

JOURNEY AROUND THE GLOBE

Ages 8 to 10 (Level 2)

Description:	In this project, the learner will learn about similarities and differences of countries around the globe by exploring the concepts of travel and trade
Leading question:	Where is your favorite sport originally from?
Age group:	8-10
Subjects:	Social science, mathematics
Total time required:	4 hours over 4 days
Self-guided / Supervised activity:	Medium supervision
Resources required:	pen/pencil, paper, scissors

Day	Time	Activity and Description								
1	5 minutes	In this project, we will learn about how connected our world is and explore how travel and trade have shaped our lives. We will also create our own atlas! An atlas is a collection of maps of the world or certain regions of the world.								
	5 minutes	Ask the learner: do you like to travel? How many countries, cities, or villages have you traveled to or heard about and would like to travel to? The learner will write down the names of each country, city, or village they have visited or would like to visit								
	5 minutes	Ask the learner: do you know how many countries there are in the world? Let her/him guess, then say: 195! Can you count to 195? The learner will draw 195 dots (or any other shape) on a blank piece of paper to indicate countries on the map in the appendix below. Learners can also do this activity using states, cities and villages in their own country if preferred and possible								
		The learner can identify the place value of each digit in the number 195 using the table below:								
		<table border="1"> <tr> <td>Number</td> <td>1</td> <td>9</td> <td>5</td> </tr> <tr> <td>Place</td> <td></td> <td></td> <td></td> </tr> </table>	Number	1	9	5	Place			
Number	1	9	5							
Place										
	5 minutes	Say to the Learner: Some countries/cities/villages are very far from each other, and others are very close. Do you know any countries/cities/villages close to yours? What about those that are very far?								

	<p>10 minutes</p>	<p>The learner will write down the name of one or more countries/cities/villages that are very far and some that are very close.</p> <p>Ask the learner: What are the different ways people move from one place to another?</p> <p>Potential answers: People move from one place to another using</p> <ul style="list-style-type: none"> - Ships - Boats - Canoes - Cars - Buses - Airplane - Helicopter - Walking - Riding a bike - etc. <p>What are the different ways in which we travel?</p> <p>Potential answers: We can travel in 3 different ways – by air, by water, and by land.</p> <p>Ask the learner to classify the examples based on the category they fall under. An example has been done below</p> <table border="1" data-bbox="407 1291 1338 1488"> <thead> <tr> <th>Mode of travel</th> <th>Water</th> <th>Land</th> <th>Air</th> </tr> </thead> <tbody> <tr> <td>Example 1</td> <td>Ship</td> <td></td> <td></td> </tr> <tr> <td>Example 2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode of travel	Water	Land	Air	Example 1	Ship			Example 2			
Mode of travel	Water	Land	Air											
Example 1	Ship													
Example 2														
	<p>15 minutes</p>	<p>Think about some of the different places you wrote down in the previous activity (the ones that are near and those that are far away), how can we travel to some of these places? The learner will reflect and identify 3-4 different ways we can travel to other states, villages, cities, or countries using the countries/villages/cities they stated above. Learners can use a table like the one below for this activity:</p> <table border="1" data-bbox="407 1776 1403 1885"> <thead> <tr> <th rowspan="2">Country/Village/City</th> <th colspan="3">Modes of transport</th> </tr> <tr> <th>Air</th> <th>Water</th> <th>Land</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Country/Village/City	Modes of transport			Air	Water	Land					
Country/Village/City	Modes of transport													
	Air	Water	Land											

