



classroom activity - conflict resolution



Journey around the world

AGE	5–6 years old
VALUES	culture diversity
MATERIALS	child friendly worldmap, paper, pens, glue, scissors to make passports and travel diaries, old suitcase, objects that are related to the different cultures that will be subject of the exercise.
TIME	The journey can be longer or shorter, depending on time available. It can be stretched over a longer period of time, for example one week and one travel destination per day.
GROUP SIZE	up to 20 children
OBJECTIVES	<ul style="list-style-type: none">• Promote the fun of discovering other cultures through child-friendly knowledge about different countries/continents• Get an idea about the diversity of our world through sensual impressions and practical discussions• Practical involvement of children through project co-design and participation
METHODOLOGY	experimental learning
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STEP BY STEP IMPLEMENTATION

Project concept and goals:

Get to know the diversity of our world through sensual impressions and practical discussions. Create a "travel diary" and „passport“. The children always get a special stamp, photo or other reminder in their passport in the countries they travel to. There, everyone can follow the world tour and view information and photos of the countries as well as the activities.

Note: The countries and related activities mentioned below are only examples and can vary according to interests, prior travel experience or cultural origin of group members (facilitators and/or children). All examples can be modified according to age, vocabulary and ability of group and can be reduced, bypassed or simplified.

Another variation can be to cover countries from which the parents of the children migrated. This way families/parents can be involved in providing material, pictures, games, food etc. from their home country.

The length of the activity varies according to needs and possibilities of children and facilitator. It can be one destination per day or even per week, depending on activities included.

Step 1)

The facilitator tells children that they will go on a trip around the world together and that they can decide where they want to go. Children sit around a child friendly world map and tell what they discover. Game: "I spy" can be included.

Explanation of the rules of the game in English:

https://en.wikipedia.org/wiki/I_spy#:~:text=The%20Spy%20silently%20selects%20an%20object%20that%20is,C%22%20if%20the%20chosen%20object%20is%20a%20car%29

Step 2)

The children are planning their trip around the world.

Awareness raising: What can you travel with? Where do you want to go?

Children choose a countries/continents for the world tour. Children always find new ideas and ask for further information about the respective country/continent.

Step 3)

For each new country/continent, typical things, photos or clothes are packed in an old suitcase. (This needs to be prepared beforehand, if no items are available there can be pictures of them as well) This stimulates curiosity about the respective country/continent and creates speech inducements for the children.

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Step 4)

Travel arrangements: The children make a "passport" and receive stamps on each „trip“ to a different place. What are borders and what are they for? Design of a "Travel Diary". (This is up to the facilitator. A travel diary can be created with the children and small pictures prepared to glue inside or children can draw pictures in their travel diary).

Step 5)

Travel arrangements: The children make a "passport" and receive stamps on each „trip“ to a different place. What are borders and what are they for? Design of a "Travel Diary". (This is up to the facilitator. A travel diary can be created with the children and small pictures prepared to glue inside or children can draw pictures in their travel diary).

Travel to one country/continent after another and execute the different related activities. Fill in passport with stamps and travel diary.

Note: It could be one day or even one week or more per destination, depending on ideas for activities, for example: one day – african dance, one day – african food, etc.. Examples below are just mentioned to get an idea of what can be done.

Destination 1 - Arctic / Inuits:

- »» Search country on the world map and look at pictures
- »» Build an igloo
- »» Games of the Inuit children
- »» Animals of the Arctic
- »» Mix polar bear drink

Destination 2 – America/USA or Canada:

- »» Paint the flags of USA or Canada
- »» Learn english words

- »» Build skyscrapers
- »» address native Americans culture
- »» Bake pancakes»» Finger plays, singing songs

Destination 3 - Africa:

- »» Build an African village
- »» Bake banana bread
- »» Drums
- »» Songs and games from Africa
- »» Desert
- »» Animals in Africa

Destination 4 - Egypt:

- »» Build pyramids
- »» Games: e.g. mummy game
- »» Hieroglyphics
- »» Dress up

Destination 5 - Australia:

- »» Build boomerang
- »» Aboriginal people
- »» Dot Painting (Aboriginal Art)
- »» Dream time stories
- »» Uluru

»» Sheep

»» Australian children's games

Destination 6 - China:

»» Eat with chopsticks

»» make fans

»» Paint porcelain

»» Dragon dance

»» Symbols and characters, Chinese numbers

»» Tangram

»» Chinese children's games

Destination 7 - India:

»» Paint with henna

»» View pictures

»» Chauks paint (traditional drawings)

Destination 8 - Russia:

»» Tinker matryoshka

»» Tea from the samovar

»» Russian fairy tale

»» Finger play

CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMMENTS
Children understand that the world consists of different places with different cultures, animals etc..			
Children show interest in other places, countries, cultures. Children want to know more about other countries of the world			
Children conceive cultural differences as a positive and enriching asset..			
Children understand that even though cultural differences exist, all humans are equal.			

Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences.
- Mikhail Gorbachev



Teachers' Selfcare tips and hints:

It's not about you. Avoid interpreting blank student faces as uninterested or angry. Remember to concentrate on students learning instead of you performing perfectly.