

OUR BIG BIG EARTH (LEVEL 3)

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 Mathematics
Total time required:	~45 minutes a day for 5 days
Resources required:	World map or globe, sticky notes in different colors, paper bowls or other suitable materials such as paper mache, balloons, or styrofoam balls, construction paper or any kind of paper, markers or colored pencils, glue, scissors
Learning outcomes:	<ol style="list-style-type: none"> 1. Describe the different features of the earth 2. Understand and appreciate diversity 3. Create a model of the earth 4. Discuss how people on the earth are interconnected 5. Create a large jigsaw puzzle to appreciate the diversity in their communities 6. 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
15 minutes	<p>"Walk the Line, if...":</p> <p>Introduction: Begin by introducing the activity and explaining that it is a game that will help learners learn more about each other and celebrate their differences.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask all the learners to stand in a line facing the center of the room. 2. Explain to the learners that you will call out a series of statements, and if the statement applies to them, they must step forward to the line. 3. The goal of the game is to get to know each other better and celebrate the many differences that make us all unique. 4. As you call out each statement, allow a few moments for the learners to move to the line and then continue with the next statement. 5. Be sure to include a wide range of statements that cover different aspects of identity, such as: <ul style="list-style-type: none"> ● If you have a pet, step to the line. ● If you were born in a different country, step to the line. ● If you speak more than one language, step to the line.

	<ul style="list-style-type: none"> ● If you have ever traveled outside of the state/country, step to the line. ● If you have ever played a musical instrument, step to the line. ● If you have ever volunteered for a charity or nonprofit organization, step to the line. ● If you have ever won an award for something, step to the line. ● If you have ever read a book in another language, step to the line. ● If you have ever eaten a food from another country, step to the line. <p>6. As the game progresses, encourage learners to notice similarities and differences between themselves and their classmates. For example, you could point out that many learners have pets, or that some learners have traveled to many different places while others have stayed closer to home.</p> <p>7. After the game is over, take a few minutes to facilitate a discussion about what learners learned about each other and about the importance of celebrating diversity.</p> <p>Conclusion: Conclude the activity by emphasizing the importance of recognizing and celebrating the many differences that make us all unique. Encourage learners to continue to get to know each other better and to embrace the diversity of their classroom and community.</p>
30 minutes	<p>Earth's Diversity Map</p> <p>Materials needed:</p> <ul style="list-style-type: none"> ● World map or globe ● Sticky notes in different colors ● Writing materials <p>Instructions:</p> <ol style="list-style-type: none"> 1. Ask the learners to gather around the world map or globe. 2. Give each learner a sticky note and ask them to write down one fact they know about the Earth. Encourage them to think about the different aspects of the Earth such as the land, oceans, atmosphere, climate, and biodiversity. 3. Once the learners have written their fact, ask them to stick it on the corresponding location on the map or globe. 4. Next, distribute different colored sticky notes to the learners and ask them to write down one way in which humans are diverse. Encourage them to think about the different ways in which humans can be diverse such as race, ethnicity, culture, language, religion, gender, and abilities. 5. Once the learners have written their diversity factor, ask them to stick it anywhere on the map or globe. 6. After all the sticky notes have been placed, go around the class and ask each learner to read out the fact they wrote and the diversity factor they chose. 7. Facilitate a discussion about the different aspects of diversity and how it relates to the Earth. For example, discuss how different cultures have developed unique ways of living in different parts of the world, or how different races and ethnicities have different relationships with the environment.

