learners to share any stories or experiences they have had related to these goods and their origins. 5. Discuss the reasons why some countries export goods to other parts of the world and the benefits of international trade. 6. Ask: Where do we get the necessities of our life (whether locally produced or imported from other countries)? <p>Choose any four of the below categories, and mark on the map the location they are imported from.</p> <ul style="list-style-type: none"> ● Rice, wheat for bread, lentils ● Fruits and vegetables ● The fuel that operates our electricity power plants and transportation vehicles ● The manufacturing material and process of our phones or computers ● The cotton in our clothes ● The vehicles we drive ● Where are our electric appliances made? ● Why is it that our country exports to other parts of the world? <p>Closure:</p> <p>At the end of the activity, learners will have a better understanding of the origins of different goods and the countries they come from. They will also gain an appreciation for the interconnectedness of the world and the benefits of international trade.</p>
<p>5 minutes</p>	<p>Learners reflect on and discuss the following question:</p> <ul style="list-style-type: none"> ● What do you think of all the things we have at home: how many people do you think worked on them until they reached our house? (starting from extraction of raw material, to manufacturing, to transport) ● Raw materials are the things that are found in nature that are then processed and used to create the things we use in our daily lives. For example cotton is the raw material used in making t-shirts.

Day 3 –

Today you will learn about diversity and tolerance.

Time	Activity and Description
15 minutes	<p>Introduction to Diversity: Take 2 minutes to draw a picture of yourself with a few details like your hair and eye colour, and your clothes. Now, draw what your friend or classmate looks like. (<i>learners can use photographs instead of drawings if being done in a home setting</i>)</p>  <p>Learners reflect and discuss these questions:</p> <ol style="list-style-type: none"> 1. Do both of you look the same? 2. What similarities do you see? 3. What are some differences? <ul style="list-style-type: none"> ● Of course, you do not look exactly the same. You both have eyes, a nose, and a mouth. But your hair, eye colour, height, skin tone, or face shape may be different ● These differences that we see among people or things are known as diversity. ● In addition to the way our bodies look, we can be different or diverse in many ways. ● Can you list 3 other ways in which people can be diverse or different? <p><i>(Diversity among people can be seen in the clothes they wear, their age, the religion they follow, the food they eat, the places they are from and so many other things.)</i></p>
20 minutes	<p>Celebrating Diversity Objective: To help learners understand and appreciate diversity among people by recognizing different traits that are either inherent or by choice. Materials needed: All About Me table worksheet (below), pens or pencils</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Distribute the All About Me table worksheet to each learner.

	<ol style="list-style-type: none"> 2. Explain to the learners that everyone has different traits that make them unique, and that some traits are things they were born with, while others are based on their choices and the choices of others. 3. Ask the learners to fill in the two columns of the All About Me table with their answers. For learners who cannot read/write yet, the educator can assist them by asking the questions and writing their answers. 4. Once all learners have completed their All About Me table, ask them to pair up with another learner and take turns sharing what they wrote in each column. Encourage them to ask questions and show interest in their partner's answers. 5. After a few minutes, gather the whole group together and invite a few learners to share what they learned about their partner's traits. Encourage them to share any similarities or differences they noticed and ask any questions they may have. 6. Conclude the activity by emphasizing the importance of respecting and valuing each other's differences and traits. <p>Note: The educator should be mindful of any sensitive topics and ensure that the activity is conducted in a safe and inclusive environment.</p> <p>If the learners cannot write yet, you can provide them with pictures or symbols to choose from to represent their answers. For example, you can provide pictures of different types of food, colors for eye-color, and symbols for religion. The learners can then choose the appropriate picture or symbol to represent their answer and place it in the corresponding column. You can also help them with writing their name or any other information they may be able to provide verbally. The goal is to encourage them to think about and share their traits and understand that everyone is unique in their own way.</p> <table border="1" data-bbox="573 1178 1268 1570"> <thead> <tr> <th>Things I did not choose</th> <th>Things I chose for myself</th> </tr> </thead> <tbody> <tr> <td>Name</td> <td>My favorite dish</td> </tr> <tr> <td>Nationality</td> <td>My favorite color</td> </tr> <tr> <td>Height</td> <td>My super hero</td> </tr> <tr> <td>Eye-color</td> <td>Favorite story</td> </tr> <tr> <td>hair color</td> <td>Favorite game</td> </tr> </tbody> </table>	Things I did not choose	Things I chose for myself	Name	My favorite dish	Nationality	My favorite color	Height	My super hero	Eye-color	Favorite story	hair color	Favorite game
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10 minutes	<p>Reflection questions:</p> <ul style="list-style-type: none"> ● What do you think when you see a kid who has a different skin color? ● What do you feel when you are with people who speak a language you don't understand? ● Would you like to live in a country where people have a different skin color, speak a different language and eat different food from yours? 												

