



# World Cup

**Short Course**

**Learning Progression**

# Contents



- 3 Overview
- 4 About Makers Empire
- 5 Guide to Getting Started
- 6 Challenge Course Structure
- 8 Learning Progression
- 10 Curriculum Alignment

# Overview



This short course is designed for Grades 3-6, with an expected duration of 1-3 hours. It provides an engaging way to launch a learning program around the World Cup or an exploration of global sporting events as catalysts for cultural exchange and global unity

In this short course, learners discover what makes the FIFA World Cup such a significant global event. Learners explore how sport connects people across cultures, nations, and generations. The learners apply these insights to design a mascot for their favourite team.

This Challenge Course features engaging videos and an interactive quiz to build knowledge. Throughout the course, learners are guided through a short design thinking process to create innovative design solutions.

This course aligns with [UN Sustainable Development Goal #16 Promote peaceful and inclusive societies.](#)



# About Makers Empire



## Vision

Every child is empowered to become a creator, innovator and problem solver, so they can make their world better.

## Mission

Develop children's creative confidence and design thinking skills with our fun and easy to use 3D design software.



# Guide to Getting Started



## New to Makers Empire? To get started:

- Sign into the Teacher Dashboard
- Add or join a class
- Create accounts for the students
- Download Makers Empire 3D app on student devices from:  
[www.makersempire.com/download](http://www.makersempire.com/download)
- Assign the World Cup Challenge Course to your starred class(es).

## For guidance, view the following short webinars and Help Articles:

### [Webinar 1](#)

Learn how to sign in to the Teacher Dashboard and get your classes set up.

### [Webinar 2](#)

Learn how to sign in to the Makers Empire 3D app, complete the Basic Training tutorials and navigate to Challenge Central where learners can access the Challenge Course.

### [Webinar 3](#)

Learn how to use the Teacher Dashboard to assign a Challenge Course for your classes, monitor their progress, leave helpful feedback and assess their learning.

## Help Articles

### [Assign a Challenge Course](#)

[To monitor learner progress throughout the Challenge Course, leave feedback and assess their work](#)

## Search Makers Empire Help Articles

Please contact us if you have further questions or require support:

[info@makersempire.com](mailto:info@makersempire.com)



# Challenge Course



Makers Empire's [Challenge Courses](#) deliver a customised education program that introduces learners to the design thinking process and builds their problem solving skills. These in-app Challenge Courses are aligned to curriculum and provide a fun and engaging digital learning experience. Each themed Challenge Course is comprised of five components:



## 1. Educational Videos

Help learners develop key understandings and build awareness and empathy.



## 2. Quizzes

Ensure all learners have attained a good understanding of a topic as they progress through the course.



## 3. Pro-Training Design Tutorials

Develop and reinforce learners' skills using more complex 3D design tools and techniques.



## 4. Design Challenges

Learners combine all they've learned to respond to a topical design challenge.



## 5. TalkTime

Talk Time provides an opportunity to communicate key features of their design solution and reflect on their learning.

## Progress Reports







Teachers can easily monitor student progress via the Makers Empire Teacher Dashboard. Our intuitive [Progress Reports](#) make it instantly clear which students are progressing with confidence and which may need extra support.



# Challenge Course



## Components

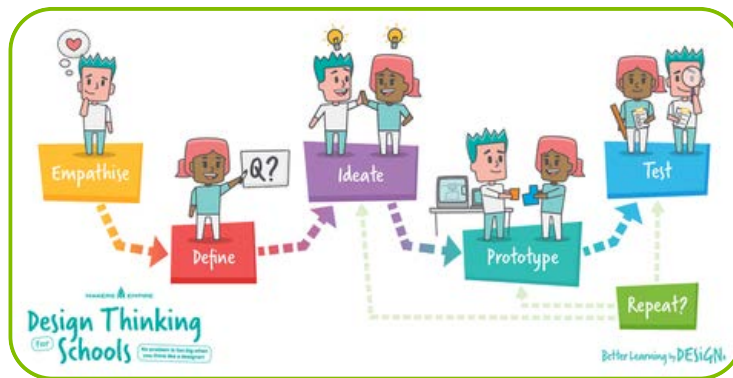
	Video - World Cup
	Quiz - World Cup
	Pro-Training Tutorial - Design a Trophy
	Design Challenge - Design a World Cup mascot for your favourite team or a team of your imagination
	Talk Time - Learners share their thinking and communicate key features of their design solution
	Learners submit design to teacher