	<p>8. Conclude by emphasizing the importance of diversity and how it enriches our understanding of the world and each other.</p> <p>This activity helps learners explore facts about the Earth while also introducing them to the concept of diversity and its relationship with the Earth. It encourages them to think about the interconnectedness of the world and the different ways in which humans are diverse.</p>																				
<p>15 minutes</p>	<p>Additional Activity: The World in Numbers: continents and oceans, countries and people. Learners will ask their family members/teachers or interview people around them to answer the questions in the World in Numbers Worksheet (it is preferred to have a hard copy of the worksheet. The worksheet is also provided as an Appendix for easy printing).</p> <table border="1" data-bbox="431 680 1393 1585"> <thead> <tr> <th colspan="2">World in Numbers</th> </tr> <tr> <th>Question</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>How many continents are there in the world?</td> <td></td> </tr> <tr> <td>Can you name them? (The child can name as many as they know)</td> <td></td> </tr> <tr> <td>Do you know the name of the continent you live in?</td> <td></td> </tr> <tr> <td>How many Oceans are there in the world?</td> <td></td> </tr> <tr> <td>Can you name them? (The child can name as many as they know)</td> <td></td> </tr> <tr> <td>How many countries are there in the world?</td> <td></td> </tr> <tr> <td>Can you name two neighbouring countries?</td> <td></td> </tr> <tr> <td>How many people live in this world?</td> <td></td> </tr> </tbody> </table> <p>Answers: How many continents are there in the world? <i>Answer: 7</i></p> <p>Can you name the continents?</p>	World in Numbers		Question	Answer	How many continents are there in the world?		Can you name them? (The child can name as many as they know)		Do you know the name of the continent you live in?		How many Oceans are there in the world?		Can you name them? (The child can name as many as they know)		How many countries are there in the world?		Can you name two neighbouring countries?		How many people live in this world?	
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<p><i>Answer: Asia, Africa, Antarctica, Australia, Europe, North America, and South America</i></p> <p>Do you know the name of the continent you live in? <i>Answer: Europe</i></p> <p>How many oceans are there in the world? <i>Answer: 5</i></p> <p>Can you name them? <i>Answer: Atlantic, Pacific, Indian, Arctic, Southern (Antarctic) Oceans</i></p> <p>How many countries are there in the world? <i>Answer: 195</i></p> <p>Can you name two neighboring countries? <i>Answer: e.g Germany and Ukraine</i></p> <p>How many people live in this world? <i>Answer: 8 billion</i></p>
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Day 2

Today, you further explore the Earth and discover how we are all interconnected.

Time	Activity and Description
5 minutes	<p>"Hola!" Do you know what it means? Hola is a Spanish word for Hello in English, and Bonjour in French. Spanish is spoken by more than 580 million people across the world, English is spoken by around 1.5 billion people around the world, and French by more than 270 million people around the world.</p> <p>In the previous class we learned about the Earth. Today we will take our discussion further and explore the world around us, but before that, we will reflect on the previous day's activities through the following questions:</p> <ul style="list-style-type: none"> • What were your key learning points yesterday? • How many continents and oceans does our planet have, can you name them? • How many countries are there in the world in total? • Which activities did you find most interesting and why?
30 minutes	<p>Activity: Creating a 3-D Model of the World</p> <p>Materials:</p> <ul style="list-style-type: none"> • Paper bowls or other suitable materials such as paper mache, balloons, or styrofoam balls • Construction paper • Markers or colored pencils • Glue • Scissors

Instructions:

1. Begin by explaining to the class that they will be creating a 3-D model of the world, including the continents, oceans and some countries.
2. Divide the class into small groups and provide them with the necessary materials.
3. Instruct learners to use the materials to construct a durable 3-D model of the world. They can use the hints provided, or come up with their own ideas.
4. Encourage learners to be creative with their designs, but ensure that they include all of the continents and oceans, with their names written clearly.
5. Once the models are complete, have each group present their model to the class.
6. After each presentation, ask the class to provide feedback on what they liked about the model and what could have been improved.

To make the activity more challenging, you can incorporate the following ideas:

1. **Research:** Before starting the construction of the 3-D model, you can assign each group a specific continent and have them research important geographical features, climate zones, and famous landmarks. This will encourage them to learn more about their assigned continent and incorporate the information into their model.
2. **Use of materials:** You can limit the materials that each group can use, or challenge them to use only recyclable materials to construct their model. This will encourage creativity and problem-solving skills.
3. **Accuracy:** You can challenge the learners to create an accurate representation of the world map, including the size and placement of the continents and oceans. This will challenge their attention to detail and accuracy.
4. **Presentation skills:** You can challenge the learners to present their model in a creative and engaging way, such as through a skit or interactive presentation. This will encourage public speaking skills and creativity.

