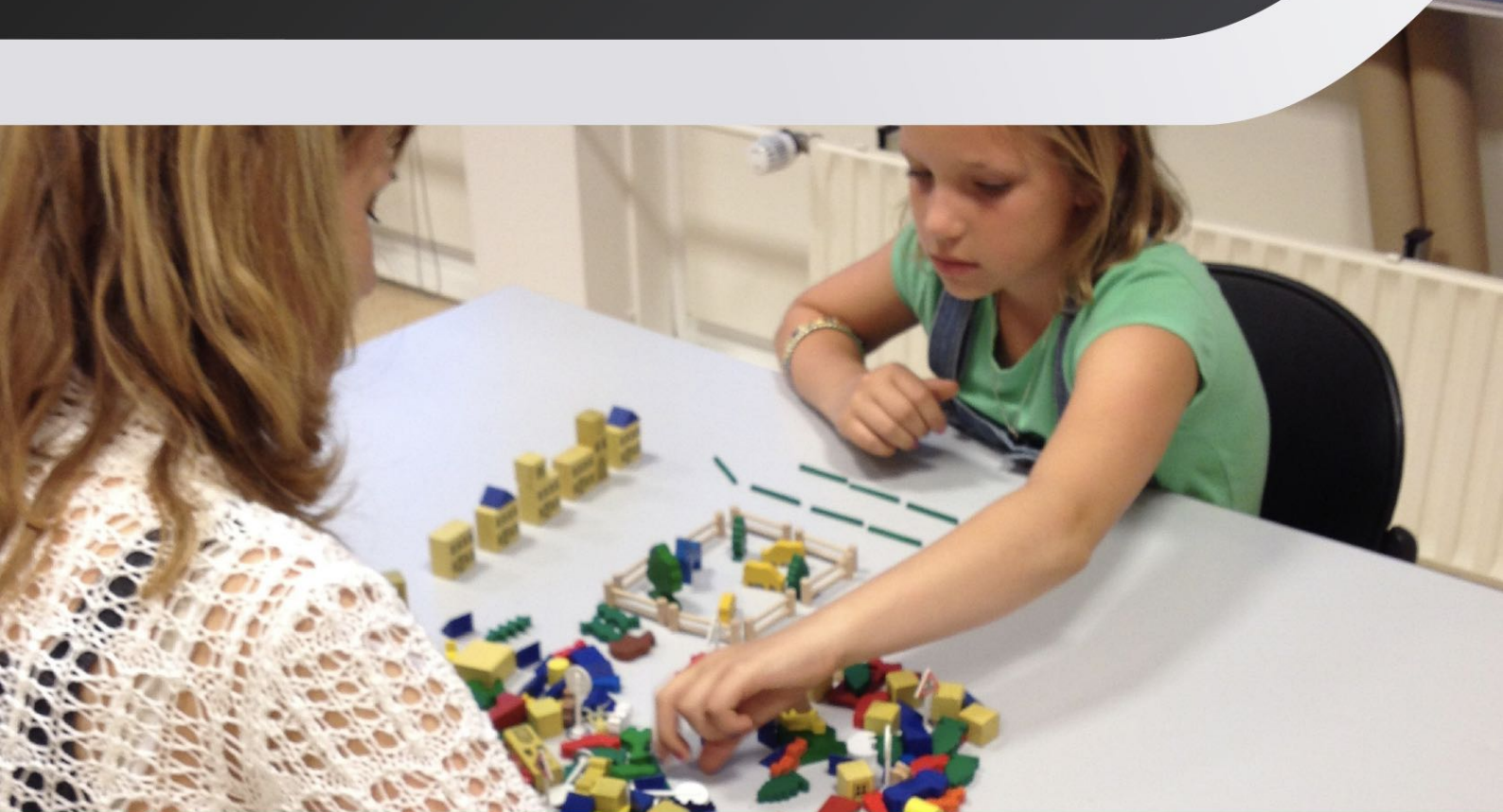


THE WORLD GAME

STANDARDISED NON-VERBAL RESEARCH TOOL UNDER LICENCE

The World Game is used by professionals in educational and diagnostic research for children and adolescents. It consists of building a village during which the child is not required to speak and can freely build without having to support or explain this verbally.

