

Table of Contents

[Exploring the World Map](#)

[Sorting Flags](#)

[Making Connections](#)

[How Does a Country Look](#)

[Comparing Currencies](#)

[Making their own Flags](#)

Exploring the World Map

The children shared their knowledge of the countries with each other. They had a lot of questions to ask. Why are there different shapes? Why are there different colours on the map? Some children recognised Australia on the map. Some pointed out to the black equator line saying it is the hottest place in the world.















Sorting Flags

The children began sorting the flags according to their colour and shape. There was little difference in some of the flags. Some lines were vertical and some were horizontal. Once the children spotted the difference, it was easier for them to categorise the flags according to the pattern.















Making Connections

One of the children had offered to bring the flag poster to the class. Once the children had sorted the flags they went back to the flag poster and began to compare and read which country's flag it was.





CYPRUS
Nicosia

CZECH REPUBLIC
Prague

**DEMOCRATIC REP.
OF CONGO**
Kinshasa

DENMARK
Copenhagen

DJIBOUTI
Djibouti



FIJI
Suva

FINLAND
Helsinki

FRANCE

GABON
Libreville

GEORGIA
Tbilisi



GUYANA
Georgetown

HAITI
Port-au-Prince

HONDURAS
Tegucigalpa

HUNGARY
Budapest

ICELAND
Reykjavik



ITALY
Rome

JAMAICA
Kingston

KAZAKHSTAN
Aqmola



LEBANON
Beirut

LESOTHO
Maseru

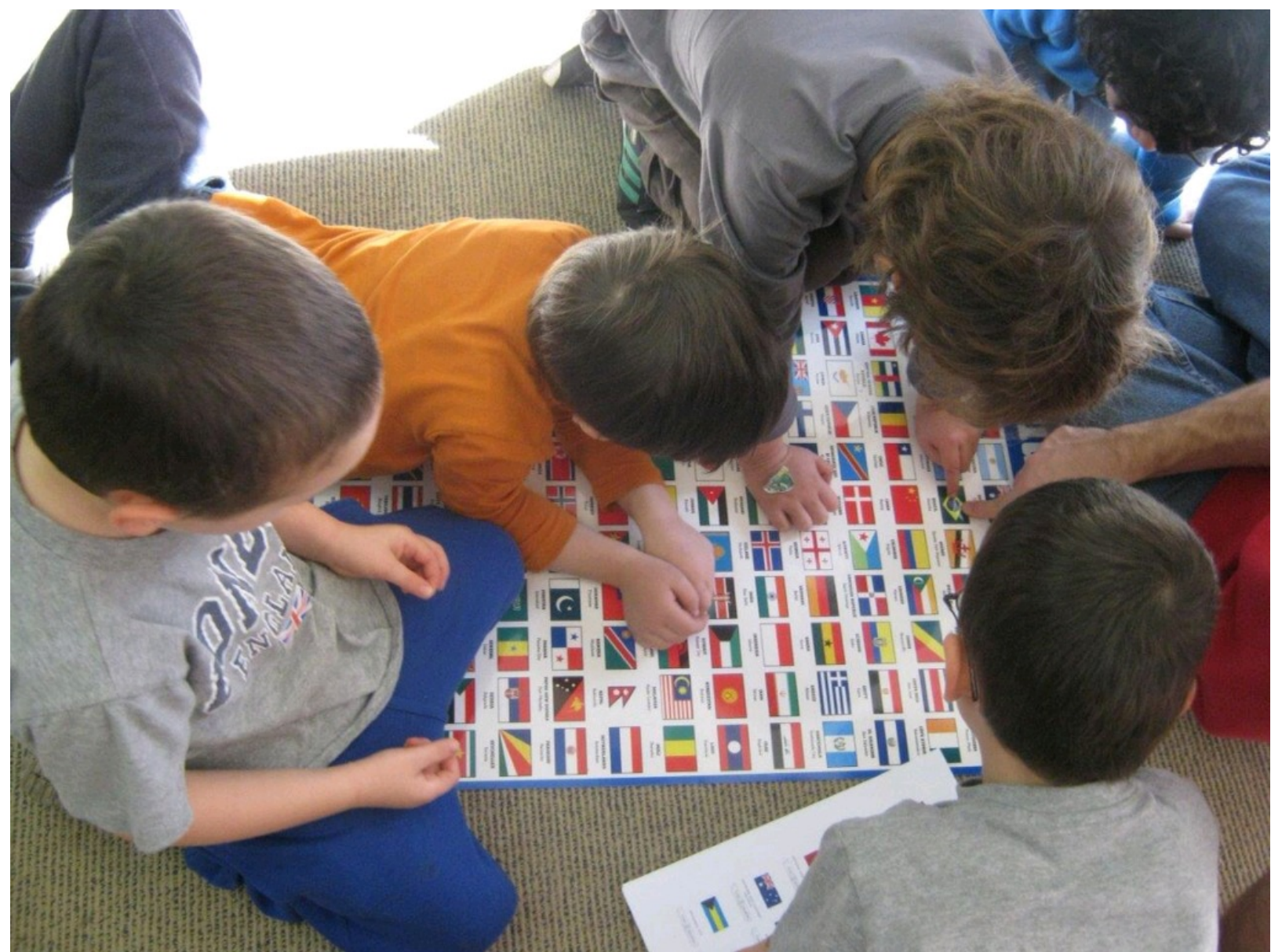
LIBERIA
Monrovia

LIBYA
Tripoli

LUXEMBOURG
Luxembourg

MADAGASCAR
Antananarivo







LIBERIA
Monrovia



LIBYA
Tripoli



LITHUANIA
Vilnius



LUXEMBOURG
Luxembourg



MADAGASCAR
Antananarivo



NIGERIA
Abuja

MONGOLIA
Ulan Bator



NORTH KOREA
Pyongyang

MOROCCO
Rabat



RUSSIAN FEDERATION
Moscow

MOZAMBIQUE
Maputo



OMAN
Muscat



PORTUGAL
Lisbon



ROMANIA
Bucharest



RWANDA
Kigali

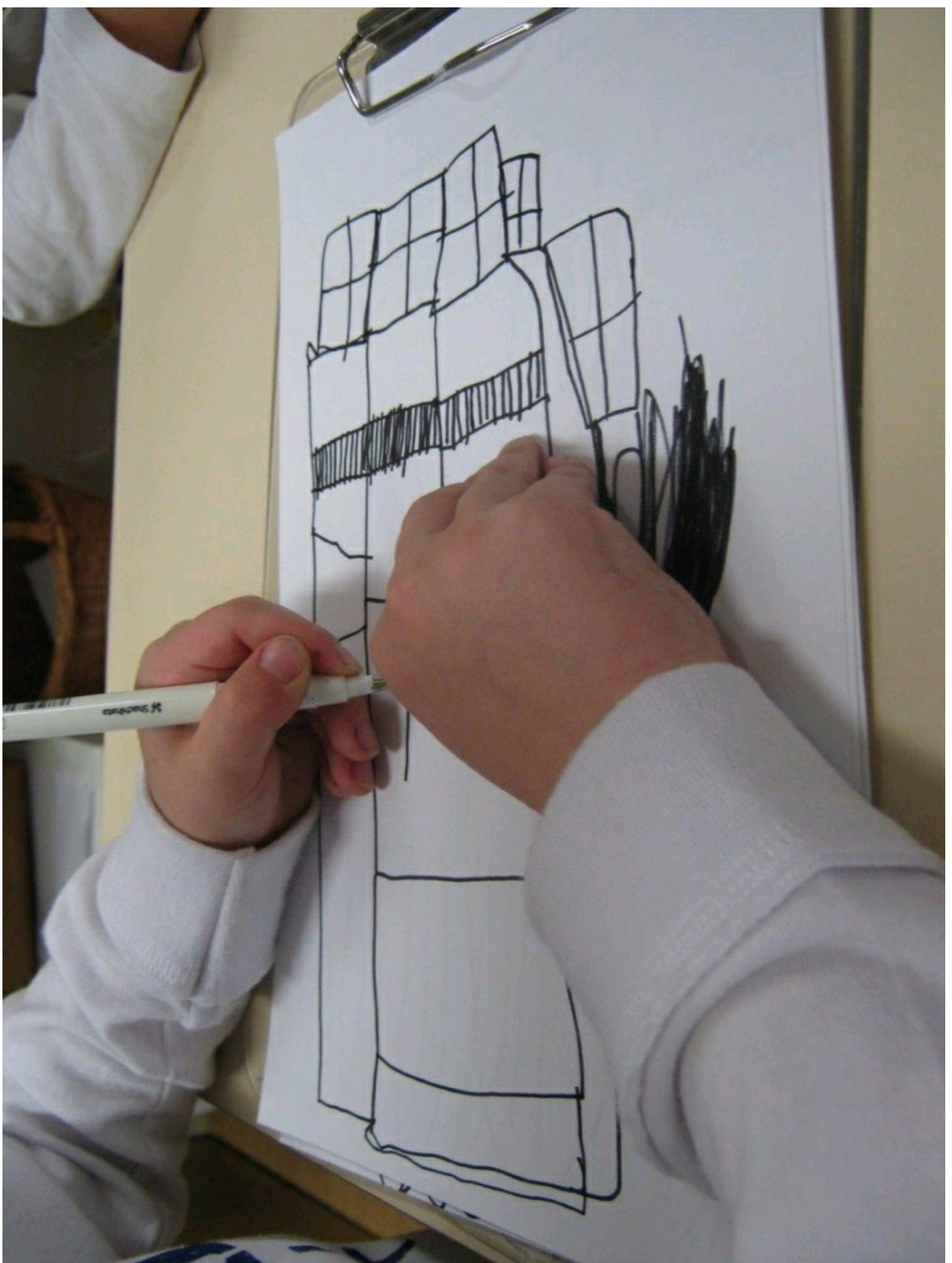




How Does a Country Look

What understanding did the children have of a country? The children drew big circles and inside the big circle were tiny circles which represented different countries. These countries had the names of the places that the children might have visited or have heard of.

