

The World on Our Doorstep

Exploring the World



This pack was developed as part of the project 'The World from Our Doorstep', funded by Big Lottery Awards 4 All and the European Union.

We would like to acknowledge the hard work and contributions made by practitioners involved in the project at nursery settings in Barrow in Furness, Cumbria

The contents of this pack are the property of the project team. Enquiries can be directed to CDEC, Low Nook, Rydal Road, Ambleside, UK, or office@cdec.org.uk



The World on Our Doorstep

This ' **Exploring the World**' box is one of a series of boxes developed as part of the World on our Doorstep project funded by Awards for All—Big Lottery Funding. These boxes have been a culmination of ideas, aspirations and a long standing desire by the CDEC team over the years to produce a collection of resources that will enthuse and support very young children in Cumbria to engage positively and creatively with the diverse world around them.

The **Exploring the World** box is part of a collection which include the following boxes:

Same & Different
Appreciating the World
Cooperation
Fairness

The boxes include opportunities for play based, (role play & games) creative and thinking activities, both indoors and outdoors, and link to the book 'Meet Zogg' based on the themes of understanding and respecting diversity, waste and recycling, sustainable development and games around the world.

The boxes contain activity sheets, attractive supporting resources, artefacts, story books and other texts from around the world aimed at helping children to develop a greater understanding of the world around them, both near and far.



What's Inside?

Resources provided in this box

Activity Cards

1. Aboard the Spaceship with Zogg
2. To A Different Place with Zogg
3. Let's go to India
4. Chapattis and Other Things
5. The Things We Wear
6. A Journey Underground
7. Exploring Our Doorstep with Zogg
8. The World
9. Drop the Handkerchief & Anhar Bahar
10. Getting Around

Books

1. Growing Up Global
2. Growing Marigolds
3. Meet Zogg
4. Excuse Me, Is this India?
5. Lily's Garden of India
6. Shompa Lives in India
7. We're Going on a Bear Hunt
8. What Shall I Make?
9. I is for India
10. All Kinds of People
11. All Kinds of Beliefs
12. My World, Your World
13. My Mothers Sari
14. One Smiling Grandma
15. Handas Hen
16. Salamatu & Kandoni Go Missing

Other Resources

1. Zogg Puppet for **Aboard A Spaceship with Zogg** and **To A Different Place with Zogg**
2. Spaceships x 2 (orange material) for activities above
3. Inflatable Globe / Map for **To A Different Place with Zogg**, **The World** and **Getting Around**
4. Oversized World Jigsaw to use in **The World**
5. Pictures of India for **Let's Go To India**
6. Chapatti recipe for **Chapattis and Other Things**
7. Mirrors for **Exploring Our Doorstep With Zogg**
8. Pictures /Poster of Transport for **Getting Around**



What's not inside...

CDEC has provided a range of resources related to the activities in this box. However, setting will need to provide the following resources where required:

- Crayons, felt tip pens, paper
- Sticker dots
- Play Tunnels
- Dark fabric / sheets
- Dried leaves
- Camera
- Travel brochures for India
- Ingredients for dough making
- Children's own pictures of transport
- Photo's of people wearing clothes in different situations ie. weddings, leisure, workwear etc

Please ensure you have the relevant resources from the above list for the appropriate activity before starting the activity or setting out for an outdoor location.



ABOARD THE SPACESHIP WITH ZOGG

Role Play / Play

Resources:

- Meet Zogg book
- Zogg puppet
- Zogg's spaceship



Activity idea:

- Read the story Meet Zogg.
- Ask the children to get into the spaceship and go on a journey. Ask them to imagine landing in the same place such as the school field, local playground, park, riverside location or other places familiar to the children.
- Move on to circle time and invite the children to describe the place that they have landed in. What is this place like? Is it built up? Are there trees/buildings? Is it quiet/peaceful/noisy? Colourful/dull?
- Does this place stay the same or change over time? (seasons and other changes)
- What do they like/dislike about the place? Why? How can it be better?
- Does everyone think / feel the same about this place?
- You may wish to use Sustained Shared Thinking to develop a dialogue to explore and extend their knowledge, awareness and perceptions of their locality/neighbourhood before moving to activities that explore places abroad.

Hint:

It may be useful to keep a record of the comments and statements made by the children to link with the activity, **Exploring Our Doorstep With Zogg** within this **Exploring the World Box** which gives the children the opportunity to physically explore and think about their immediate locality /environment .

