World Heritage Game
Grades 3 – 12
for 2 - 10 players

GOAL: Students will gain insight into cause and effect. They will learn that not all seeming disasters are such and not all windfalls produce good results.

SKILLS: Critical thinking, language arts, environment studies, geography

MATERIALS:

- Print out the game board on 11"x17" paper.
- Print out World Heritage Site Cards on card stock and cut into individual cards.
- Print out consequence cards on card stock and cut into individual cards. You can print the back of the cards to identify them or you can color code them.
  - Grants – green
  - Natural Disaster – yellow
  - Human Activity – blue
- You will need to provide a die and playing pieces.

INSTRUCTIONS:

- Roll the die to see who goes first. The person with the highest number starts the play.
- Roll the die to determine how many spaces to move.
- Follow the instructions on the space on which the player lands. Select a card from the consequence cards indicated on the space. Red spaces have instructions on them. If the space is blank, breathe a sigh of relief.
- If you have to pick a consequence card, follow the instructions. If you land on another activity space, follow the instructions and continue play. In real life, you often go directly from one crisis to another. Continue play until the player lands on a blank space. Then the next player starts.
- The winner is the first to land on the World Heritage Site of the Year space.

VARIATIONS ON THE GAME:

- Have students create their own consequence cards.
- Have students create site-specific consequence cards.
- Have students add a consequence category to the game and create cards for it. Color spaces on the board to create spaces for those activities to happen.
- Create new World Heritage Site player cards from the World Heritage website: http://whc.unesco.org/en/list

CLASSROOM FOLLOW-UP:
Discuss with your students why some of the effects of the events described are not always what they would have expected.

- Why isn’t it always positive when you get good publicity?
- How do the needs of a surrounding community affect a World Heritage Site?
- Were there some cards where the outcome surprised the students? Which cards and why?
- How can we manage things that are beyond our control so they don’t affect us so dramatically?
- Can they think of an episode in their own lives which they can equate to some of the events in the game and how did they manage it? What could they have done differently to create a better outcome? What did they do that turned what could have been a negative experience into a positive one? This can also be done as a follow-up written assignment.

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