



My transformative journey around the world

DIDACTIC GUIDE CONTENT



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Index

1.Objectives of the game3

2.Game components4

 a) Components of the game kit 4

 b) Additional components (not included in the game kit) 5

3.Purpose of the game.....5

4.Instructions for the game.....7

 4.1 The question cards..... 7

 4.2. The extra cards 8

 4.3. The bonus cards 8

 4.4. The malus cards 9

 4.5 Rules and methods of play 10

5.Didactic proposals for the post-game14

6.Useful resources15



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1. Objectives of the game

The game “My transformative journey around the world” is a board game designed for students of primary and lower secondary schools, therefore suitable for all learners aged 6-13 years old. The objective of the game is to allow learners to acquire a new awareness as well as a greater knowledge of the different areas of the world and its different continents, so as to identify possible similarities and differences, in order to promote the values of the global citizenship.

We all live in an increasingly interconnected and global world, and that's why become essential to form new young and active citizens. In this regard, the game “My transformative journey around the world” enhances the importance of education for global citizenship, better known as GCE - Global Citizenship Education, dealing with a wide range of themes and discovering a variety of peoples and cultures.

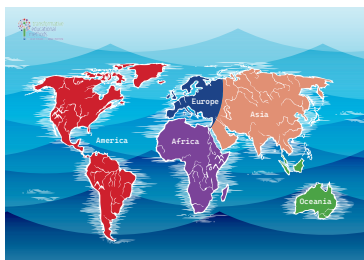
Within the game, learners become the direct explorers of their own knowledge, in a self-guided and learner-centred learning pathway. In fact, students embark on an imaginary journey to discover the different parts of the world and the peoples who live there, answering a series of didactic questions.

This game has the great potential of being multidisciplinary, it can therefore be played within a discipline (geography, science, scholastic art, literature) and it takes into consideration the knowledge that 6-13-year-old learners have already acquired at school.



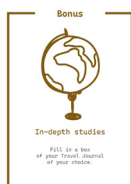
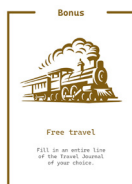
2. Game components

a) Components of the game kit



1 game board with a world map including the 5 continents

1 deck of playing cards containing 180 multiple choices or true/false questions



1 deck of bonus cards with exclusive benefits and rewards

1 deck of malus cards containing some small disadvantages



2 extra cards: card "Help: Ask for information" and card "Help: can you give me a ride?"

1 travel journey to record and write down the knowledge learned while exploring the world.



A set of pawns

Instruction manual

NB. Minimum 3 players playing for at least 30 minutes. If you have several players, you can create small groups and provide 1 game kit to each small group.

You can download and print additional game kits here:

<https://transformative-edu.eu/en/about/>

<https://www.intered.org/es/recursos/juegos-cooperativos>

Please ensure that additional time will be needed for introduction, explanation of the rules and finally brainstorming at the end.

b) Additional components (not included in the game kit)

- > 1 globe or a projection of the world with its areas and continents
- > 1 chronometer (30 minutes is the suggested time to be spent on playing with the cards)
- > Sheets of paper
- > Pencils/pens

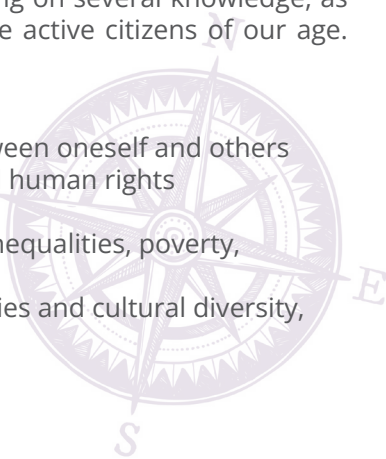
3. Purpose of the game

This game aims to invite students to embark on a journey into the world, in order to discover its peculiarities and to deal with the habits and lifestyles of the different living beings who live there (peoples but also animals etc.). All this, in order to sensitize learners to the acceptance of diversity and the importance of knowledge, information and education to prevent possible stereotypes and cultural prejudices, as well as to be curious, critical and attentive citizens of the 21st century.

