

## Bring on the World

### Day 1 Afternoon session: World maps

#### Activity 1: Mapping Our World online (part 2)

**Time required: 1 hour 15 min**

#### **You will need**

Access to Mapping Our World <http://www.oxfam.org.uk/coolplanet/mappingourworld> online, preferably on an interactive whiteboard and/or on PCs in the classroom.

Those pupils not able to access a computer can continue with their country research.

#### **Aims**

To enable pupils to become more familiar with the globe and world map.

To introduce the qualities of two different projections.

To explain the reasons why map makers might disagree on what a world map should look like.

To allow three well-known projections of the world to be compared and contrasted easily and in detail.

To enable pupils to become more familiar with different views and projections of the world map.

To reinforce the concept that maps affect our perception of the world by making certain countries seem important because of their position or relative size.

#### **What to do**

Mapping Our World online is best run using an interactive whiteboard and PCs for pupils to use in pairs if possible. Note that all computers need access to the internet with sound.

Select the following games from Mapping our World, in the order shown:

**Holey Moley** (paired work)

**Chat Show** (whole class)

**Map Merging** (paired work)

**Walk the Plank** (paired work)

Allow 10–15 minutes at the end of the session for pupils to discuss their findings after playing the games. In particular, aim to draw out from the discussion how the different map projections and where the map is centred can lead us to develop different views of the world. For example, on a Eurocentric map, countries like Japan and New Zealand seem less important – ask the pupils how they would feel if they lived in those countries. Compare this with how they would feel if they were looking at map centred on Australia.