		<p>Example 1 (Add the name of country/place here)</p>	<p>Yes example: airplane</p>	<p>No</p>	<p>Yes example: train</p>
	<p>5 minutes</p>	<p>Let's travel to some of these countries! Ask the learner: how long do you think it will take us to travel to these countries/cities/villages? Which ones do you think it would take a longer or short time to travel to?</p> <p>Potential answer: We should be able to travel to the countries that are closer to us faster!</p>			
	<p>15 minutes</p>	<p>Now, we will create a paper plane. The learner will make a paper plane or draw and cut out a plane to use for traveling using the instructions below:</p>			
	<p>10 minutes</p>	<div data-bbox="407 955 1089 1522" data-label="Image"> </div> <p>source: https://www.pngitem.com/middle/mwmwhw_make-paper-airplane-step-by-step-hd-png/</p> <p>Now it's time to travel!</p> <ul style="list-style-type: none"> • The learner will select two "destinations" in the room, one very far and one closer to her/him. The one that is closer represents the country/city/village that is close to theirs, while the one that is farther away will represent the one that is far • An adult, sibling or classmate can use a timer, watch or simply count out 			

	<p>10 minutes</p> <p>10 minutes</p>	<p>loud how many seconds it takes for the plane to reach either destination</p> <ul style="list-style-type: none"> • The learner will fly the paper plane to both destinations and run alongside it while the other person records the number of seconds it took for the plane to reach the destination • Ask the learner: how many seconds do you think it took to travel to each destination? Will the number of seconds (amount of time taken to travel) be more or less for the close destination? What about the further destination? • Ask the learner: Why do they think there is a difference in the amount of time it takes to travel to different destinations? Explain that the difference in seconds is because of the distances of each destination. The bigger the distance, the more the time needed <p>Numeracy extensions:</p> <ul style="list-style-type: none"> • The learner will write the number of seconds it takes to travel to each destination next to the country names. Which country is farther away from the center (where you are standing and flying the plane from)? By how much is it farther than the other destination? (Hint: subtract the distances) • Country A is 12 hours away from your current location. If it takes you a quarter of that time to travel to destination B instead, in how many hours will you reach country B from your current location? <p>Reflection: the learner will reflect on the following questions:</p> <ul style="list-style-type: none"> - What have you learned from today's activities? - What do you remember the most from today's activities? - What do you still have some questions about? <p>Educator/parent ensures to respond any questions the learner(s) may still have.</p>
2	20 minutes	<p>Yesterday, we traveled to some countries. Each country in the world is part of a larger area called a continent. Today we will be learning about the different continents.</p> <p>Learners will research online or ask their parent or a knowledgeable adult in their community using the following guiding questions.</p> <ul style="list-style-type: none"> - On what continent is our country located? - What are the different continents around the world? <p>Answers:</p> <ul style="list-style-type: none"> • Africa • Asia • South America • Europe • North America • Antarctica • Australia

