

My HOME IN MY UNIVERSE (LEVEL 3)

Description	Learners will begin locating their place geographically in the larger world gradually zooming out from their home to the entire solar system to design a flip book
Leading Question	Can you draw your home in our universe?
Total Time Required	~5 hours over 5 days
Supplies Required	Paper, Pencil, Colours etc.
Supervision	Medium
Subjects	Social science, Literacy, Art and design
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the concepts of space and size. 2. Understand an individual's place in the larger world. 3. Learn descriptive features of places including natural features, characteristics, population, historical monuments etc.
Previous Learning	Basic knowledge of their city, country, continent etc.

Day 1

Today you will explore your home and street. You will make your own flip book marking your homes, streets, villages / cities, state, country, continent, planet and solar system

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> • Page 1: Draw your home. Cut out a small 10 cm by 10 cm piece of paper • Ask questions like: <ul style="list-style-type: none"> • What does your home look like from the outside? Is it in a building? How many floors does it have? Which floor do you live on? How many people are in your home, can we draw them in the window or by the door? What colour is your home? Does it have steps? What does the door look like? • Label page 1 and write a few lines about your home: This is Insert Name's home that is on Insert Name's street.

	<ul style="list-style-type: none"> You can write any other details about your home or street, for example: number of floors, occupants, colour, shape or materials used to build their home. For the street you can describe how crowded it is, what other main features are and other defining features of their street
30 minutes	<ul style="list-style-type: none"> Complete a population analysis of your street: <ol style="list-style-type: none"> Number of people Gender Number of school aged children Number of 60+ older people Occupation or work For all those questions, write the mean, median and mode of the estimates. (excluding questions 5) Mean: average number. For example: $(4+5+6+6+9) / 5 = 6$ Median: the median is the “middle” value in the list of numbers. For example: 4, 5, 6, 6, 9 – the median is the middle number that is 6. Mode: The most commonly repeated number on the list. Write a short report to the district administrator to inform him / her of the analysis they have done of the population with analysis. Some prompt questions include: How many older people need some extra care during these COVID 19 times? How crowded is their street? What is the most common job / occupation done by people in the street – what does this job involve?

Day 2

Today you will explore your village/city.

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> Page 2: Cut out a slightly larger piece of paper of 12 cm x 12 cm Draw the village or city your street is in. Ask questions like: How crowded is your city or village – if there are a lot of people please draw them? Are there any specific landmarks that are worth knowing e.g. a historical monument, a natural feature (a pond, river, hill, mountain, beach, park, desert), an important site etc.? What are your favourite spots in the city for example the school, playground, etc.

	<ul style="list-style-type: none"> Label page 3 and write a few lines about your city / village on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city or village. Describe what makes the city /village special (insert natural feature, important site, historical monument) and what you do to enjoy it e.g. There is a big blue pond called Rosh in my city and I love to go swimming in it in the summer.
40 minutes	<ul style="list-style-type: none"> Make a tourism brochure to convince people to visit your city/village and what is the important they need to know and how they can enjoy themselves when they come. The brochure should include: <ul style="list-style-type: none"> Historical / Natural Sites: Pictures or drawings of the important sites in their village or city. A little bit of information about each of these historical / natural sites e.g. who built any of the historical sites, when was it made, how do you enjoy the natural site etc. Ways to reach and travel in the city / village from one place to another? What is the most delicious food in your city / village?

Day 3

Today you will explore your state.

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> Page 3: Cut out a slightly larger piece of paper of 15 cm x 15 cm Draw the district or state their village/city is in. Draw your home in the state / district when you draw it – your home should be on which side of the state your home is. Ask questions like: What are the key geographical or natural features (mountain range, hills, river, desert etc.). Are there other big cities / villages in this district/state that you can mark besides yours? Is there a particular crop that grows in this state – can you draw this? Is there some specific dress that people wear? Tip: If you do not know the shape of your state, you can draw it in your favorite shape. For example: circle, triangle, rectangle, etc. Label page 3 and write a few lines about your state on the page including: This is (insert name)'s home that is on (insert name) street in (insert

	name) city/village in (insert name)'s district/state. Write a few descriptive features of this state including your favourite food from this state, the language spoken, or the clothes worn e.g. food, language, festival, national dress, dance, animal etc.
30 minutes	<ul style="list-style-type: none"> Write a short report on the most troubling weather-related natural disasters in their state, the damage caused by them, how they are currently dealt with and also some key recommendations on how to deal with them. It is important to identify what the extent of the damage is and also some specific recommendations on how when the disaster hits we can work on it. For example: Excessive rains causing floods cause damage to fields wiping out crops, water logging, loss of life etc. and recommendations could include creating more drainage, rainwater harvesting etc.

Day 4

Today you will explore your country.

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> Page 4: Cut out a slightly larger piece of paper of 17 cm x 17 cm Draw the country their state is in. Draw their home in the state / district when you draw it depending on which side of the country you are Ask questions like: How crowded is the country – if there are a lot of people please draw them? Is there some animal / flower / plant that is special in your country – can you draw this? Are there any specific national landmarks that are worth knowing e.g. a historical monument, a large natural feature (a pond, river, hill, mountain, beach, park, desert), an important site etc.? What is the national dress, crop, cuisine of your country – can you draw that? Tip: If you do not know the shape of your country, draw it in your favorite shape. For example: a circle, triangle, rectangle. Marking the state/district also. Label page 4 and write a few lines about your country on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country. Learners will write the name of a few of their national symbols including their national animal,


	national flower, national anthem, national leader and national flag. Describe a few things that you think is unique or special about your country e.g. food, language, dress, dance etc.
30 minutes	<ul style="list-style-type: none"> You have a choice to either write: <ul style="list-style-type: none"> A short report in an international magazine explaining the most popular festival in your country including when and why it is celebrated, what clothes are worn, what is eaten and what songs are sung etc. Or write for a nature magazine about the important natural features that they know of in their country and what its uses are e.g. Rivers: how do people travel – use the water and soil for agriculture etc. Or write a short report to an international leader on the biggest issue that you think your country is facing and suggested recommendations / solutions e.g. pollution, population size etc. including why it is happening, what are the consequences of it, how it is currently being dealt with and what recommendations the learner has

Day 5

Today you will explore your continent and the world.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> Page 5: Learners will cut out a slightly larger piece of paper of 20 cm x 20 cm Draw the continent your country is in and then the world map. Draw your home in the continent when you draw it depending on which side of the continent you are, Ask questions like: Do you know any other countries in the same continent – can you mark and label these? Do you know anything about these other countries – e.g. what animals live there? Any major national monument? Is there any large natural feature in the continent including mountains, rivers, desert etc. Draw this on the 2D or flat representation of the Earth and try and mark the large water bodies in blue and the land in green, and mark the continent you live in on the Earth Tip: Make up the layout if you are unable to see this and mark the different continents: Africa, Asia, Europe, North America, South America,

	<p>Australia, Arctic and Antarctic and the oceans: Atlantic, Pacific, Indian, Arctic and Southern.</p> <ul style="list-style-type: none"> • Tip: If you do not know the shape of your continent, draw it in your favorite shape. For example: a circle, triangle, rectangle. • Label page 5 and write a few lines about your continent on the page including: This is (insert name)'s home that is on (insert name) street in (insert name) city/village in (insert name) country in (insert name) continent in the world that is our planet Earth. Describe 1 – 3 things that you know about the continent e.g. some other countries, some natural feature, some historical feature, size of the continent compared to the other. Describe 1 – 3 things that you know about the Earth e.g. why is it green and blue? What are the main other oceans or land masses? What is the shape of the Earth? etc.
30 minutes	<ul style="list-style-type: none"> • Write a short letter addressed to someone who has never been to your planet that is coming to Earth for the first time and describe the Earth and its continents. This letter should include information on 3 different categories for example: <ul style="list-style-type: none"> - The different animals (including humans that live on different parts of the Earth) in the air, water and air. What makes all these animals different and helps us all live peacefully - The different seasons, weather and day-night: This could include the rotation of the Earth causing day-night, description of the different seasons especially depending on the latitude and longitude of the different continents / countries etc., the different weather elements and why these are caused - The different types of food in the world and what different ingredients are used for these, how these are prepared differently, the different tastes etc.
10 minutes	<ul style="list-style-type: none"> • Now attach all 5 pages by either stitching it together in order or stapling it together.

	 <ul style="list-style-type: none"> On the cover, make an envelope with your address for the cover page that reads as: <ul style="list-style-type: none"> Name Home Street Area/city/village State Country Continent Planet Solar system
10 minutes	<ul style="list-style-type: none"> Read the book that you made and share it with your family to share their place in the world and all the separate reports and letters written.

Additional enrichment activities:	<ul style="list-style-type: none"> Learners can also create a 3D model instead of on paper.
Modifications for simplification	<ul style="list-style-type: none"> Learners can focus on the home, street, city, state and continent and describe the main features as they know them

ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Understand the concepts of space and size.
- ☐ Understand an individual's place in the larger world
- ☐ Learn about descriptive features of places including natural features, characteristics, population, historical monuments etc.