Extension ideas:

Ask the children to ask their parents/ grandparents about the place in the activity above. How do they remember it. How has it changed if it is different?

A Journey with Zogg - Appreciating the World box

Mapping Sticks - Appreciating the World Box



TO A DIFFERENT PLACE WITH ZOGG

Role Play / Play

Resources:

- Meet Zogg book
- Zogg puppet
- Zogg spaceship
- World map or globe
- I is for India



Activity idea:

- Read Meet Zogg. If you have already read Meet Zogg in a previous session, start this session by inviting the children to recount Zogg's journey in Meet Zogg.
- Make a journey in the spaceship and explain that they are going to land in a different country.
- Explain that they have landed in a country (for example India) in a different part of the world and locate this on the globe/world map.
- Read the Book I is for India.
- Talk about the pictures from the India book and look for similarities and differences between the local /distant location.
(You could refer to Section 9 : Excuse me, Is this India? from Growing Up Global—Early Years Global Education Handbook for background information to India to support this activity.)

Suggested reading:

Lily's Garden of India
Excuse me, Is this India?
Shompa Lives in India

Extension ideas:

Excuse me, Is this India?- Activity 1 in section 9, Growing up Global –RISC
What is a Home - Same and Different Box.
India Topic Box (EYFS)
Or, to explore a different country try the
Ghana Topic Box (EYFS)



LET'S GO TO INDIA

Role Play /Play

Resources:

- Travel brochures
- Posters
- Books with photographs of Indian towns, cities, and villages



Activity idea:

- Create a travel agents corner where the children can browse through the brochures, posters and books etc.
- Ask them where they would like to go explaining the range of locations from towns, cities, villages, mountains/hills, seaside nature reserves etc.
- Explain that it will take several hours to get there, How will they get there? How would they like to travel where they are in their chosen place?
- Where would they like to stay? This could be a small/large hotel, a home stay, a houseboat, a tent in a desert etc
- Move on to circle time and develop a dialogue on why they chose a certain place or location. What did they like/dislike about the location?
- Ask them to think about similarities and connections with places in the surrounding locality. Hot/cold climate, mountains/hills, rivers/seas, modes of transport.

Suggested reading:

Lily's Garden of India

Extension ideas:

What is a Home? - Same and Different Box.
Indian Puppets Activity - Growing Up
Global –RISC

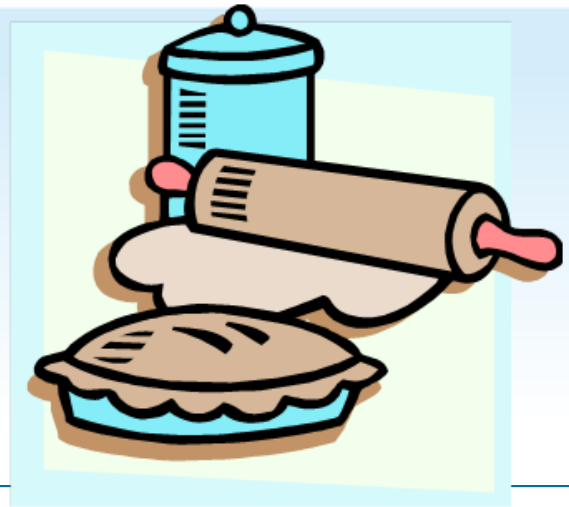


CHAPATTIS and OTHER THINGS

Role Play / Play

Resources:

- What Shall I Make?
- Instructions for making chapatti dough
- Ingredients for making chapatti



Activity idea:

- Start by reading *What shall I make.*
- Proceed to making chapatti dough and make some of the dough into chapatti shapes and cook if possible. Otherwise, explain that the chapatti's (a flat bread made from the dough) are eaten and enjoyed with Indian meals by people all around the world (not just in India).
- If practical, invite children to taste the chapatti. Ask them to think of similar food/food made from dough eaten in their homes. This could include bread, burger buns, Panini, Pitta bread, bagels, pizza etc
- Divide the remaining dough amongst the children get them to make shapes/objects as they would with Play dough.

Suggested reading:

**Our Food, Our World
Lets Eat!
Bread, Bread, Bread
(not in box)**

Extension ideas:

The children could bring pictures/photos of different types of breads for a display.