	<p>25 minutes</p>	<p>The learner will start working on their atlas today. On the first page, he or she will write down the list of continents and arrange the names in alphabetical order.</p> <p>On the second page, the learner will draw the world map based on the map in the appendix 1 and label each continent. Learners can ask their parent or a knowledgeable adult for support if they are not able to identify the different continents.</p> <p>Now, let's think about what makes different countries or places special.</p> <p>Ask the learner: Why do we like traveling to other countries or places within our own country?</p> <p>The learner will write a list of things they enjoy when they visit other places or draw some of the things they enjoy doing (for example, they can draw or write certain foods, animals, or attractions like beaches etc.)</p> <p>Every country has something that makes it unique or special. The learner will find out from adults around them or the internet on what continent each country below is located and the things that make them unique and special.</p> <ul style="list-style-type: none"> ● Tanzania ● China ● Mexico ● Saudi Arabia ● Australia <p>For example, China makes more gold than any country in the world! The learner can use a table like the one below for this activity:</p> <table border="1" data-bbox="402 1360 1401 1614"> <thead> <tr> <th>Country</th> <th>Continent</th> <th>What makes the country unique and special</th> </tr> </thead> <tbody> <tr> <td>Tanzania</td> <td></td> <td></td> </tr> <tr> <td>China</td> <td>Asia</td> <td>Makes more gold than any country in the world!</td> </tr> <tr> <td>Mexico</td> <td></td> <td></td> </tr> <tr> <td>Saudi Arabia</td> <td></td> <td></td> </tr> <tr> <td>Australia</td> <td></td> <td></td> </tr> </tbody> </table> <p>Additionally, the learner can also come up with their own list of countries and write or draw one or two things that are only found in those countries. The learner should choose countries based on their interest and for which they have access to information.</p> <p>Alternatively, the learner can also focus on one country and complete a more</p>	Country	Continent	What makes the country unique and special	Tanzania			China	Asia	Makes more gold than any country in the world!	Mexico			Saudi Arabia			Australia		
Country	Continent	What makes the country unique and special																		
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	<p>20 minutes</p>	<p>detailed report on any country of his or her choice covering the following sections:</p> <ul style="list-style-type: none"> • Name of country (or draw its flag) • Continent it is in • Currency • Popular sport • Popular traditional dish • One fun fact about that country <p>The learner will draw a map of the world on the third page of their atlas and locate the countries on his or her list on the map. Mark them with different shapes or symbols. Learners can choose not to draw continents that are not represented by the countries' list.</p> <p>Learner will then locate the countries on the list above (or their own list):</p> <ul style="list-style-type: none"> • Learners will look at the world map in the appendix • Using cardinal directions (North, East, South, West), learners will identify the general location of the countries. Older/advanced learners can use more specific directions such as Northeast, Southwest etc. <div data-bbox="505 909 837 1243" data-label="Image"> </div> <p>shutterstock.com • 1011439111</p> <ul style="list-style-type: none"> • Learners will label the countries on the map • Hints: Tanzania is in East Africa, China is in East Asia, Mexico is in the southern region of North America, Saudi Arabia is in Southwest Asia (directly opposite or east of Northeast Africa), and Australia is its own continent located south of South Asia
	<p>10 minutes</p>	<p>Now create a number line and cut it out so that you have a thin rectangular shape with numbers from 1 to 20. Make sure that the space between each number is equal by using a ruler or your finger or any small object in between numbers to create an equal distance. Example:</p> <div data-bbox="407 1677 1344 1797" data-label="Image"> </div> <p>Use your number line to find out the distance between these different countries.</p>

	<p>10 minutes</p>	<p>You can also place the middle of the number line (say number 6) on a country that is in the “middle” of the map. Now, find out how many steps to the right, left, up, or down we need to take to reach the other countries. For example, if you place it on Tanzania, you will need 7 steps to reach China.</p> <p>Note: you can also use a ruler instead of the number line</p> <p>On the fourth page of the atlas, begin writing down the interesting facts you learned about each country on your list. Learners can add the table with the different unique and special things about the different countries they created earlier</p> <p>Reflection: the learner will reflect on the following questions:</p> <ul style="list-style-type: none"> - What have you learned from today’s activities? - What do you remember the most from today’s activities? - What do you still have some questions about? <p>Educator/parent ensures to respond any questions the learner(s) may still have.</p>
<p>3</p>	<p>5 minutes</p>	<p>Yesterday, we learned about what makes different countries unique. Today, we will learn about what they have in common!</p> <p>Ask the learners: Before we had planes:</p> <ul style="list-style-type: none"> - Do you think people traveled to faraway countries such as the ones we talked about yesterday? - How do you think they traveled? <p>Potential answers: One way was using ships, especially for countries that are separated by water.</p> <p>For countries that are next to each other and not separated by water, another way was to walk or ride donkeys and other animals.</p> <p>Ask the learner to draw a ship. Learner can use the guide below as they draw the ship.</p>

	<p>20 minutes</p>	<div data-bbox="755 254 1049 695" data-label="Image"> </div> <p>Ask to think about their own experiences when they travel to new places. You can use the following reflection questions.</p> <ul style="list-style-type: none"> - What usually happens when you travel to a new place or country? - Do you discover new things or new ways of doing things? - What did you discover the last time you traveled to a new place? <p>Explain to the learner: When people traveled to different countries, they discovered things they have never seen before in their own countries. Today, we use many things that actually came from other countries!</p> <p>For example, potatoes were first grown by humans in a country called Peru in South America. Now we use them all over the world!</p> <p>The learner will locate the continent where Peru is found on the map they created. Ask the learner to reflect and answer: how do you think potatoes came to us?</p> <p>The learner can illustrate this by drawing someone loading potatoes on a ship.</p> <p>Additionally, coffee originated from Ethiopia and tea from China. Ask the learners to identify the continents on which Ethiopia and China are found and locate both countries on the map. See detailed map in the appendix.</p> <p>Give the learner 3-5 more similar examples. Hint: learners can explore where the following originated:</p> <ol style="list-style-type: none"> a. printed books b. writing c. paper <p>Answers: Greece, Iraq, and China. Learners will locate these countries on the map.</p>
	<p>15 minutes</p>	