	<ul style="list-style-type: none"> Do you think they may share similarities with you? If so, what similarities might you share? If you have a friend from a different religion or country, what gift would you give them?
	To prepare for the next day, have each learner bring in a small item or picture that represents their culture. For example, someone might bring in a family recipe, a photo of a traditional outfit, or a piece of music that is important to their family.

Day 4 –

Today we will find out how diverse our community is.

Time	Activity and Description
15 minutes	<p>Diversity Bingo:</p> <ol style="list-style-type: none"> Provide each child with a bingo card that has different squares on it with characteristics that make people unique. For example: <ul style="list-style-type: none"> Has a pet Speaks more than one language Has a sibling Likes broccoli Has a birthday in February Has traveled to another country Plays a musical instrument Likes to dance Has a different skin color than you Has a different hair texture than you Have the learners walk around the classroom or a designated area and find someone who matches the characteristic in the square. Once they find someone who matches the characteristic, they can ask that person to sign their bingo card. The first child who gets all of their squares signed, or the child who gets the most squares signed within a given time limit, can be declared the winner. After the game, gather the learners together and ask them to share something interesting they learned about their classmates. Use this as an opportunity to discuss and celebrate the uniqueness of each individual.
20 minutes	<p>Cultural Exploration:</p> <ul style="list-style-type: none"> Play a game of "Guess Who?" where the learners have to guess which classmate matches the description you give (e.g. "Who has a pet cat?" "Who speaks more than one language?" "Who has a sibling?") Next, explain to the learners that everyone has their own unique culture that shapes who they are. Culture includes things like language, food, clothing, music, and traditions.

	<ul style="list-style-type: none"> ● Have each learner bring in a small item or picture that represents their culture. For example, someone might bring in a family recipe, a photo of a traditional outfit, or a piece of music that is important to their family. ● Set up a "Cultural Exploration" station in the classroom where the learners can display their items and talk about their culture. Encourage the learners to ask each other questions and share their own stories. <p>Alternative Activity:</p> <ol style="list-style-type: none"> 1. Ask each student to bring one object from home that is special to them and represents something about their family, culture, or personal identity. 2. Give each student a chance to present their object to the class, explaining why it is important to them and what it represents. 3. Encourage the rest of the class to ask questions about the object and what it means to the student who brought it. 4. As a group, discuss the similarities and differences between the objects, and what they can tell us about the diversity of our class. 5. Reflect: What did you learn about yourself and others during the activity? Did you discover anything new about your classmates or the cultures they come from?
10 minutes	<p>Learners discuss:</p> <p><i>How would you feel if you only saw the same kind of people, food, games, and plants around you? With no diversity at all.</i></p> <ul style="list-style-type: none"> ● Diversity adds variety to life that makes it exciting and fun. ● In addition to that, different people come with their own set of ideas and skills. For example, in a group project, each member has a different skill that they can use. ● Diversity also helps us think openly and accept different ideas.

Day 5-

Today we will diversity jigsaw puzzles and present them to the class.

Time	Activity and Description
30 minutes	<p>Diversity Jigsaw Puzzle</p> <p>Objective: To encourage learners to appreciate and celebrate the diversity in their class and community.</p> <p>Materials:</p> <ul style="list-style-type: none"> ● A large jigsaw puzzle template (one piece for each learner) ● Markers, crayons or pencils for coloring ● Scissors for cutting out puzzle pieces ● Glue or tape for assembling puzzle pieces ● Optional: photographs, stickers, or other decorative materials <p>Instructions:</p> <ol style="list-style-type: none"> 1. Explain to the learners that they will be creating a jigsaw puzzle that represents the diversity of their class and community.