Hint: Hint: some easy ways that learners can use to construct the globe is using paper and bowls, layer on used paper and then drawing continents on the outer layer. They can also try wrapping a balloon or ball with paper. Alternatively, learners can make the following cutout, draw the continents and connect the numbered parts according to the sequence as shown below:



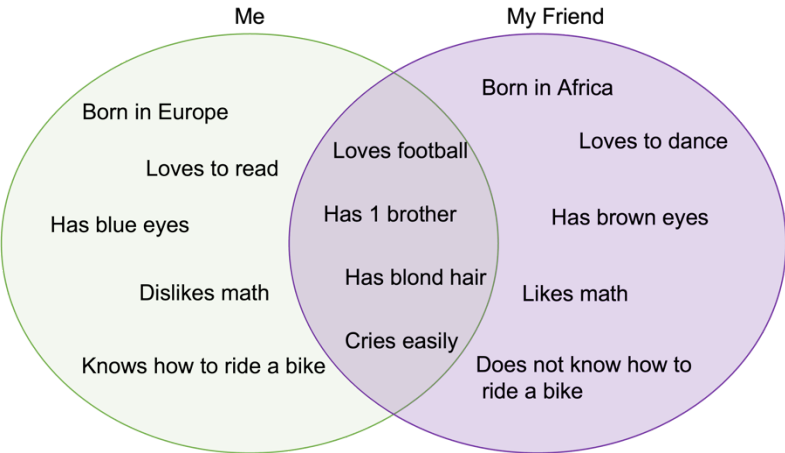
	<p>Some possible criteria for evaluating the 3-D models could be:</p> <ol style="list-style-type: none"> 1. Accuracy: The model should accurately represent the size, shape, and location of the continents and oceans. 2. Completeness: The model should include all seven continents and five oceans, with their names written clearly. 3. Creativity: The model should demonstrate creativity and originality in the choice of materials, design, and presentation. 4. Attention to detail: The model should demonstrate attention to detail in the construction and labeling of the continents and oceans. 5. Incorporation of additional details: If additional details were required, such as famous landmarks or climate zones, the model should demonstrate an accurate and creative incorporation of those details. 6. Durability: The model should be sturdy and durable, able to withstand handling and transportation. 7. Presentation skills: The group should demonstrate effective presentation skills, such as clear and confident speaking, engaging visuals or props, and interactive elements.
<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? Where did that language originate? ● Do any of us like a dish from a different culture/country? ● Have any of us traveled to another country? <p>Writing an essay (Homework)</p> <ul style="list-style-type: none"> - Learners will write an essay or few sentences based on their responses to the selected questions from the list above. - The prompt for the essay is "Is a Our connected world better than a disconnected one for me?" - In their essay, learners will describe their connections to other parts of the world. <p>Learners will share their essay with peers for feedback.</p>

	<p>Feedback will include:</p> <ul style="list-style-type: none"> - What do they love about the essay? - Any suggestions for improvement? <p>Learners will use feedback from peers to improve their essay.</p>
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Day 3 – Today you will learn about diversity and tolerance.

Time	Activity and Description																		
10 minutes	<p>Learners discuss their essays.</p> <ol style="list-style-type: none"> 1. Divide the class into small groups of 3-4 learners each. 2. Ask each learner to read out a sentence or two from their essay, summarizing their connections to other parts of the world. 3. Encourage the other learners in the group to ask follow-up questions and discuss their own connections to other parts of the world. 4. After a few minutes of group discussion, ask each group to share one interesting point that they discussed with the class. 5. Open up the discussion to the whole class, and ask learners to share any insights or reflections that they gained from the homework and the group discussion. 																		
10 minutes	<p>The origin of things</p> <p>“We have so many different things around us, but do we know where they were invented or used for the first time? Let me ask you a few questions and we can learn about the origin of many things we use daily!”</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e0f2f1;">Invention</th> <th style="background-color: #e0f2f1;">Inventor</th> <th style="background-color: #e0f2f1;">Country</th> </tr> </thead> <tbody> <tr> <td>Light bulb</td> <td></td> <td></td> </tr> <tr> <td>Telephone</td> <td></td> <td></td> </tr> <tr> <td>Airplane</td> <td></td> <td></td> </tr> <tr> <td>Camera</td> <td></td> <td></td> </tr> <tr> <td>Radio</td> <td></td> <td></td> </tr> </tbody> </table> <p>Input</p> <ol style="list-style-type: none"> 1. Light bulb (Answer: Thomas Edison, North America) 2. Telephone (Answer: Alexander Graham Bell, Scotland) 3. Airplane (Answer: Wright Brothers, North America) 4. Camera (Answer: Joahnn Zahn, German) 	Invention	Inventor	Country	Light bulb			Telephone			Airplane			Camera			Radio		
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	<p>5. Radio (Answer: Guglielmo Marconi, Italy)</p> <ul style="list-style-type: none"> ● “Isn’t it amazing how something invented so far away is so common in our country that we can’t even imagine life without it? This is how connected we are, a change happening in one country has the potential to impact the entire world” ● Identify “international” items in your own homes (could be homework) <ul style="list-style-type: none"> ○ Make a list of 10-20 items and do some research (by asking caretakers, neighbours or other adults including shopkeepers) to find out where they are imported from! ○ Learners can also read the tags and labels of products and items in their house to see where they were made. ○ Items can include produce and other food items, office/school supplies, clothing, vehicles etc. ● Draw a table with two columns and write or draw the item in one column and its country of origin in the other ● Find out how many countries are represented in your house! ● Learners should mark these countries on the world map
5 minutes	<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.) ● Can we produce them in our own country? Why or why not?

