


















Kaleidos Jr.



Co-funded by
the European Union

<p>Key competence: <i>Literacy, Multilingual</i></p> <p>Soft skills: <i>Observation, Time management</i></p>	 Editorial 2 – 99 Recommendation 4	 30 min 20 min	 5+ 1 ^o - 6 ^o																																			
<p>Variants and/or steps</p> <ul style="list-style-type: none"> ★ To familiarise the pupils with the cards, you could ask the children to describe them. ★ In order to simplify the game students can name objects that they recognize and write them. ★ One version could be that one pupil writes five items and the others have to find them in a specific time. ★ Second version could be finding similar items in different cards, like same animals.. 																																						
<p>Adaptations for special needs</p> <ul style="list-style-type: none"> ➤ This game can be used by students with special needs for oral or written production and for increasing their skill of attention. 																																						
<p>Discussion</p> <p><input type="checkbox"/> Could you think of a strategy in order to analyse the drawing better and find more objects? <input type="checkbox"/> What/who could help you improve? <input type="checkbox"/> In what daily activities is it important to be observative as in this game? <input type="checkbox"/> Did you feel chaos looking at these images? <input type="checkbox"/> Why is it important to be organised in life?</p>																																						
<p style="text-align: center;">% of answers based on 238 Primary School students</p>																																						
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 8%;"></th> <th style="width: 8%;"></th> <th style="width: 8%;"></th> <th style="width: 8%;"></th> </tr> </thead> <tbody> <tr> <td>Would you like to play it again?</td> <td>8%</td> <td>4%</td> <td>16%</td> <td>73%</td> </tr> <tr> <td>Have you communicated a lot with your classmates while you were playing?</td> <td>27%</td> <td>8%</td> <td>27%</td> <td>37%</td> </tr> <tr> <td>Have you done any calculations during the game?</td> <td>41%</td> <td>6%</td> <td>10%</td> <td>43%</td> </tr> <tr> <td>How easy was it to understand the rules of the game?</td> <td>2%</td> <td>4%</td> <td>28%</td> <td>66%</td> </tr> <tr> <td>Have you thought of any strategy while playing the game?</td> <td>38%</td> <td>14%</td> <td>16%</td> <td>32%</td> </tr> <tr> <td>Are you able to explain this game to another student?</td> <td>16%</td> <td>8%</td> <td>4%</td> <td>72%</td> </tr> </tbody> </table>									Would you like to play it again?	8%	4%	16%	73%	Have you communicated a lot with your classmates while you were playing?	27%	8%	27%	37%	Have you done any calculations during the game?	41%	6%	10%	43%	How easy was it to understand the rules of the game?	2%	4%	28%	66%	Have you thought of any strategy while playing the game?	38%	14%	16%	32%	Are you able to explain this game to another student?	16%	8%	4%	72%
																																						
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