

## WORLD TOUR

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A key component of global citizenship is an awareness of experiences, ways of living, and points of view different from one's own. The English language classroom provides an opportunity for students to practice English language skills while developing this awareness.

In this week's World Tour project, students will select a region, continent, or country to learn more about. Students will conduct research in English and collect information using graphic organizers. They will use the information collected to create a poster or other visual representation. Students will also orally present information about the area they have researched to their classmates. After all presentations are complete, students will have a chance to reflect on the experience by writing a journal entry.

### LEVEL

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This activity works best with intermediate to advanced students. However, in a mixed-level class, beginner students can be paired with higher-level peers during all parts of the activity.

### LANGUAGE FOCUS

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Reading, writing, speaking, and listening

### GOALS

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During this activity, students will be able to complete the following tasks:

- Collect information from multiple sources
- Complete graphic organizers to organize their ideas
- Prepare a visual representation of the information collected
- Present about a country or region of their choice

## MATERIALS

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- World map or globe, or a list of regions, continents, or countries students will research
- Access to the Internet or to a library with information about different countries (one suggested resource is the [CIA World Factbook](#) online)
- Poster board or poster paper (1 piece per group)
- Markers
- Scissors
- Glue or tape
- Notebooks, paper, or index cards for each student
- A printer (to include photos, if desired)
- Timekeeping device

## PREPARATION

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- This activity can be completed in one week, as described below. It can also be extended over a longer period where students complete portions of the work as time permits.
- Consider the size of the class and how you will group students for the activity. Ideally, groups should be 4-6 students and have an equal number of students in each group.
  - Create a list of the groups beforehand.
  - Each research group will need a name, perhaps the same as their assigned continent, region, or country.
  - Within each research group, each member should also be assigned a number; for example, in a group of six students, each student would be assigned a number between 1 and 6.

- If pairing beginner students with a higher-level peer, assign the pair one number. Pairing students together also means that groups that include beginner students will have additional members.
- Depending on the number of students in the class, you may wish to assign each group a continent or region rather than individual countries. A smaller class size will have fewer groups, and therefore assigning regions or continents may work best. Assigning individual countries would work better for a larger class with many groups. If access to resources for research is limited, you may wish to assign only areas of the world for which you know information is available.

### RESEARCH AND PRESENTATIONS

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1. Explain the purpose and steps of the activity to your class by saying, “We are going to complete a research project that will allow us to go on a world tour and learn about areas of the world that are different from where we live. You will work in a group to collect information about a specific part of the world. Then, everyone will have the opportunity to present information about his/her research to others in the class, as well as learn about different places from those in other groups.”
2. Tell students their group information and the area they have been assigned to research. If they choose their own location, explain that they will have time to choose once they get into groups.
3. Have research group members gather together and be sure that each student (or, in some cases, pair of students) has been assigned a number for later in the activity. If needed, give students time to choose a location to research.
4. Tell students that they will use a graphic organizer (Appendix A) to collect information about the area of the world they will research. You can copy the graphic organizer onto the board or project it for students to copy into their notebooks, or make copies for students.
5. Explain that students can split up the research task by giving each group member a portion of the information to locate, such as the area’s population, demographics, imports and exports, climate, [americanenglish.state.gov](http://americanenglish.state.gov)

etc. Alternatively, group members can all work together. Regardless, each group member must complete all of the information on the graphic organizer.

6. If needed, demonstrate how to complete a portion of the graphic organizer.
7. Review any Internet research guidelines that students should be aware of, or review any information they may need about using the library.
8. At this point, you can either provide students with time to conduct research and fill in their graphic organizers and then explain the next steps later, or you can continue on to explain each part of the activity before giving students time to research. Depending on your students' proficiency levels and their access to resources, provide at least 1–2 class periods for students to gather information.
9. Once all members in each group have completed their graphic organizers, tell students that they will create a poster about the area of the world that they researched.
  - a. Along with the poster, students will orally present information about their research. Therefore, they do not have to include every piece of information on the poster. Rather, the poster should be a visual representation of the country, region, or continent that will accompany the information they share.
  - b. Allow students some creative freedom. Emphasize to students that the poster should be visually interesting and not just a list of facts.
  - c. Ideas for posters include drawing a map and labeling cities or important landmarks, drawing or printing photos of items that represent important ideas or facts about the area, or illustrating important parts of the research with graphs, lists, or other visuals.
10. In addition to creating a poster, groups will need to decide how to verbally present information about the area they have researched to their classmates.