Food: Display and Talk - Appreciating the World Box

Food Around The World - Appreciating the World Box

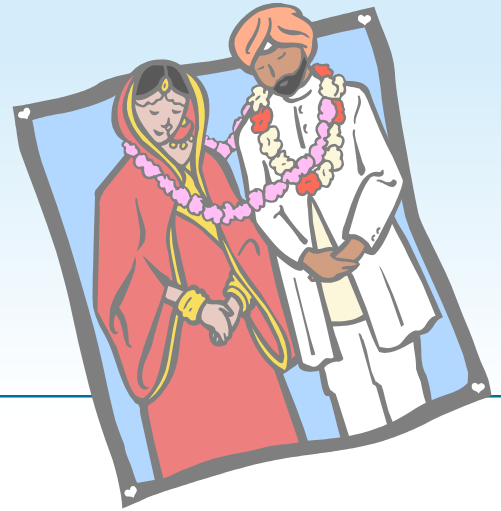


THE THINGS WE WEAR

Role Play / Play

Resources:

- The Swirling Hijaab
- Shalwar kameez, sari, children's outfit, scarves and selection of jewellery
- Photographs, poster and pictures of people wearing a range of clothes in different situations



Activity idea:

- Ask the children to bring in photos of clothes and accessories worn by themselves or their family at different times to create a display before this activity.
- Read 'The Swirling Hijaab'.
- Ask the children to look for things that are similar to their own lives by exploring the pictures. Explain that if they think carefully they will find that we will have many things in common with people in other countries, in this case, India.
- The pictures in the book show examples of clothes that children wear sometimes, including special occasions. Can they think of times when they wear special clothes? Refer to any photographs the children brought in if relevant.
- Explain there are many different types of clothes worn by different people at different times. Show the clothes to the children and ask them if they know what they are called. Tell them what their correct names are.
- Encourage the children to try the clothes and accessories. Listen for comments and encourage children to use the appropriate terms when referring to the different clothes. Use **Sustained Shared Thinking** to develop a dialogue and question and extend their thinking.

Suggested reading:

My World, your World
My Mother's Sari
All kinds of people
All kinds of beliefs

Extension ideas:

Look at the designs and patterns on the clothes and on materials/fabrics in the **India Box**



A JOURNEY UNDERGROUND

Outdoor Activity

Resources:

- Several play tunnels
- Dark fabric
- Dried leaves
- **We're Going On A Bear Hunt**



Activity idea:

- Lay several play tunnels in the playground and join them together.
- Cover the tunnels with stretches of dark fabric.
- Scatter some dried leaves in the tunnels.
- Ask the children to crawl through the tunnels on an imaginary journey underground.
- Move on to circle time and invite children to share their experiences. How would they describe their underground journey to Zogg?
- Did they like/dislike it? Why? What did it feel like to crawl through leaves? What did they smell/hear? How was it different from playing in the tunnels without the added elements?
- How do they think it compared to Zogg's spaceship journey?
- You could close this session by reading ***We're Going On A Bear Hunt***.

Suggested reading:

Meet Zogg

Extension ideas:

A Journey with Zogg - Appreciating the World box



EXPLORING OUR DOORSTEP WITH ZOGG

Outdoor Activity

Resources:

- Meet Zogg
- Camera
- Mirrors for each child
- Crayons, felt tip pens, paper



Activity idea:

- Start by briefly revisiting pages 10 and 11 of Meet Zogg with the children. Explain that they would be mapping their surroundings just like Zogg and Boy when they return to the classroom.
- Go for a walk around the neighbourhood. You could link this activity with **Aboard A Spaceship With Zogg** and visit the same location (such as playground, riverside etc) that the spaceship landed on previously.
- You could take some photographs during the walk. If appropriate the children could do this themselves with disposable cameras .
- For added interest, ask the children to hold their mirror horizontally so as to enable them to see buildings, trees etc from a different perspective.
- What is this place like? Is it built up? Are there trees/buildings? Is it quiet/peaceful/ noisy? Colourful/dull?
- Does this place stay the same or change over time? (seasons and other changes)
- What do they like/dislike about the place? Why? How can it be better?
- Does everyone think / feel the same about this place?
- You may wish to move on to circle time and use Sustained Shared Thinking to explore and extend their knowledge, awareness and perceptions of their locality/ neighbourhood. Use the photographs taken during the walk and the above questions to develop the dialogue.
- If relevant, refer to their previous imaginary journey on the spaceship and their thoughts, comments something and statements then. Have they learnt something new about the place? Do they feel differently now that they have visited, explored and thought about it carefully ?
- Close the session by asking the children to map their visit on a paper. Create a display using the children's drawings and photographs.

