

Bringing the world to the classroom

Previous compulsory steps / Prior students' knowledge	If you want to use this sequence in literature classes, we suggest that student read the book by Jules Verne before playing the game
Learning objectives	Strengthening and further developing knowledge about the world, cities, cultures and modes of travelling; Fostering spatial understanding of the world
Subjects	Geography, History, English as a Foreign Language
Recommended Age	10 – 14
Material needed	Technological equipment to project the videos and play the game, trailers of the video games, game play videos
Sequence duration	45 – 50 minutes
Individual or group activity	Group activity
Skills developed (after learning objectives)	Critical thinking, cultural skills, collaboration & teamwork
Price range of the game	Free videos
Extension / differentiation activities (at the end of the sequence)	Literature lesson on the book by Jules Verne, activities focused on cultural heritage and developing intercultural skills, lesson on the topic of migration

Similar games to use with the approach of the sequence	Journey, Tomb Raider
Tips to make the sequence more accessible or inclusive	We suggest using the game “Where on Google Earth is Carmen Sandiego?” in English as there aren’t many language options. It is important that students understand the text and the clues, but there isn’t a lot of text. You can translate the short texts during the playing session to ensure the students understand the game and the clues and objectives.



Step by step: how to implement the sequence

- **Step 1 – Familiarising yourself and the students with the game (10 minutes)**

In this sequence we will use two games: Where on Google Earth is Carmen Sandiego and 80 Days (2014). Both games can be used as a complementary activity in Geography, History, or English as a foreign language classes, while 80 Days can also be used in Literature classes following the lesson on Jules Verne's book "Around the World in Eighty Days". Both games offer possibilities to bring the world to your classroom by visiting different countries and cities around the world, navigating through maps with the clues given in the game and developing intercultural skills while acquiring additional information regarding different cultures.

At the start of the lesson, ask the students if they like to travel, how do they usually travel (daily or on holidays), and which cities they have visited in the past. Then briefly introduce the chosen video games to your students. We suggest starting by watching short trailers of both games so that the students get an initial idea about what the lesson will be about.

Here are the trailers and short description of the games which you may adapt for your students:

80 Days Official Trailer: <https://www.youtube.com/watch?v=eKB3xtTnqjc>

This game was inspired by Jules Verne's novel Around the World in Eighty Days. The game is played from a perspective of Passepartout, Phileas Fogg's servant, and player's choices decide how the story unfolds. During the game you will see whether it is possible to complete the trip in 80 Days while balancing your finances, distances

between the cities, negotiating the departures and other factors that influence the journey.

Where on Google Earth is Carmen Sandiego:

<https://www.youtube.com/watch?v=TJRMpIV9SpA>

This game is based on a story about Carmen Sandiego, the legendary super thief. The players search for clues by talking to other characters and uses those clues to track Carmen around the world. The game is designed for Google Earth and inspired by the original 1985 computer game, 'Where In the World Is Carmen Sandiego?' When visiting a new city in search of Carmen, the game asks players trivia-type questions about specific destination and offers possibilities for players to test and expand their knowledge about the world.

We suggest starting by watching the gameplay of 80 Days and then moving on to playing Carmen Sandiego while your students are watching or you can ask one of your students to play while other students are watching and suggesting what to do next.

- **Step 2 – Watching the videos and playing the game (25 minutes)**

Before moving on watching the videos and playing the game, tell students what they should focus on during this activity:

Places and culture

- Which countries or cities can you spot in the videos or in the game (either mentioned, travelled to, shown or seen on the map)?
- Pay attention to the objects that Passepartout has in the suitcase – can you connect the object with a certain place or certain culture? How do you know it belongs to a certain culture?

Travelling

- How does the player move between cities? How long does the travel take, if it is mentioned?
- Which modes of travelling do you notice in 80 Days?
- What is the difference between travelling around the world in 80 days in 1800s and today?
- Can we travel the world in 80 days nowadays? Does it sound impressive to travel the world in 80 Days?

Videos to show:

80 Days

- [80 Days Review](#) – show the whole video, 2:05 – 2:22 shows what is in the suitcase and can be used for discussion on culture (e.g. China tea set, a bolt of silk, drinking horn, balalaika)
- [80 Days – walkthrough](#) - 3:13 – 9: 27 (From London to Paris), 46:34 – 48.56 (Izmir – Antalya), 1:37:53 – 1:40:56 (Madras – Colombo)

Carmen Sandiego

While playing the game, ask students to suggest what you should do next, ask for clues and where to go. As mentioned, you can also ask one student to play in front of the class while the others will be watching and giving suggestions.

You can play the game for free here: <https://bit.ly/CarmenSandiegoG4S>

If you prefer showing videos, you can use these:

- [Google Earth Carmen Sandiego Gameplay](#) (from 1:06)
- [Where on Google Earth is Carmen Sandiego Gameplay](#)

- **Step 3 – Students' reports and discussion (15 minutes)**

Ask students to report on what they noticed in the videos and in the game, and to base the discussion on their reports.

- Modes of travelling in the past and in the presents
 - New travel technologies have allowed people to travel around the world in faster and more convenient ways
 - You can also mention big waves of migrations from Europe to the US (for example Red Star Line from Antwerp to New York), this sequence can serve as a base for lessons on the topic of migrations
- What are benefits and advantages of travelling? What are some disadvantages of travelling?
- Discovering culture and cultural heritage in the games (e.g. objects in the suitcase; landmarks used as clues in Carmen Sandiego)

References

Experiments with Google (July, 2020) *Where on Google Earth is Carmen Sandiego?*
Available at: <https://experiments.withgoogle.com/where-on-earth>

GameSpot Trailers (September 30th, 2015) '80 Days - Official Trailer' [Video]. Youtube.
<https://www.youtube.com/watch?v=eKB3xtTngjc>

GAMESPUB (December 23rd, 2018) '80 Days | Full Game Walkthrough | No Commentary' [Video]. Youtube.
<https://www.youtube.com/watch?v=D2CWdaJTikQ&t=193s>

Google Earth (March 13th, 2019) 'Where on Google Earth is Carmen Sandiego' [Video]. Youtube. <https://www.youtube.com/watch?v=TJRMplV9SpA>

Ingenious Tech (March 25th, 2019) 'Google Earth Carmen Sandiego Gameplay (Chrome Desktop)' [Video]. Youtube.
<https://www.youtube.com/watch?v=bCX6AFJFYCU&t=66s>

Inkle Studios (2014) 80 days. Available at: <https://www.inklestudios.com/80days/>

Keandra S (April 1st, 2020) 'Where on Google Earth is Carmen Sandiego | Gameplay' [Video]. Youtube. <https://www.youtube.com/watch?v=xxyI9BvkiW8>

This Week in Video Games (October 20th, 2019) '80 Days Review' [Video]. Youtube.
<https://www.youtube.com/watch?v=SHTBPtgV3fU>

Time (March, 2019) *It's Now Possible to Catch the Iconic Thief Carmen Sandiego on Google Earth.* Available at: <https://time.com/5549687/carmen-sandiego-google-earth/>