# Learning Progression

Slowing down and deepening the design process creates valuable opportunities for learners to develop essential skills and confidence including problem solving, spatial reasoning, project management and critical and creative thinking.

At Makers Empire, we use the Design Thinking for Schools model developed by the Stanford Design School. Here are recommendations for breaking down the problem and utilising the design thinking process to generate effective solutions.



Task	Activity	Resources
Provocation/ Introduction	To activate learners' prior knowledge about the FIFA World Cup use a <a href="#">thinking routine</a> , such as 3-2-1 Bridge, where learners quickly record 3 words or thoughts, 2 questions, and 1 metaphor or simile about the topic, to share with others.	<a href="#">3-2-1 Bridge process</a>
Empathise	<p>Watch the Challenge Course video as a class. Pause the video at 2:15 minutes to discuss key ideas. Discussion starters may include:</p> <ul style="list-style-type: none"> <li>• What event have you been a part of where you felt connected with others? Describe your experiences and feelings.</li> <li>• What do you already know about the World Cup? Learn more about the long road to the finals and how teams across the globe are selected.</li> <li>• Select a country participating in this year's World Cup or one of the host countries and research to find out more.</li> </ul> <p>Watch the video from 2:15 minutes and discuss key ideas:</p> <ul style="list-style-type: none"> <li>• What mascots have you seen before? Which mascot is your favourite, and why? What did its design reveal about the team's country of origin and its values?</li> <li>• Research a sporting mascot. Learn why a particular animal, character, object, symbol, pattern or colour have been included in its design.</li> </ul>	<p><a href="#">Learn more about the World Cup</a></p> <p><a href="#">21 Most Famous Brand Mascots</a></p> <p><a href="#">Australian Mascots</a></p>

# Learning Progression

Task	Activity	Resources
Define	Challenge: Design a World Cup mascot for your favourite team or an imaginary team. In pairs, learners expand on the information gathered during the empathise stage to record their specific design challenge as a 'How might we'.... problem statement. Learners can consider specific design criteria and constraints e.g. How might we design a mascot that represent our team's values? What features must be included? What size does it need to be?	
Ideate	Brainstorm as many solutions as you can. Wild ideas are encouraged. Learners sketch or make simple models to help generate creative solutions. The pair then decide on their best idea to prototype in the Makers Empire 3D design app.	Everyday materials to sketch and prototype
Prototype	Learners design separately in the app and then combine their best features into one shared design.	Makers Empire 3D app
Test	Self-reflect as a pair. The CROWN reflection tool can scaffold their conversation. The pair can also seek feedback on their mascot design from at least 2 other people (teacher, learners, family members).	<a href="#">CROWN reflection tool</a>
Refine	Learning pairs make changes to the prototype based on feedback.	
Reflection	Learners complete the in-app Talk Time to reflect on their design thinking process and final design solution.	<a href="#">Talk Time</a>
Celebrate	Display final class designs to share with the school community. Designs can be shared by 3D printing, downloading GLB files and inserting into a PowerPoint or by teachers downloading a QR code to view in 3D or in Augmented Reality.	<a href="#">Downloading GLB Files</a> <a href="#">Augmented Reality</a>
Assessment	Pairs of learners pitch their final design solution to the class, highlighting their iterative design thinking process.	
Additional Resources	<a href="#">Syd, Ollie and Millie, Mascot Hall of Fame</a> <a href="#">A Short History of Sporting Mascots, BBC</a> <a href="#">Unique Ideas for Sports Team Mascots, LoonieTimes</a> Book: Mascots by Allan Morey, Bullfrog books, 2024	

# Curriculum Alignment

The World Cup Challenge Course is aligned to the Makers Empire Design Curriculum. To view Design curriculum outcomes for your country please select the relevant curriculum in the drop-down list on the Teacher Dashboard.