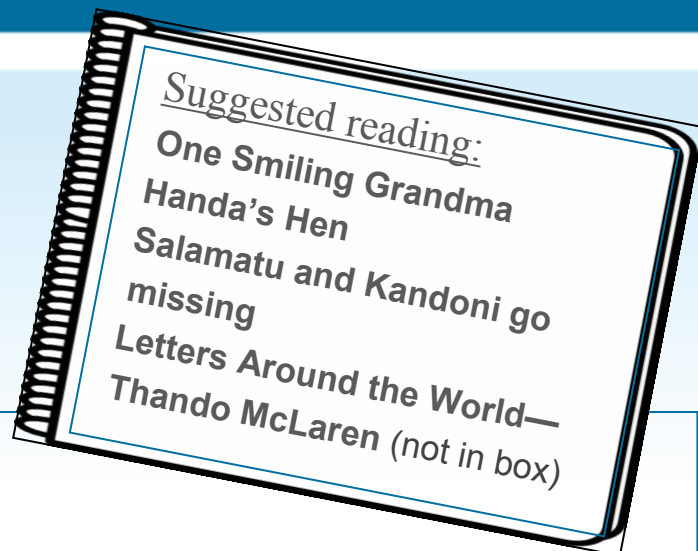


THE WORLD

Games / Indoor Activities

Resources:

- World map puzzle
- Globe
- My Granny Went to Market



Activity idea:

- Complete the jigsaw puzzle with the children.
- When completed, sit in a circle around the puzzle. Throw the globe randomly to a child. Ask the child to choose a point on the map.
- Depending on the age of the child point out one feature (for example, the shapes, patterns, colours, sea, water, earth, countries, climate, travel, food and any links to the UK).
- Continue by asking that child to throw the globe to someone else.
- Carry on until each child has had a chance to catch the globe and choose a point on the puzzle.
- You could close the session by reading My Granny Went to Market. You could also locate the places that Granny travels to in the story on the globe.

[Adapted from Growing Marigolds—WEDG]

** As an ongoing activity to increase the children's awareness of locations around the globe consider placing stickers on a globe or a large world map after reading stories/texts based abroad. See **Suggested reading** list above.

Extension ideas:

- Look for the UK and talk about its position/size/location on the globe. What are the common/ different features between the UK and the country or location chosen
- Activities from WATOTO—Children from around the world by Trocaire



DROP THE HANDKERCHIEF & ANHAR BAHAR

Drop the Handkerchief: Circle game from India

- The children stand in a circle with one child outside the circle.
- The child outside has the handkerchief.
- He/she runs around the circle and drops the handkerchief behind someone and carries on running around the circle.
- The child behind whom the handkerchief was dropped picks it up and runs around the circle in the opposite direction, racing the other player back to the empty space he/she has left.
- The child who reaches the gap first steps into it, and the other child becomes the runner with the handkerchief.

[Source: First Steps to Rights—UNICEF]

Anhar, Bahar -Circle game from India

- Begin by making a circle on the floor using twigs, rope, chalk or pebbles.
- Select a leader, and ask the other children to stand inside the circle.
- The leader shouts the Hindi words **anhar** (inside) or **bahar** (outside). The children jump in and out of the circle, following the leaders instructions.
- The leader shouts more and more quickly. If she/he shouts **anhar** while the children are already inside the circle, the children must freeze and stay where they are. If she/he shouts **bahar** while they are already outside the circle, they stay where they are. Anyone caught on the wrong side of the circle is out, and waits around the edge until the next go
- Continue playing until only one child remains. She/he becomes the new leader, and the game begins again.

[Source: Growing up Global - RISC. Source of game: Acker Backa Boo by Opal Dunn]

Extension ideas:

- Ask children to think of similarities with other games they play..
- Explain the origins of certain games, for example, Snakes and Ladders originated from India.
- For other games from around the world link to Araw-Lilim & Sipa in the Meet Zogg book.