Didactic references

The game provides some guidelines for working on several knowledge, as well as skills that students need to have to be active citizens of our age. These skills include:

- > Perception of oneself as a global citizen
- > Tolerance and mutual understanding between oneself and others
- > Recognition of the importance of universal human rights
- > Active participation and active citizenship
- > Social and economic justice (attention to inequalities, poverty, discrimination, gender issues etc.)
- > Intercultural competences (cultural identities and cultural diversity, dialogue, cooperation with others)



NB. Many of these competencies focus on culture of democracy and global dialogue

The game “My transformative journey around the world” is designed to address the issues of the 2030 Agenda and the Sustainable Development Goals (SDGs).

In particular, the following SDGs are addressed:

- > SDG 2: Zero Hunger
- > SDG 3: Good Health and Well-being
- > SDG 4: Quality Education
- > SDG 5: Gender Equality
- > SDG 6: Clean Water and Sanitation
- > SDG 7: Affordable and Clean Energy
- > SDG 10: Reduced Inequality
- > SDG 12: Responsible Consumption and Production
- > SDG 13: Climate Action
- > SDG 14: Life Below Water
- > SDG 15: Life on Land

4. Instructions for the game

4.1 The question cards

The boardgame "My transformative journey around the world" consists of a deck of playing cards containing a total of 180 questions to be answered by all pupils, both boys and girls. The 180 questions are divided by continent and by theme.

In the game we have:



- 5 continents: Europe, America, Africa, Asia, Oceania



Environment



Climate



Animals



Culture




Nutrition
and food



Peace
and justice

- 6 specific themes. The themes represent the different areas of exploration and knowledge: a) environment, b) climate, c) animals, d) culture, e) nutrition and food, f) peace and justice

For each continent, there are 6 questions for each topic, for a total of 36 questions. The questions are multiple choice and the correct answer is marked in bold.

Nb. Attention! The most difficult questions contain this symbol . If you find it, you can skip and not answer this question.

4.2. The extra cards

In the game, two extra cards are provided (to be placed outside the deck of cards). These cards will always be available to students who can use them when they need.

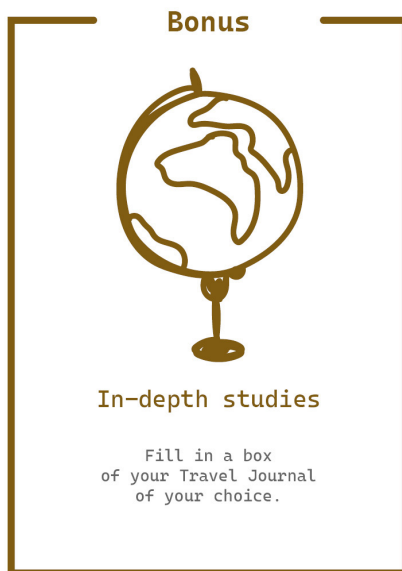
“Help: Ask for information” card: ask for help from a classmate, from another team, to continue the journey together. Use this card at any time if you don’t know the answer to the question.

“Help: can you give me a ride?” card: If you know the answer, help your classmate from another team answer correctly and continue the journey together. Use this card at any time.

When you use the two extra cards, all students benefit and mark the correct answer in their own travel diary.

4.3. The bonus cards

In order to help players in their exploration of the world, during the imaginary journey, they will find a series of bonus cards to receive some extra advantages. In this way, learners will be able to continue travelling around the world, getting to know its 5 continents. These cards are mixed with the question cards. By playing, players can therefore randomly draw a bonus card or a question card.



Types of bonus cards:

- > "Free travel" bonus card (n. 4 cards in total in the deck)
- > "In-depth studies" bonus card (n. 4 cards in total in the deck)

4.4. The malus cards

The wonderful journey around the world can have some unexpected events ... the malus cards!