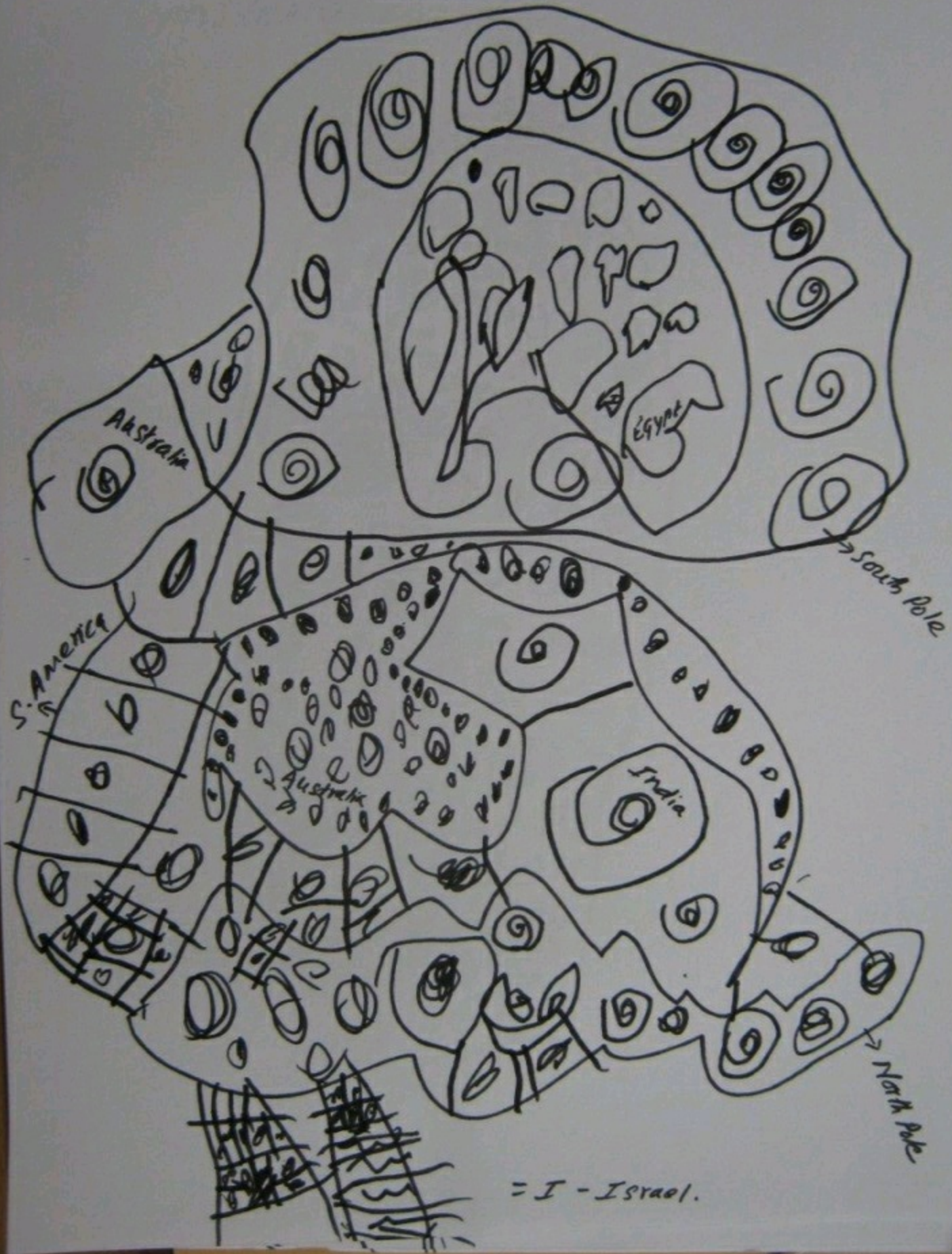






20.5.13

WORLD



WORLD



People

EGYPT

South America ←

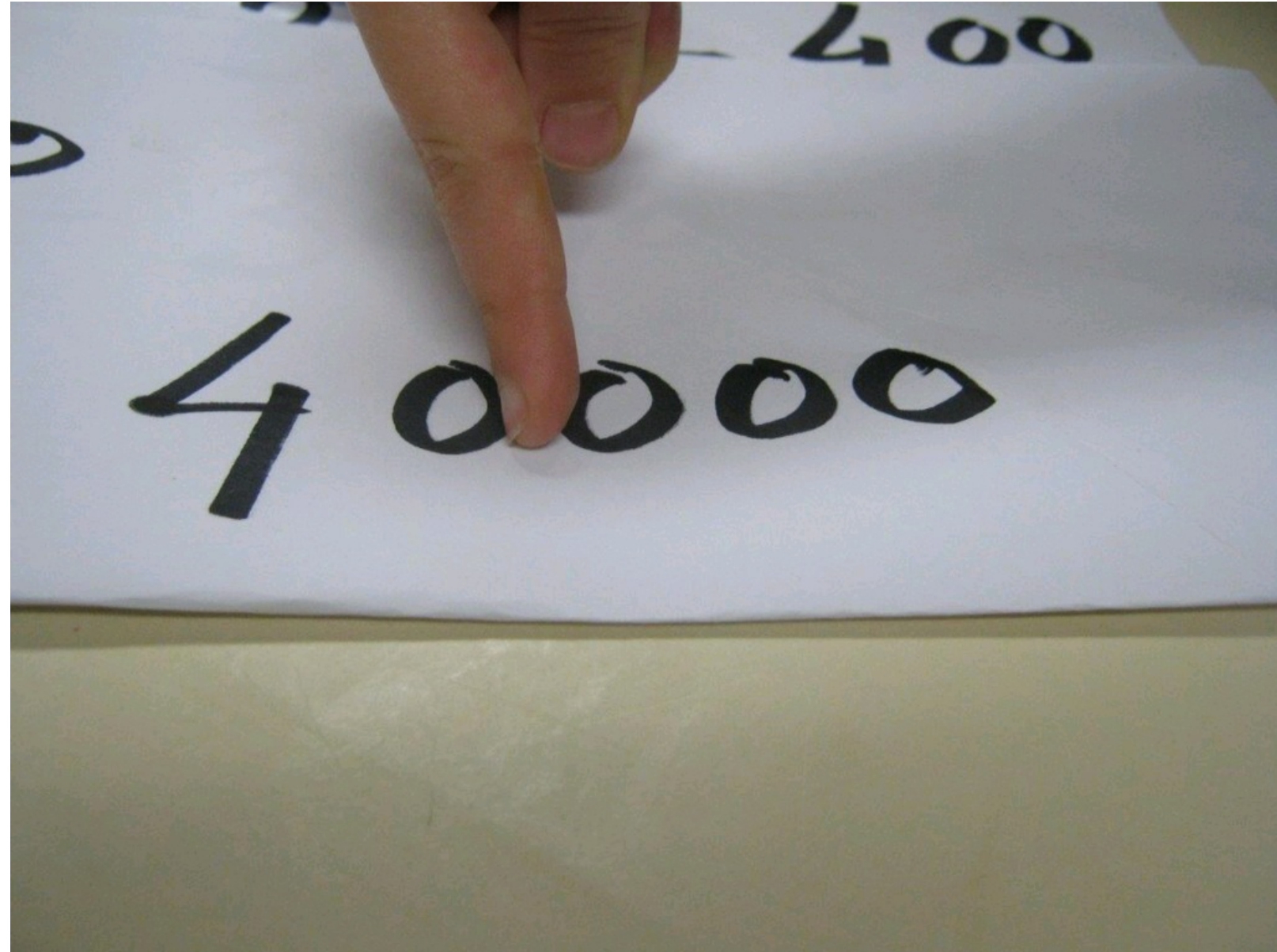
WORLD





Comparing Currencies

One of the many characteristics of countries is money. We asked the children to bring money from different countries that they might have visited. This generated many discussions regarding the symbols on money. There were coins and notes with numbers and pictures on them. The children began comparing the currencies.



10

100 - 200 - 300 - 400

1000 - 2000 - 3000 - 4000

10,000 20,000

↓ 0000

1000

↓ 000

200

100















Making their own Flags

What is in a flag? A flag is one of the most important symbols of a country. The children discussed and understood that we cannot change the pattern on a flag. We decided to make our own class flag. *We can make our individual flags but there can be only one class flag like a country has one flag.*