<p>10 minutes</p>	<p>Introduction to Diversity: Take 2 minutes to draw a Venn diagram to capture the similarities and differences between you and a friend of yours. Consider aspects such as</p> <ol style="list-style-type: none"> 1. Appearance and physical traits 2. Preferences 3. Beliefs 4. Personality traits <p>Sample:</p>  <ul style="list-style-type: none"> • These differences that we see among people or things are known as diversity. • In addition to the way we look, we can be different or diverse in many ways. • Can you list 3 other ways in which people can be diverse or different? (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.) 										
<p>10 minutes</p>	<p>Understanding diversity: We all have different traits. We are born with some traits while some other traits are based on our choices and on other people's choices too. Let each of us fill this ID table, and then discuss it. Write down things about yourself in the two columns.</p> <table border="1" data-bbox="574 1486 1273 1810"> <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 super hero</td> </tr> <tr> <td>Religion</td> <td>Favorite story</td> </tr> <tr> <td>Eye-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 super hero	Religion	Favorite story	Eye-color	Favorite game
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	<p>Conduct a detailed discussion on the card presented by learners. The discussion should be carried forward and focused on the theme of perceiving differences and building barriers between peoples based on things they have not chosen.</p> <ul style="list-style-type: none"> • What similarities do we all share in the class? • What are our differences? • Do you think there are learners from around the world who share similarities with you? • Would you prefer playing your favorite game with your classmates or with a child from another country? Why? <p>“Isn’t it strange that we hold things against people that we have no control over? The color of someone’s skin, the ethnicity, the caste one is born into, the language one speaks. Isn’t it silly to use these to build barriers between ourselves?”</p>
5 minutes	<p>Reflection questions:</p> <ul style="list-style-type: none"> • What do you think when you see a child who has a different skin color? Do you think they may share similarities with you? • What do you feel when you are with people who speak a language you don’t understand? • How would you react towards somebody who speaks a different language? • Would you like to live in a country where people have a different skin colour, speak a different language and eat different food from yours? • If you have a friend who follows a different religion, what gift would you give them at their religious celebrations? • How would you behave with someone who is differently abled?
	<ul style="list-style-type: none"> • 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"> 1. 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

	<ul style="list-style-type: none"> ● Likes to dance ● Has a different skin color than you ● Has a different hair texture than you <ol style="list-style-type: none"> 2. 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. 3. 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. 4. 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. ● 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 learner to bring one object from home that is special to them and represents something about their family, culture, or personal identity. 2. Give each learner 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 learner 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. 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. - Read "We're Different, We're the Same" by Bobbi Kates, a book that celebrates differences and similarities among people. 2. Cultural sharing: <ul style="list-style-type: none"> - Have a class potluck where learners 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 learners, a community member, or a local cultural organization. 3. Arts and crafts: <ul style="list-style-type: none"> - Have learners 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 learner 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. 4. Role-playing: <ul style="list-style-type: none"> - Have learners 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. 5. Classroom decorations: <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 learners. - Make a class collage with pictures of the learners and their families, along with items that represent their cultural background.
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APPENDIX

WORLD IN NUMBERS WORKSHEET

World in Numbers	
Question	Answer
How many continents are there in the world?	
Can you name them? (The child can name as many as they know)	
Do you know the name of the continent you live in?	
How many Oceans are there in the world?	
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