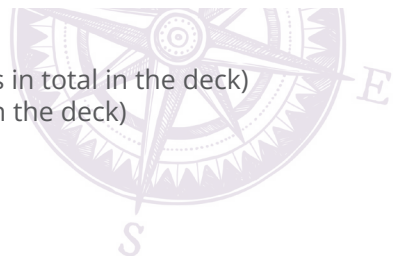
The malus cards contain small disadvantages that will slow down the journey but will not prevent exploration. In fact, players will play while acquiring the missing information from their classmates. These cards are mixed and camouflaged among the question cards, so that while playing, players can draw a malus card or a question card in random way.

The malus cards **are optional** so they can be removed or reduced to make the game simpler and less frustrating for the children.



Types of malus cards:

- > "Forgotten suitcase" malus card (n. 4 cards in total in the deck)
- > "Amnesia" malus card (n. 4 cards in total in the deck)



4.5 Rules and methods of play

Below, the game mode is explained through detailed step-by-step instructions, so as to highlight the dynamics, the mechanism and the time of the game.

Step 1:

If you have several players, you can divide the students into two small groups and deliver a copy of the game to each group. To get an extra copy, download the game for free at:

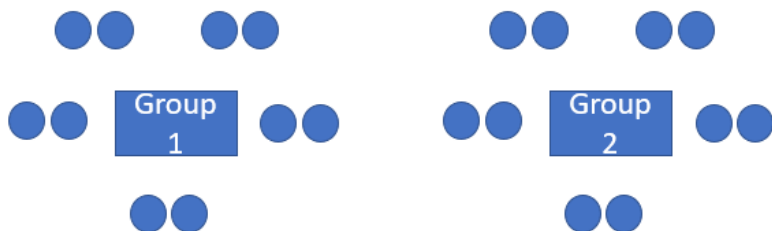
<https://transformative-edu.eu/en/about/>

Step 2:

Each small group receives the game kit (game board, question cards, bonus cards, malus cards, travel journal, 2 buttons)

Step 3:

Teams are formed in each small group and each team is later assigned to a continent on the game board (1 in Europe, 1 in America, 1 in Asia, 1 in Oceania, 1 in Africa = 5 teams of 2 students each). Follow the example here below.



Before you start, make sure you shuffle the deck of cards well, with the bonus cards and malus cards (optional) so that pupils can select them in a random way. Just leave the 2 extra cards outside the deck so to use them when you need and at any time.

Step 4:

All teams choose their own continent and the game begins.

Attention!

Rule 1:

Teams are not allowed to read the questions before to answer. It will therefore be up to the team on their left side to read the question out loud to the team who is playing and trying to answer. The right answers are noted in the cards (marked in bold), so you will have to listen to the question and avoid reading the answer.

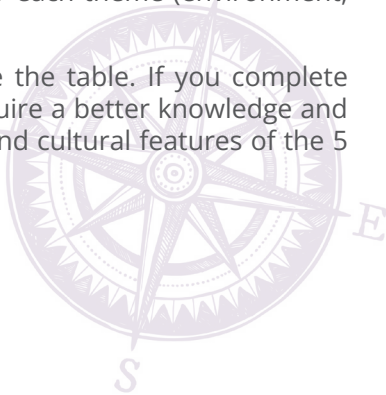
Rule 2:

if you guess the question, e.g. you answer the question about the climate in Africa correctly, **you will not have to stand up, move and place yourself in Africa. To validate your journey, you just have to complete the travel journal and use your own pawn to move.**

Rule 3:

the travel journal is a tool to be distributed to each team (if you have 10 students divided into 5 teams, you must therefore print 5 travel journals). In the travel journal, you will find some lines and columns. The lines: 1 line for each continent. The columns: 1 column for each theme (environment, climate, culture, peace and justice etc.).

Just cross the lines and columns to complete the table. If you complete your travel journal correctly, you will then acquire a better knowledge and a detailed view of the different geographical and cultural features of the 5 continents.



Step 5:

Choose who will start playing first. Each team takes a pawn (if you don't have it, just create it handmade or use an everyday life object). The pawn will be used to travel around the world.

The game is played in a clockwise direction. It will therefore be up to the team on their left side to read the question out loud to the team who is drawing a card from the deck and trying to answer.

