

## **GAMES AROUND THE WORLD LESSON PLAN**

**Descriptive Title:** Games Around the World

**Introduction:** Many of the products in our catalog come from around the world and enable our students and customers to connect with the cultures that the products come from. One way for children and families to connect with cultures around the world is to experience some of the games that are played in those cultures. Games have been played for as long as humans have lived together on earth. Different cultures have different games, but surprisingly, there are many similarities between games played all over the world. As humans expanded their capacity to travel and came into contact with more and more people around the world, they brought their games with them and introduced them to the people that they met. Just like one family's rules for a particular game may vary slightly from another family's rules for the same game, as games were exchanged around the world, many variations were created. In this lesson, students will try their hand at a variety of games from around the world and will explore the similarities and differences between these games and other games they may already be familiar with.

### **Learning Outcomes:**

Students will:

- Identify continents and countries around the world
- Build logical and strategic thinking skills
- Build cultural understanding by playing games from other cultures.

### **Curriculum Alignment with the National Curriculum Standards for Social Studies, Early Grades (K-4):**

#### **I. CULTURE**

- e. Give examples and describe the importance of cultural unity and diversity within and across groups.

#### **II. Time, Continuity, and Change**

- e. Demonstrate an understanding that people in different times and places view the world differently.

#### **III. People, Places, and Environments**

- b. Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.
- g. Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.
- h. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

### **Curriculum Alignment with the National Geography Standards:**

#### **I. The World in Spatial Terms**

- 3. How to analyze the spatial organization of people, places and environments on Earth's surface

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### II. Places and Regions

4. The physical and human characteristics of places

### IV. Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface

10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

**Classroom Time Required:** 90 minutes

### **Materials Needed:**

- Inflatable globe
- Copies of world maps
- Star stickers (optional)
- Copies of games
- Popsicle sticks
- Markers
- Material for making playing pieces: craft foam, cardstock, cardboard

### **Activities:**

1. **Introduction:** Ask students how many of them like to play games and call on volunteers to name a favorite game. Tell students that all around the world, for as long as humans have existed, people have enjoyed playing games. Tell students that the games many of the games played around the world have similarities. As people traveled around the world, they brought games with them and taught people they met to play those games. Just like some families might have a slightly different way of playing a game than your family does, as games traveled from place to place, the rules changed slightly. Tell students that they are going to be trying some games from around the world and ask them to think about how these games are similar to and different from games that they are already familiar with.
2. **Maps:** Hand out copies of world maps to students. Have students name and label the continents.
3. **Stick Toss from North America:** Tell students that the first game they'll try comes from North America. Toss the inflatable globe to one or more students and have them name some of the countries in North America. Tell students that they will be playing the game of Stick Toss. Different versions of this game are played by many different Native American tribes across the United States and Canada. If you wish, have students place a star sticker in the United States or Canada to show that this is where the game comes from. Link to print the rules/directions for Stick Toss:  
<http://www.charlottemuseum.org/indian.htm>
4. **Tangrams from China:** Tell students that the next game they'll try comes from Asia. Toss the inflatable globe to one or more students and have them name some of the countries in Asia. Tell students that they will be playing the game of tangrams. Tangrams come from China but are enjoyed by children around the world. If you wish, have students place a star sticker on China to show that

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this is where the game comes from. Link to a printable tangram pattern to use for this lesson:  
<http://www.themathworkshop.com/assets/Tangrams.pdf>