<p>10 minutes</p>	<p>Explain to the learner that in the past, when people traveled to new countries and found things they had never seen before, they brought it back to their home. These days, countries buy things they don't have at home from other countries that have plenty of those things.</p> <p>The learner will identify 5-10 things from their house or surroundings that were made or originated in other countries. With the help of an adult, find out from labels, packages, or the internet where the items came from and make an illustrated list with a drawing of the item and its name. See example below:</p>  <p>According to the label on this item, it came from China, which is in East Asia.</p> <p>Mark the countries of origin of your items in your atlas. You can draw the item on the map as well to illustrate a popular product of that country.</p> <p>Ask the learners:</p> <ul style="list-style-type: none"> • How do you think those items got here? <p>Possible answer: Through trade with other countries. Trade is when something is exchanged for money or for something else</p>
<p>10 minutes</p>	<ul style="list-style-type: none"> • How are people able to buy things from one country without having to travel to those countries first? How do people today know what other countries are selling? How do the companies get those products to the people who need them? <p>Possible answer: through the internet and e-commerce. People are now able to find products sold in another country and order them through the internet, and then the company ships the product to the customer.</p> <ul style="list-style-type: none"> • What do you think our country trades in? What does it get from outside? What does it send to other countries? <p>Learners can ask their parents or an adult in their community in case they are not sure about how to respond to these questions.</p>

	10 minutes	<p>Numeracy extension: the learner will locate each country they had identified on day 2 on the map (approximately – as a dot on the continent). Using the number line you created on day 2, find the distance of each country from the learner’s own country. If you do not have a map, draw dots at different distances depending on how far you think countries are from each other (use the help of an adult to estimate this). Learners can also use the detailed map in the appendix in case they do not have a physical map/atlas in their own homes. Then, find out how far each dot is from the other. For example, one country can be represented by a dot in the upper right corner of a piece of paper and another by a dot in the center, and the distance between them could be 10 cm.</p> <p>Reflection: learners will reflect on the following questions:</p> <ul style="list-style-type: none"> - What have you learned from today’s activities? - What do you remember the most from today’s activities? - What do you still have some questions about? <p>Educator/parent ensures to respond any questions the learner(s) may still have.</p>
4	<p>10 minutes</p> <p>5 minutes</p> <p>15 minutes</p>	<p>Today, you will create your own global exhibition!</p> <p>There are so many things we have borrowed from other cultures. Yesterday, we looked at common household items. Now, let’s think about what other things we borrowed from different cultures:</p> <ul style="list-style-type: none"> ● Do you practice any religion or moral philosophy? Where did it originate? Example: Buddhism originated in India. ● What is your favorite sport? In which country was it invented or first played? Example: football (soccer) originated in the United Kingdom ● What is your favorite food? Where did it or its main ingredients, spices etc. originate? Example: Pizza originated in Italy <p>Learners will ask family members for help in answering these questions.</p> <p>Learners will decide on a theme that they would like to explore further. Some suggestions include:</p> <ul style="list-style-type: none"> ● Words and vocabulary including poems, folk tales etc. or words used in everyday language that originated in different countries ● Food and spices ● Music and musical instruments ● Sports ● Customs and traditions (religions, festivals, weddings etc.) <p>After you decide on a theme, write down or draw a list of items you want to include in your atlas and write the country of origin next to it</p>

Theme: sports	
Item	Country of origin
Football 	England 

The learner will then decide on the layout of the exhibition. Suggested layouts:

- a table with different items with country of origin labels such as the table above
- a poster of a festival or sports stadium (depending on selected theme) with different items labeled by country of origin

30 minutes
Learners create and finalize the design of their atlas and share it with their family. Learners must present each item and say where it originated.

