Where in the World?

Overview:
- An icebreaking initiative that’s creative and interactive.
- Participants create a map of the world and consequently interact with it and each other. Where in the World? is a great way to build awareness among members of the group and the different parts of the world that they come from.

Recommended Grade Level: Grades 5-10 with a Group Size: 4 or more

Space or Activity Area: Large playground or classroom area

Bullying Awareness Concepts/Goals/Learning Themes:
- Building Trust, Relationships, and Community
- Self-Awareness and Self-Management
- Social Awareness
- Relationships Skills

Estimated Time: 20-30 minutes

Materials/Props:
- 7 lengths of rope
  - 1 - 20 feet
  - 4 - 40 feet
  - 1 - 60 feet
  - 1 - 80 feet
- Random props (e.g., beanie babies, fleece balls, processing cards, etc.)
- Additional sections of rope

Setup:
- Place ropes and random props in the center of an open space.

Framing:
- “How familiar are you with the world we live in? Have you ever looked at a map of the world and thought ‘I want to go there’ or ‘that’s where I was born’? How familiar are you with people in this group? Have you ever wondered where they were born or where they might want to visit? We have a chance to learn about both by creating a map of the world and interacting with it and one another.”

Procedure:
Map Making
1. Explain to the group that they will embark on a creative process with about 5-10 minutes to create a map of the world that is oriented correctly, yet not perfectly proportioned.
2. Check in at the end of five minutes to see if the group needs more time to finalize their creation. Remind the group that the map does not need to represent perfect shapes or scale.
3. Encourage the use of additional props to make borders, islands, or places of personal significance.
4. Once the world map is created, provide opportunities for the group to briefly reflect on their process and transition to the next part of the activity.
Where is the World?
1. Say to the group, “Move to the location where you were born.”
2. Once participants seem to have found their places, ask them to share out to the group.
3. If there are any unique responses, feel free to ask for more information, and encourage your participants to do the same!
4. Repeat this process with other topics such as:
   - Move to the location that represents your ethnic background. Feel free to demonstrate by moving to and from a few different locations.
   - Move to any location, for any reason. Be prepared to share where you are and why?
   - Move to:
     “…where your heart is.”
     “…a place that you would like to learn more about.”
     “…a place that you would like to share something about.”
     “…a place where you would be scared to travel to.”
     “…a place that best represents your lifestyle.”
     “…a location you believe needs help or support.”
5. Process responses and reactions as needed.

Reflection/Closure/Discussion:
- Discussions can be established throughout the activity. Many interesting conversations may be sparked by specific responses to questions or reactions to where group members place themselves on the map. Be prepared to encourage sharing, while keeping the activity moving.

Tips and Comments:
- Instead of a world map, consider mapping a specific country, city, or town.
- Consider the use of this map to teach geography or social studies.


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