- a. Each member should have their own set of notes about the key facts they wish to share with their classmates. Remind students that each person (or beginner student paired with a peer) must have the research ready to present to a group of their classmates.
- b. You may wish to require students to present a certain number of facts, such as population, literacy rate, geographical characteristics, etc.
- c. If desired, give students time to practice their presentations within their research groups.

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### EXPLORATION

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For the presentation portion, a jigsaw activity will be used. Students will learn about the areas that their classmates have researched.

1. Students will form “exploration groups” with the classmates assigned the same number. For example, all of the students assigned number 1 will gather together as one exploration group. All of the students assigned number 2 will form a group, and so on.
2. Exploration groups will walk around the room to each poster. At each poster, the one student who researched the area will present facts gathered by his or her research group to the rest of the students in the exploration group.
3. As they listen, members of the exploration group should write down 2–3 interesting facts they would like to remember about each of the places their classmates researched. These notes will be used later after the rotation is complete.
4. Groups should spend about five minutes at each poster.
5. Once the exploration groups have had a chance to visit each poster and learn about all of the different places that groups researched, they can return to their seats. Each student should have his or her own notes to use for the reflection part of the activity.

## REFLECTION

1. Tell students that for the next part of the activity, they will use the information they have learned to write a journal entry.
2. For inspiration, have them choose a discussion question from a list. The following questions can be used, or you can create your own list for students. Copy the discussion questions on the board for students to choose from:
  - What was one thing you learned about today that surprised you? Why was this information surprising? How is it different from our country/city? How do you think this affects the people who live in this place?
  - Choose one of the places you learned about today that you found interesting. Think about the ways your life might be similar or different if you lived there. Write about what you think your daily life would be if you were living in that place. What would you eat? What jobs might you or your family members do? Would you go to school? What types of problems or opportunities might you have?
  - Is there a place you learned about today that you would like to visit? What do you think you would see and do there? Imagine you are able to travel to this place. Describe what you think you would see, smell, taste, hear, or touch. What would be happening around you? Where would you go? Who would you like to meet?
  - Were there any problems you learned about today? How are they affecting people? What can people from different places in the world do to help with these problems?
3. Once students choose a topic, allow them to write freely for at least 30 minutes. Remind students that they should not worry about making the writing perfect, but to just get their thoughts and ideas down on paper. This reflection can take a class period, or could be assigned for homework.
4. After students have had time to write, you can choose from a few follow-up activities:

- Have students form small discussion groups to share their journal entries and discuss their ideas with peers. Students can talk about what they found interesting about each other’s entries and if they share similar ideas.
- Collect the journal entries. Redistribute them to the class so that every student has a different classmate’s entry. Ask students to read the entry and write a response. They can write about whether they agree or disagree with the opinions, or they may add to an idea or reflection.
- Collect the journals and write a response to each student individually. Let them know if you found their ideas intriguing or interesting, and share your own thoughts on the topic as well.

This week’s activity allows students to increase their understanding of different ways of life while practicing language skills. By conducting, presenting, and listening to research, students learn about different areas of the world and how these areas are similar to and different from their own. As students reflect on this knowledge, they start to see the interconnectedness of people around the world and the possible effects of actions they take.

**APPENDIX A**

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Country Information Graphic Organizer

Country Name	
Area (size)	
Climate	
Natural Resources	
Population	

Ethnic Groups	
Languages	
Religions	
Life Expectancy (male and female)	
Literacy Rate	
Suffrage (voting age and who can vote)	
Unemployment rate	
% of population that are Internet users	
Education spending (percentage of GDP)	
Other interesting fact	
Other interesting fact	
Other interesting fact	
Other interesting fact	
Other interesting fact	
Other interesting fact	