30 minutes
Optional: learners can simulate how countries trade with each other by playing the following game using their food items on display or by creating cards with different food items drawn on them:

- Items or cards needed: salt, oil, cheese, potatoes, bread, tomatoes, chicken
- The goal of the game is to get the highest number of points by making any of these dishes: pizza (10 points), burger (10 points), cheese fries (5 points)
 - To make pizza you need 2 tomatoes, 2 cheeses, 1 oil, 1 salt and 1 bread
 - To make cheese fries you need 2 potatoes, 2 oil cards, 1 salt and 1 cheese
 - To make a burger you need 2 chicken cards, 2 breads, 1 oil, 1 cheese and 1 salt
- Prepare all the cards or items and at least 3 countries (for 3 players)
- Assign the items to different countries. For example, the player representing Mexico gets salt, oil, and bread. Cambodia gets chicken, tomatoes, and cheese etc.
- After the countries (players) have been assigned an equal number of cards, the game begins and they can start trading their cards
- The first player/country to get all the ingredients to make a dish wins. If more than one player/country gets a complete set of cards for a recipe, the player/country that can make the dish with the highest points wins. Add the points on each card to find out the total points for the dish.

10 minutes

10 minutes	<p>Reflection on the trading activity:</p> <ul style="list-style-type: none"> • Countries trade with each other because no country has all the resources it needs to develop. Some countries are naturally rich in resources like oil, gold, certain fruits and vegetables etc., so they sell them to other countries that need them. They then buy whatever they cannot make on their own. • Depending on resources, it is also cheaper for some countries to buy ready-made products from other countries than to make it on their own. • What do you think our country sells to other countries? What does it buy? <p>Overall Project Reflection:</p> <p>Learner will reflect on what they have learned throughout the last 4 days using the 3-2-1 technique:</p> <ul style="list-style-type: none"> - Three things you have learned from all the activities - Two things you found interesting - One thing that you still have a question about <p>Parents/educators will respond to the learner's questions.</p>
Assessment Criteria:	<ul style="list-style-type: none"> - Accuracy in identifying countries or continents - Critical thinking demonstrated in comparing countries or cultures - Creativity demonstrated in the selection of the global exhibition theme and items and design - Clear understanding of examples of cross-cultural contributions - Appreciation for diversity, multiculturalism, and global interconnectedness