GETTING AROUND

Display and Talk

Resources:

- Posters & photographs of different types of transport from around the world
- Pictures brought in by children
- World map
- Coloured stickers
- Come Ride with Us



Activity idea:

- Create a display with photographs, posters and pictures brought in by the children.
- Read **Come and ride with us !**
- Choose a photograph poster or picture and identify the type of transport and the country where the photograph was taken.
- Place coloured stickers dots (such as red for bicycles, blue for cars and so on) on appropriate country of origin on the world map. This will create a visual display of similarities/differences in modes of transport around the world.
- Invite children to ask questions about the pictures and to look closely at what is going on in them. Encourage the children to think about why people make journeys drawing on their own experiences. This could be for visiting family/friends, going to school, going on holiday, transporting food/water etc
- Use **sustained shared thinking** to develop a dialogue. Consider the reasons why certain transport is better than others (speed, traffic jams, fumes, cost, determined by landscape etc)
- Refer to the **Using Postcards, Photographs and Posters** sheet for more ideas on using photographs with children.

Extension ideas:

Drape lengths of materials from different countries over screens or similar frames to create an exciting, colourful and stimulating play area or display area. Display Welcome or Hello posters in different languages in or near the play/display areas.



Sustained Shared Thinking

Sustained shared thinking has been defined as

“ an episode in which two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend narrative etc. Both parties must contribute to the thinking and it must develop and extend”.

Iram Siraj- Blatchford et al (2002) Researching Effective Pedagogy in the Early Years (REPEY) DfES.



Sustaining & developing thinking and extending contributions

- Offering children information on the topic and encouraging them to add their ideas
- Inviting children to elaborate on their contributions
- Using reflective statements during discussions to encourage children to explore the topic further
- Short silences and increased waiting time before asking the next question
- Sharing your own experience and giving children time to respond
- Clarifying ideas to ensure everyone has understood what other children are saying, and to encourage others to add their viewpoints

From the study: “The Effective Provision of Pre-School Education (EPPE) Project: Final Report” by De Silva et al (“2004)



Using postcards, posters & photographs

You can use images from home and overseas to develop understanding, awareness and appreciation of the world around. Here are some suggestions to extend children's ideas and encourage dialogue.

1. **CROPPED IMAGES:** - Place a partially covered image on the table. Invite children to share their thoughts on what they can see. Gradually reveal sections of the picture and extend and develop their thinking through questions and statements. *(From Making Sense of Diversity in Early Years-CDEC)*
2. **INDIA or UK?** - Lay 10 photographs, five from the UK and five from a different country, say India. Avoid stereotyping by using a selection which portrays both rural/urban places in both countries. Number the photographs for easy identification. Provide two pieces of paper marked with the name of the respective countries. Ask the children to help you sort out your 'muddled' photographs. Ask them to agree which photograph goes under each heading. Put aside ones on which they can't decide on as a group. Invite comments and statements and question their decisions to develop a dialogue.
(From How do we know it's working? - RISC)
3. **A ONE MINUTE STORY**— Provide a selection of photographs and ask the children to vote for their favourite photograph. Select the photograph with the most votes and display it in the centre of a large sheet of paper. Working in groups, a member of staff could jot their thoughts and comments around the photo. Then invite the children to make up and share a quick story about the photo with everyone. *(From Making it Real– DEC Birmingham)*
4. **WHICH ONE IS MISSING?** - See page 11 of Growing Marigolds-WEDG (Included in the box)
5. **WHICH ONE SHALL I BE IN?** - See page 21 of Growing Marigolds-WEDG (Included in the box)

SEE NEXT SHEET FOR QUESTIONS/ STATEMENTS TO EXTEND THINKING



Thinking through postcards, posters & photographs

Using questions & statements

- What would you say to....?
- Who would you choose to be your friend?
- I wonder why you think that?
- What do you mean?
- How is this similar/different to where you live?
- How do you feel about this place?
- How do you think they feel?
- Which people look happy/sad?
- I wonder what they are doing?
- I wonder where they are going?
- What would like to say to....?
- What would you like to ask....?
- Can you imagine yourself in this place? What would you hear, smell, see or taste?
- I think I would like to live here because.....(stating personal preference)
- Let's see what is happening in this picture....
- I really want to know more about this...(in response to what a child has just said)
- So you think that....
- I would like to know what is just outside the picture.....
- Oh! What a wonderful.....display of fruit/dress/hat/tower/car/tree etc



Linking 'Exploring the World' to what you already do...

Here are some activities that you probably do that link to the themes in
Appreciating the World:

