Sherlock express

Key competence: *Science, Technology, Engineering* and *Mathematical, Learn to Learn*				
		👥	🕐	🪜
	Editorial	2 – 6	10 min	7+
Soft skills: *Deduction Capacity, Abstract Thinking*	Recommendation	4	20 min	1º - 6º

Variants and/or steps

- ✹ It is essential to start the game by explaining the 3 components in a card.
- ✹ As frustration may appear to students who are not very quick, you can start the game by playing it in turns instead of competing.
- ✹ As a variation, students can write down the missing clues and create a story. Another one is to use the game in teaching foreign languages.

Adaptations for special needs

- ➢ For Special Needs students you can play in a non competitive way, then in turns.
- ➢ Another adaptation is to find similarities and differences between the cards.

Discussion

☐ Mention all the animals, places and objects of the cards. ☐ How did you feel when a teammate was faster than you? ☐ What daily activities do you relate this game with? ☐ What strategy have you applied to get the solution? ☐ What mode of playing did you like more? Why? ☐ Can you remember the places? What about the objects? ☐ Can you suggest other places, objects or characters that make sense on the same context of game? ☐ Can you suggest a new rule?

% of answers based on 238 Primary School students	🙁	🙁	😐	🙂
Would you like to play it again?	7%	4%	8%	**81%**
Have you communicated a lot with your classmates while you were playing?	3%	6%	21%	**70%**
Have you done any calculations during the game?	**40%**	9%	11%	39%
How easy was it to understand the rules of the game?	4%	3%	16%	**76%**
Have you thought of any strategy while playing the game?	**31%**	2%	22%	44%
Are you able to explain this game to another student?	20%	6%	11%	63%