Working with the World Game is enriching and proves time and again to be effective in non-speaking children, language problems or children with a fear of failure.



WITHIN A FEW MINUTES INSIGHT INTO THE FOLLOWING ASPECTS IS CREATED:

1

THE COGNITIVE ASPECT (INTELLIGENCE)

How does the child explore his world around him?

2

THE AFFECTIVE ASPECT (SOCIAL AND EMOTIONAL)

How does the child experience his world?

3

THE PEDAGOGICAL ASPECT (EDUCATION)

How does the child handle his world?

4

GIFTEDNESS

How does the child process knowledge and new information?

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THE WORLD GAME: A MODE OF EXPRESSION



Building a village with the World Game is a mode of expression and a representation of the way in which a child organises their inner and outer world. Firstly, the acting itself is studied, the handling of the material. Additionally, the end product provides an insight into the development of the child.

CONTENT IS NEUTRAL

The World Game consists of 160 small, mostly wooden, elements from people's living environment. The elements are subdivided into 7 different categories:

HOUSES

VEHICLES

PEOPLE

TREES

ANIMALS

FENCING AND SIGNING

The different elements are fabricated in such a way that no single element explicitly stands out. Colour, shape and size of the elements are neutral. The components have such an unambiguous structure that they do not lend themselves for any other use than for which it is meant: 'the building of a village'.



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HISTORY

1911

In 1911, **H.G. Wells** published a book with the name 'Floor games'. In it, he describes how he has stimulated the imagination and inventiveness of his son by building cities together out of wooden toy elements.

1925

Around 1925, after reading Well's book, **Margaret Löwenfeld** searches for a way to capture children's expressions in a framework and interpret them. She puts the material in the therapeutic atmosphere.

1936

In 1936 **Charlotte Bühler** decides to further investigate the handling of the World Game material. She focuses on the development of the child and works on the standardisation of the game.

1947

In 1947 psychiatrist **L. N. J. Kamp** continues the work and searches for norms in the form of age criteria.

1950

In 1950, the Dutch pedagogue **P. C. J. Ojemann** added the pedagogical aspect to the World Game: is the child a visual spatial or an auditory-sequential learner? She saw the World Game, besides the cognitive and affective aspect, as a way to be ahead of learning problems. Many years of research followed. In the 90s Ojemann trained many professionals in working with the World Game.

1999

Marion van de Coolwijk, student of Ojemann, founded her 'Instituut Kind in Beeld' in 1999 and published a book about visual spatial learning and the World Game. After Ojemann's death in 2003 she continues the training in working with the World Game and developed unique (proven) visual learning techniques.

Nowadays the World Game is used all over the world by many education and healthcare professionals as a non-verbal addition in guiding children.

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JUNE 18 - 20 2024

**WORLD GAME TRAINING FOR PROFESSIONALS
AT TESSELATIONS - CUPERTINO, CA - USA**

RESEARCH

The World Game is used as an additional component in research and in combination with previously acquired research data. Then the child is requested to build a village.

In principle, there will be no talking during the building process. The researcher observes and makes notes. When the village is finished (often between 5 - 15 minutes), the child is allowed to explain what they have built. The researcher listens. Afterwards the factual examination has ended. Evaluating the child's build happens at the end, using a score sheet.

NEW ASPECT: GIFTEDNESS

With the help of Johnnie Rasmussen (psychologist), Grith Tschorn of the Gifted Institute Denmark, and Evelyn Kroesbergen (professor at the Dutch Radboud University) an observation list for giftedness has been developed and is being tested now. This rubric can be used as a supplement to the non-verbal identification of cognitive abilities in situations regular IQ tests due to communication or cultural problems cannot be taken.

EDUCATION

Purchase and working with the World Game is bound to a licence. Only trained and qualified teachers and education experts can purchase the World Game and work with it. We regularly organize training courses for professionals. We also provide training at your location.

REGISTRATION AND INFO: [THE-WORLDDGAME.COM](https://www.the-worldgame.com)

**info@the-worldgame.com
or: info@kindinbeeld.nl**



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