5. Trique from Colombia: Tell students that the next game they'll try comes from South America. Toss the inflatable globe to one or more students and have them name some of the countries in South America. Tell students that they will be playing the game of Trique. Different versions of this game are played all around the world. It is very similar to a game called Nine Men's Morris which is played in Europe. If you wish, have students place a star sticker on Colombia to show that this is where the game comes from. The game board and rules are included with this lesson.
6. Fox and Geese from Scandinavia: Tell students that the next game they'll try comes from Europe. Toss the inflatable globe to one or more students and have them name some of the countries in Europe. Tell students that they will be playing the game of Fox and Geese. Fox and Geese is a game played in the Scandinavian countries of Norway, Sweden, Finland, and Denmark. Different versions of this game have been played since the Middle Ages all around the world. If you wish, have students place a star sticker in the area of Scandinavia to show that this is where the game comes from. The game board and rules are included with this lesson.
7. Butterfly from Mozambique: Tell students that the next game they'll try comes from Africa. Toss the inflatable globe to one or more students and have them name some of the countries in Africa. Tell students that they will be playing the game of Butterfly. Butterfly is a game played in the country of Mozambique. Different versions of this game are played in other African countries and around the world. If you wish, have students place a star sticker on Mozambique to show that this is where the game comes from. The gameboard and rules are included with this lesson.

### **Modifications:**

- This lesson may be broken down into five 15-20 minute mini-lessons by playing one game each day over the course of a week.
- To use this lesson in a learning station format, set up five table and place several copies of one game at each table for students to play. Students may either rotate through the stations in one day at 15-20 minute intervals or do a different station each day over the course of five days.

### **Links to additional lesson plans and resources about children and countries around the world:**

- Discovery Education: Children Around the World: This lesson for grades 3-5 explores how people, cultures, and childhood varies around the world. Children research a particular culture and compare their findings with other groups, as well as comparing their own childhood experiences to those in the culture that they researched. This lesson can be accessed at <http://school.discoveryeducation.com/lessonplans/programs/peoplearoundtheworld/>
- Classroom Resources on Countries Around the World from International Education Week: This website is a compilation of resources for teachers about many countries around the world. Resources include background information on countries, lesson plans, and activities. The site may be accessed at <http://iew.state.gov/visit/countries.htm>

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- National Geographic Xpeditions: This website contains lesson plans and activities that meet the national geography standards and help kids and teachers explore places around the world. The site may be accessed at: <http://www.nationalgeographic.com/xpeditions/>

### **About the Author:**

Hardin Engelhardt is a Reading and ESL specialist with 14 years of education experience in Maryland, California, and North Carolina. Her primary work has been at the middle school level. Ms. Engelhardt has NC credentials in Reading, ESL, and English-Language Arts. She has a Master of Arts in Education/Language, Literacy, and Culture from UC Berkeley. She is a Teach for America alum.

