

Educational Worksheets



KEY SKILLS

Dexterity
Spatial Awareness
Perception & Visual Acuity

SKILL SETS USED

- Visual and spatial
- Interpersonal, social skills
- Intrapersonal, visualising in your mind



SKILL SETS USED

- A pen, pencil or other writing tool
- Understanding the types of lines: straight line, curve, open and closed
- An ability to write and draw fairly carefully



GOALS AND OUTCOMES

Students will be able to **connect as the icons as quickly as possible**.

Identify the different symbols correctly.

Identify the drawing formed, to then write the word corresponding to describe it.



A game by Olivier Mahy
Published by BLAM



from 2 to 4 students
30 minutes



Description:

In this game, you have to connect the icons on the board, after following a series of visual instructions, that will then make an object or shape. You then guess that shape!

Learning Levels:

- 5 to 8 years old: Teacher guided learning
- 8 to 10 years old: Independent with assistance if required
- 10 years+: Independent learning

Activities Within

Matching game

Riddle game

Competitive play



SKILLS

Process:

- Carefully read the instructions
- Discuss what is required, how it should be done, the results and debate.
- Memorize and consider the information carefully.
- Using what you know, look at how you might best achieve the task.
- Think of what might be the easiest way to complete the task..
- Self-assess, look at how you are working, adjust your behavior accordingly.

Reading:

- When reading out the instructions, think about who is listening:
 - Read slowly enough to consider what is being said.

Mathematics:

- Locating and pinpointing objects.
- Counting.

Géography:

- Using reference points to locate.

Artistic & Awareness:

- Perceive and differentiate between shapes.
- Identify an object in a given space.

Social and soft Skills (THRIVE):

- Build self-esteem, in yourself as well as that of others.
- Develop logical reasoning and problem solving skills.



OPENING & STARTING

1. **Give a marker pen and activity board** to each student.
Place the hourglass within easy reach of all players.
2. **Students must simultaneously find on their activity board all the icons** on the various paths and connect them together with the marker pen. Then they must **guess as quickly as possible they shape or object they have drawn**, even if they have not yet connected all of the icons.
3. When a student thinks they have guessed the correct object/shape, **they write the name of the object** on the answer board and turn over the hourglass. The other players then have 30 seconds to solve their problems.
4. When the time is up, **the students who have written an answer compare theirs with the other players**, checking the answer with page 4 in the rulebook.

For the student who turned the hourglass:

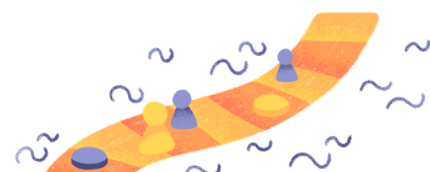
- If their answer is correct, he mark 2 stars on his scoreboard and go to the black and white tray for the next challenge.
- If their answer is wrong, it wipe a star off. (If there is no star checked, do nothing).

For all other players :

- If their answer is correct, they mark 1 star on their scoreboard.
- If their answer is wrong, no penalty.

5. Each student then cleans their board and **prepares to solve the next puzzle**. Repeat the steps above.

After the 8th and last puzzle, **the student with the most stars wins the game**.



1. **Project the game board onto an IWB to play the game together.** Show the answer on a game board to show how to connect the lines.
2. **To work on collaboration and cooperation**, the game can be played in the form of relay races where each student, in turn, goes to link two icons on the game board.
3. **Firstly, work on one card individually**, so that students move at their own pace.
4. **Offer to play in pairs.** A student connects the different icons while the other directs.
5. **To work on memorization**, the puzzles can be placed away from the game or hidden.
6. **To work gradually through the skills required**, play it by selecting only the puzzles without round edges (eg the envelope).
7. **Students can create new paths of their own design** (eg: numbers, letters, drawings, etc.).
8. **For the youngest who cannot write**, the first to guess says it out loud.