Once you answer correctly, use your pawn to travel to the continent and mark the correct answer in your travel journal!

Nb. Don't know the answer? Ask another team for help using the "Help: ask for information" help card.

Or, if you already know the answer and want to help another team, use the help card "Help: can you give me a ride?"

Remember: When you use the two extra cards, all students benefit and mark the correct answer in their own travel diary.

Step 6:

The game proceeds clockwise, all students can travel, thus exploring the world and completing the travel journal.

Attention!

What happens if?

We draw a bonus card.

The bonus card will give you a small advantage, specifically it allows the teams to complete a single box of the travel journal or an entire line in it. Be careful, don't get confused between boxes and lines in your travel journal!

There are two types of bonus cards:

"Free travel" bonus card (n.4 cards in total in the deck):

this card allows you to fill in an entire line of the travel journal. The team who draws the bonus card "travel free" will therefore mark an entire line (choose the continent you want, then mark X in all the boxes so to complete the line)

"In-depth studies" bonus card (n.4 cards in total in the deck):

this card allows you to fill in only one box of the travel journal. The team who draws the "in-depth studies" bonus card will therefore mark just one box (choose the continent you want, then mark X to just one box and for just one thematic)

We draw a malus card

The malus card will give you a small disadvantage while travelling. In fact, it will have the consequence of cancelling, deleting a single box of your travel journal or an entire line in it. Be careful, don't get confused between boxes and lines in your travel journal!

There are two types of malus cards:

- > "Forgotten suitcase" malus card (n.4 cards in total in the deck): this card will make you delete an entire line of your travel journal. The team chooses a continent and deletes the corresponding line. This is a small penalty, the team is therefore not excluded or stopped in the game.
- > "Amnesia" malus card (n.4 cards in total in the deck): this card will make you delete a single box of your travel journal. The team chooses, as desired, a continent and deletes one of the boxes (it could be a box for climate, a box for environment etc. Choose the box you prefer).

This is a small penalty, the team is therefore not excluded or stopped in the game.

The time ends but we have not completed our travel journal yet

What to do if the time runs out? Don't panic! There are two options:

- > 1) Time ends. Don't worry! You will start playing again in the next lesson.
- > 2) Time ends and there is no option to play in a later lesson. In this case, the teacher gathers all teams, the whole classrooms (as there is no longer the division into teams) and the travel journal is completed after discussion all together, in plenary session. In this way, all students will have the same level of information and knowledge so to get a full and exhaustive understanding of the world.

NB. The game session can be a single one or more, carried out during the lessons at school and depending on the availability of the teachers. The important thing is that the teacher gives at least 15 minutes to make a final and collective restitution, in plenary session, to share knowledge and experience. Therefore, the whole classroom should be active, fully informed and engaged in the process without any discrimination!

5. Didactic proposals for the post-game

Through this game, students get a certain knowledge of the world. Actually, they are certainly more informed and able to appreciate the journey, discovering new territories, peoples, animals.

Questions to deepen (to ask to your pupils according to their knowledge and age):

- > What was surprising for you? Did you like the game?
- > How was your teamwork? Did you feel included or isolated?
- > What kind of role did you have? How did you feel about your role? Would you like to change something?
- > How did you involve your peers, cooperate with them?
- > What did you discover about Asia, Africa, America, Europe, Oceania?
- > What did you discover about the people living there?
- > What does it mean to be citizens of the world?
- > What does global citizenship mean?

- > What does multicultural society mean?
- > What are the universal rights of humans?
- > What is the principle of non-discrimination, available for all people in the world?

6. Useful resources:

Global Citizenship Education (UNESCO):

<https://en.unesco.org/themes/gced>

Tackling Discrimination (Council of Europe):

https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/tackling-discrimination/-/asset_publisher/4a3esYbkstv9/content/improving-well-being-at-school?_101_INSTANCE_4a3esYbkstv9_viewMode=view/

Sustainable Development Goals (United Nations):

<https://sdgs.un.org/goals>





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