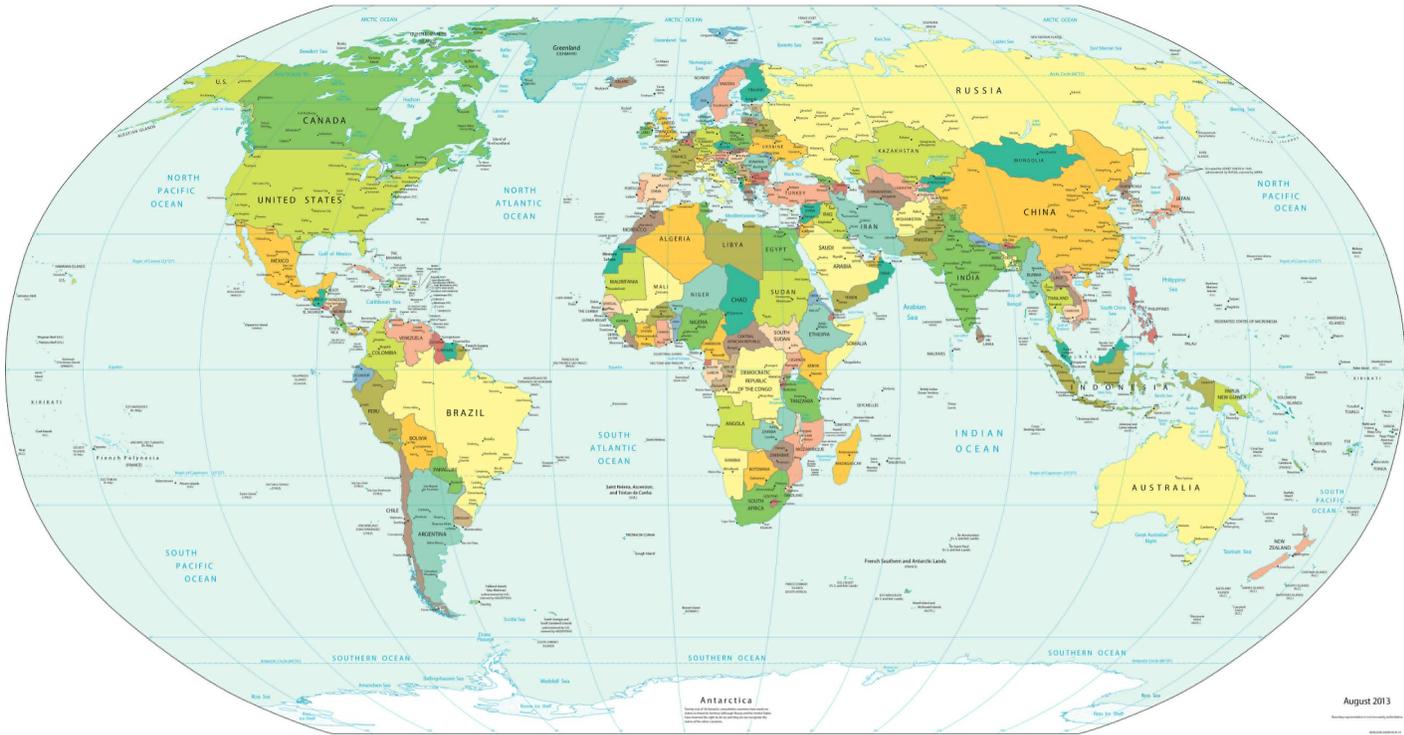
Topics/concepts covered	<ul style="list-style-type: none"> - Countries of the world - Distance - Cardinal directions - The various forms and means of transport - The various continents around the world - Creation of an atlas - Trade - Unique features and discoveries of the different countries in the world - Origins of cultures, religions, and several other aspects of life - Critical thinking - Creativity <p>Communication</p>
Learning outcomes:	<ul style="list-style-type: none"> - Learners will learn about the different countries and continents in the world - Learners will learn about the different forms and means of transport - Learners will learn about different things we learnt or adopted from other countries, and this will introduce them

	<p>to diversity, tolerance, and religious and cultural differences.</p> <ul style="list-style-type: none"> - Learners will also explore how cross border trade happened in the past and how it is currently changing. - Enhance the learners' critical thinking, creativity and communication skills
Required previous learning:	
Inspiration:	
Additional enrichment activities:	<p>- Learners can do the following activity to understand how the use of imported items changes in the importing country:</p> <ul style="list-style-type: none"> ● Learners will visit their neighbor, friend, or relative's house and ask for a recipe of a dish that is commonly made in that house. ● The learner will then read the recipe and think about what they can add or change using ingredients found in their own kitchen ● The learner will make the dish with the help of an adult ● Discussion: many dishes are "borrowed" from other cultures, but the taste is different from one country to another because the ingredients that are available in each country differ. An example is pasta, which originated in China, but has been adopted in many countries and became a staple in different cuisines around the world, especially Italian cuisine. <p>- Learners can extend the atlas by identifying geographical features of their selected countries including rivers, oceans, mountains, deserts etc.</p>
Modifications for simplification:	<ul style="list-style-type: none"> - Activities can be limited to neighboring countries - Activities can be limited to understanding of trade between countries and creating poster of items in the learner's house that come from other countries

APPENDIX



Source: https://www.printablee.com/post_printable-world-map-not-labeled_295079/



Source: <https://www.worldometers.info/world-map/>