When preparing your activity, here are some of the things to consider and potential obstacles. We found that students **could have difficulty in:**

- **Locating icons :**
 - see point 1 "other ways to play".
 - practice by having younger players spot icons on the board.
- **Differentiate between icons of the same family:**
 - locate the icons of the same family on the board and shout out similarities and differences.
- **Manage the speed of the game:**
 - see point 3 "other ways to play".
- **When switching from the colour board to the black and white board:**
 - work on the visual span by making younger players spot icons on the board.
- **Identifying the formed drawing:**
 - remind to rotate the board to help spot it.
- **Spell the words correctly:**
 - create a catalogue with words and drawings,
 - vocabulary can be worked on during activities in knowing how to write.

!! Be aware of any colour blind students, offering the board in black and white !!



RESSOURCES

Click on the links below:

[Download the rules of the game](#)

[Watch the rules in 5 minutes](#)

[Download the individual board](#)

[Discover the expansion](#)



WHAT'S INVOLVED IN THE GAME?

- **Mathematics:** types of lines, visualization in 2D, the marking space accurately, the drawing of lines between points with a raised hand or with the aid of a tool, the count.
- **Grammar:** Spelling, visual span, speed reading.
- **Artistic:** the precision of the lines
- **Cognitive functions:** impulsivity, inhibition, speed.

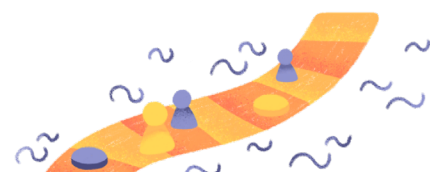




OBSERVATION GRID

Below is a list of skills that you can observe and / or assess with your students during the activity. Of course, feel free to select the criteria more relevant to your practice, or add more.

Pupils names →												
Found the icons												
Connect the icons correctly (ilante, etc.)												
Demonstrated speedy play												
Find your way around the map												
locating objects												
Spelt correctly												
Played by the rules												
Exhibited fair play												
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EVALUATION PAGE

Name

By playing this game ...

Evaluations

1. I am able to read the instructions.



2. I am able to follow the instructions



3. I am able to connect the icons to make the correct shape (magic circle etc.)



4. I can be quick.



5. Je suis capable de me repérer dans le plan, et de situer les objets.



6. I am able to identify what the lines have made.



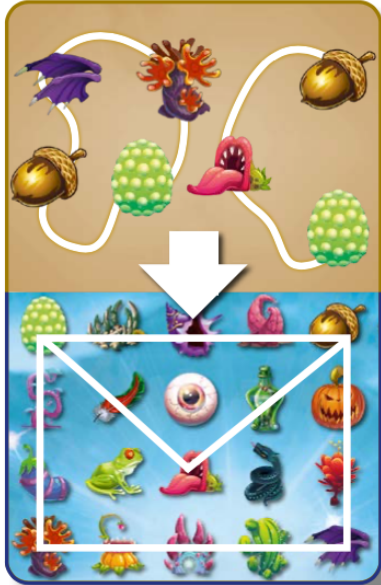
7. I am capable of playing fairly.





GAME AID

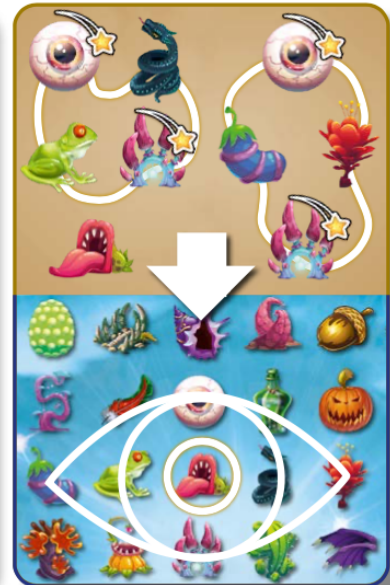
Here's a practice sheet to cut and laminate to help students memorize the different ways of connecting icons. When working with younger students, work on the curved edges by marking a point on each object marked with a star before connecting them. ie highlight all of them first.



Each path corresponds to a line. Note, icons at the ends of an open line should not be connected.



If the icon is alone and not on the path, **circle the ingredient.**



Icons with shooting star go through it by tracing an arc of a circle.