The Course also addresses:

## HASS

- **Geography:** Australia's interconnectedness with other countries
- **Civics and Citizenship:** Understanding cultural diversity across borders, understanding the importance of global interconnectedness and its role in shaping identity

## HEALTH AND PHYSICAL EDUCATION

- **Personal, Social and Community Health:** Understand how different cultures value sport and how major events influence community identity and belonging.

## MATHEMATICS

- **Statistics and Probability:** analyzing team rankings, win/loss ratios and permutations for advancement during qualifications

## KEY SKILLS AND DISPOSITIONS

- **Critical and creative thinking:** inquiring, generalising, analysing and reflecting to solve problems
- **Numeracy:** understanding geometric properties and positioning and locating shapes in space
- **Intercultural understanding:** Reflecting on and engaging with culture and cultural diversity

## MAKERS EMPIRE DESIGN CURRICULUM

### Band 3-4

#### Technology Applications

- Identifies factors that impact on the design of products and services to serve community needs
- Explains how forces and the property of materials affect the way a product behaves or performs
- Investigates the suitability of materials, systems, components, tools and equipment for a range of purposes

#### Investigating

- Defines a problem by identifying opportunities, critiquing needs, making predictions and analysing collected data
- Identifies criteria for success for a designed solution including sustainability considerations and constraints on materials, time or cost

# Curriculum Alignment

## Generating Ideas

- Generates and compares design ideas and makes decisions about design ideas most likely to meet the design criteria and constraints
- Communicates and records design ideas using technical terms and graphical representation techniques

## Prototyping and Modelling

- Uses and chooses specific features in digital 3D modelling tools
- Interprets information and follows instructions using directional language
- Explains their design decisions related to the design criteria, including the use of symmetry, shapes, and angles
- Uses 3D modelling tools to create structurally sound designs, prototypes, and models

## Testing and Evaluating

- Develops fair tests with guidance to evaluate designs against identified design criteria
- Makes further improvements and iterations of designs based on test results and feedback in order to address design criteria

## Planning and Managing

- Plans a sequence of production steps when making designed solutions
- Works collaboratively with others to plan, make and evaluate designs that address identified criteria

## Band 5-6

### Technology Applications

- Explains how competing considerations, including sustainability are addressed in the design of products and services to meet community needs
- Investigates how sources of energy can control movement, sound, or light in a designed product
- Investigates characteristics and properties of a range of materials, systems, components, tools, and equipment, and evaluate the impact of their use

### Investigating

- Investigates a range of needs, opportunities, or problems by posing testable questions and gathering data; and defines them in terms of functional design requirements
- Negotiates criteria for success and design constraints, including sustainability considerations

### Generating Ideas

- Generates and compares design ideas and evaluates competing design solutions using a systematic process to determine how well they meet the negotiated criteria and constraints
- Communicates and presents design ideas and processes for specific audiences using appropriate technical terms and graphical representation techniques

# Curriculum Alignment

## Prototyping and Modelling

- Demonstrates efficient use of the tools and features of 3D modelling software
- Creates and interprets 3D models and diagrams
- Explains their design decisions in terms of the design criteria including the specific applications of features and properties of 2D and 3D shapes
- Uses 3D modelling tools to create structurally sound designs, prototypes and models including 3D printed prototypes

## Testing and Evaluating

- Develops fair tests and analyses test data to evaluate designs against identified design criteria and constraints
- Uses a systematic process to make modifications and iterations of designs based on test results and feedback in order to address design criteria and constraints

## Planning and Managing

- Develops project plans that include consideration of resources for making designed solutions
- Works collaboratively with others to design processes, production techniques and testing procedures to achieve negotiated design criteria