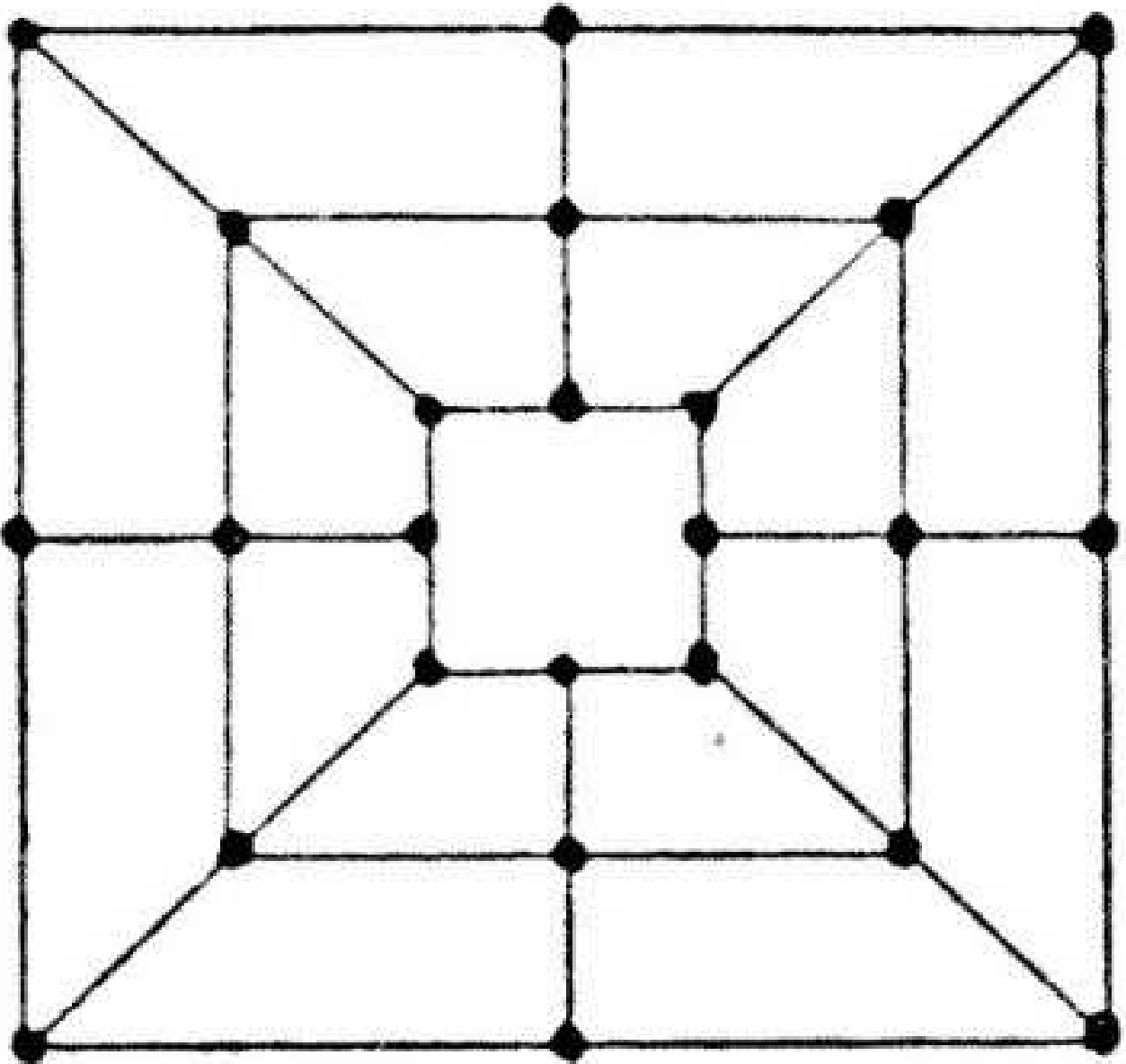
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# Trique

### Rules:

1. Using craft foam, cut 9 small playing pieces of differing colors for each player.
2. Each player takes turns placing one piece on the game board. If a player gets three in a row, they can remove one of the other player's pieces from the board.
3. Once all 18 pieces have been placed on the board, players take turns moving a piece to an empty spot on each turn. Each time a player gets 3 in a row, they remove one of their opponent's pieces from the board.
4. The game ends when one player has only 2 pieces left on the board. The other player wins the game.

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### Fox and Geese

Fox and Geese is an old European game that was played as far back as the Middle Ages. It is believed to have originated in Scandinavia. Since that time, Fox and Geese has spread around the world and is played in many countries with many variations on the rules.

Object of the game: For the fox to capture all the geese or for the geese to trap or corner the fox.

To play:

1. One player is the geese. There are thirteen geese playing pieces. These may be made out of small squares of craft foam, beans, or small stones.
2. The other player is the fox. There is one fox playing piece.
3. The geese go first. On each turn the geese and the fox may move one piece along a line one step in any direction.
4. The fox may capture geese by jumping over them to an empty point, like in checkers. When the fox jumps a goose piece, it is removed from the board. More than one goose can be captured at a time, like double-jumping in checkers.
5. The geese cannot jump other playing pieces. The geese try to trap or corner the fox so that it cannot move.
6. The geese win the game if they trap the fox. The fox wins the game if there are not enough geese left to block the fox.

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### Butterfly from Mozambique

1. Make 2 sets of nine playing pieces. These can be made out of squares of craft foam or colored beans or stones.
2. Each player puts all of their pieces on one side of the butterfly. The center point remains empty.
3. Each player takes turns moving one playing piece to an empty point along a line.
4. Players can jump and capture their opponent's pieces by jumping over a piece to an empty space on the other side, as in checkers. Double-jumping is allowed.
5. When one player has captured all of their opponent's pieces, that player has won the game.