	<ol style="list-style-type: none"> 2. Give each learner a jigsaw puzzle template and instruct them to decorate it with elements of their community, family, and culture that they believe are distinct. They can draw, color, or write on their puzzle piece using the markers, crayons, or pencils provided. Encourage them to be creative and use their imaginations. 3. Once the learners have completed their puzzle pieces, have them cut them out carefully using the scissors. 4. Collect all of the puzzle pieces and mix them up. 5. Have the learners work together to assemble the puzzle by matching up the pieces. As they work, encourage them to talk about the different elements on each puzzle piece and share what makes them unique. 6. When the puzzle is complete, take a photo of it and display it in the classroom. Encourage the learners to take pride in the fact that they have created a unique and diverse work of art. <p>Tips:</p> <ul style="list-style-type: none"> • You can provide prompts to help learners decide what to include on their puzzle piece. For example, you could ask them to draw a picture of their favorite food, or write the name of the country their family is from. • To make the puzzle pieces more durable, you can print them on cardstock or glue them onto cardboard before cutting them out. • If you have a large class, you may want to print multiple copies of the puzzle template so that each learner can have more than one puzzle piece. <p>This activity will help young learners appreciate the diversity around them and learn about the different cultures and backgrounds of their classmates. It is also a fun and creative way to promote teamwork and collaboration.</p>
10 minutes	<p>Learners discuss the following:</p> <ol style="list-style-type: none"> 1. What differences did they enjoy adding to their puzzle? 2. Did they learn anything new about their community? 3. How does their community benefit from the diversity around them?
5 minutes	<p>Reflection:</p> <ol style="list-style-type: none"> 1. What did you enjoy in this project? 2. What did you not enjoy? Why? 3. What was the most interesting thing that you learned? <p>If there is so much diversity in just our community, can you imagine how much diversity there must be around the entire planet?</p>

Additional enrichment activities	<ol style="list-style-type: none"> 1. Storytelling: <ul style="list-style-type: none"> - Read "The Name Jar" by Yangsook Choi, a picture book about a girl who moves to America from Korea and struggles to fit in because of her name.
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	<ul style="list-style-type: none">- Read "We're Different, We're the Same" by Bobbi Kates, a book that celebrates differences and similarities among people. <p>2. Cultural sharing:</p> <ul style="list-style-type: none">- Have a class potluck where students and their families bring food from their cultural background to share with the class.- Invite a guest speaker to talk about their culture and traditions. This could be a family member of one of the students, a community member, or a local cultural organization. <p>3. Arts and crafts:</p> <ul style="list-style-type: none">- Have students create self-portraits using different materials, such as construction paper, yarn, fabric, and sequins. Encourage them to include details that represent their unique identity and background.- Create a "friendship quilt" where each student creates a square with their name and something they like to do, and then the squares are sewn together to make a quilt that represents the diversity of the class. <p>4. Role-playing:</p> <ul style="list-style-type: none">- Have students act out scenarios where they interact with people from different cultures, such as ordering food at a restaurant or playing on a playground with learners who speak a different language. <p>5. Classroom decorations:</p> <ul style="list-style-type: none">- Create a "Welcome Wall" with flags, posters, and artwork from different cultures and backgrounds. This can create a welcoming and inclusive environment for all students.- Make a class collage with pictures of the students and their families, along with items that represent their cultural background.
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APPENDIX 1

WORLD IN NUMBERS WORKSHEET

The earth is like a ball.

On its surface there are land pieces and water surfaces. Large pieces of land are called continents, and large water surfaces are called oceans.



Source: <http://www.myschoolhouse.com/courses/O/1/76.asp>

1. How many continents are there in the world? Please name them.
2. How many oceans? Please name them.
3. In which continent do you live?
4. If you want to travel to North America, what oceans and continents do you have to cross?

Harder questions:

1. How many countries are there in the world? (make a guess)
2. How many people are there living around the whole world? (make a guess)
3. What proportion of the worlds' population are learners (under age 18)?

APPENDIX 2

WORLD POPULATION DISTRIBUTION

What percentage of people live in each continent?



Source: Knowva Academy <https://www.youtube.com/channel/UCwkpuai46XUopl9tNGli4fw>

An alternative: "If the world was 100 people" video

<https://youtu.be/A3nIIBT9ACg>