

## KID\_Preneurship 2020-1-LV01-KA201-077505

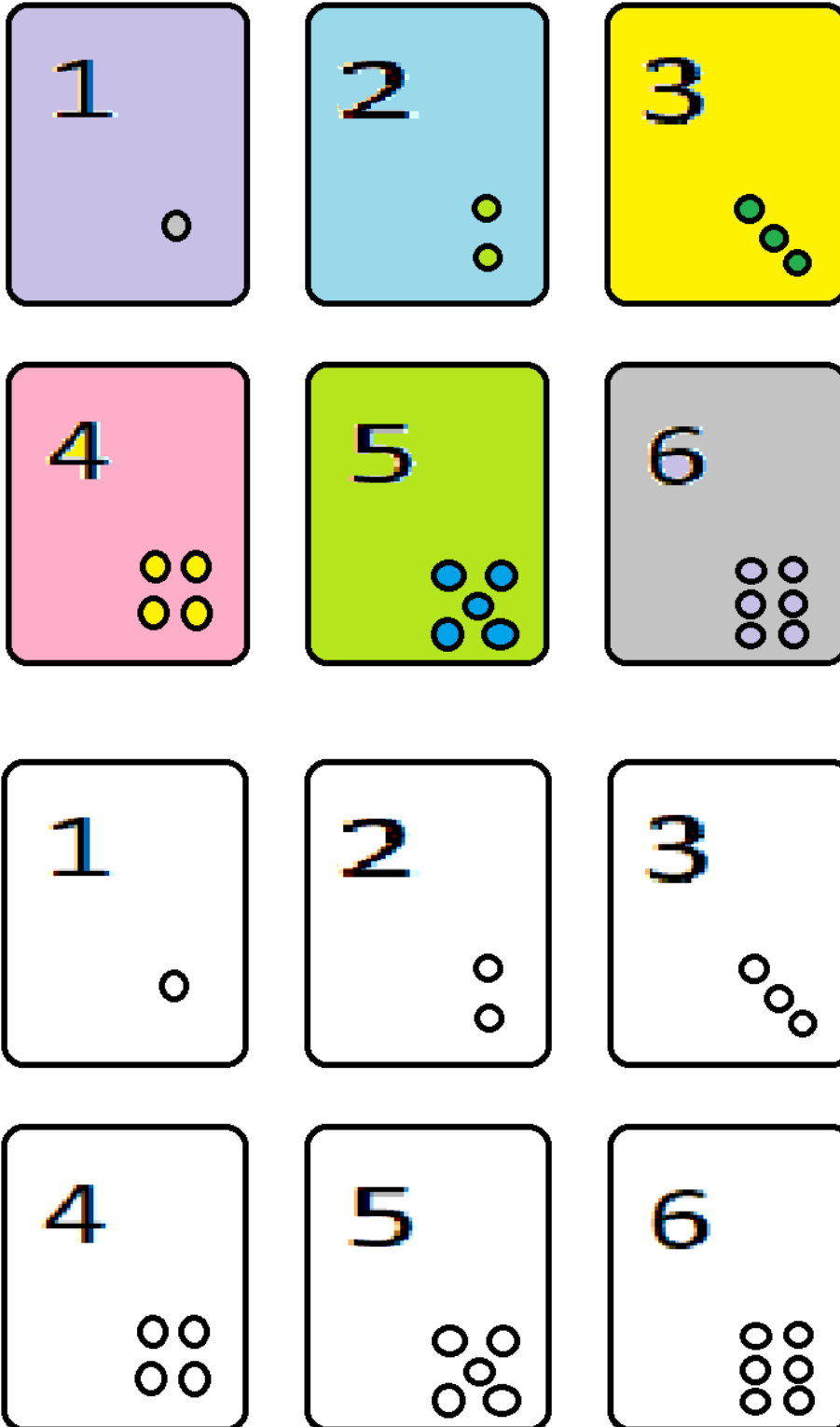


<b>ACTIVITY NAME</b>	<b>Counting game</b>
<b>OUTPUT NUMBER</b>	<b>IO 2</b>
<b>PARTNER</b>	<b>ArtSmart</b>
<b>ACTIVITY &amp; CLASS</b>	Financial Literacy 8-10 Years old
<b>DURATION</b>	30min
<b>OBJECTIVES</b>	Train a skill of counting and collecting.
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• 1-3 dices</li> <li>• A scorecards representing one surface of the dice (annex 1.1)</li> <li>• Tokens (in annex1.3.) OR use some available materials, like, shells, beans, wood sticks, small rocks, acorns, stickers</li> </ul>
<b>LEARNING ACTIVITY METHOD</b>	<ul style="list-style-type: none"> <li>• Pupils roll the dice in pre-defined order (e.g. all sit in a circle and roll in clock-wise order.</li> <li>• Each pupils gets a scorecard with the amount they have rolled on. The objective is to keep the count of the score and rise hand as soon as some concrete number is reached (e.g. 15; 20 or 25 – which can be decision of the class prior the game). In order to make the game more challenging, players, when receive their scorecard, should keep it turned off, so that they train their memory as well. If they forgot their score, they start to count from the beginning (if they announce that they have reached the score, but make a mistake, they as well should start counting from the beginning (or upon the agreement of the class receive other less harsh penalty.</li> <li>• When somebody has reached the agreed number of points, it receives a token (cycle should be played till the end, so that the pupil who rolled the dice the first one, does not have an advantage)</li> </ul>

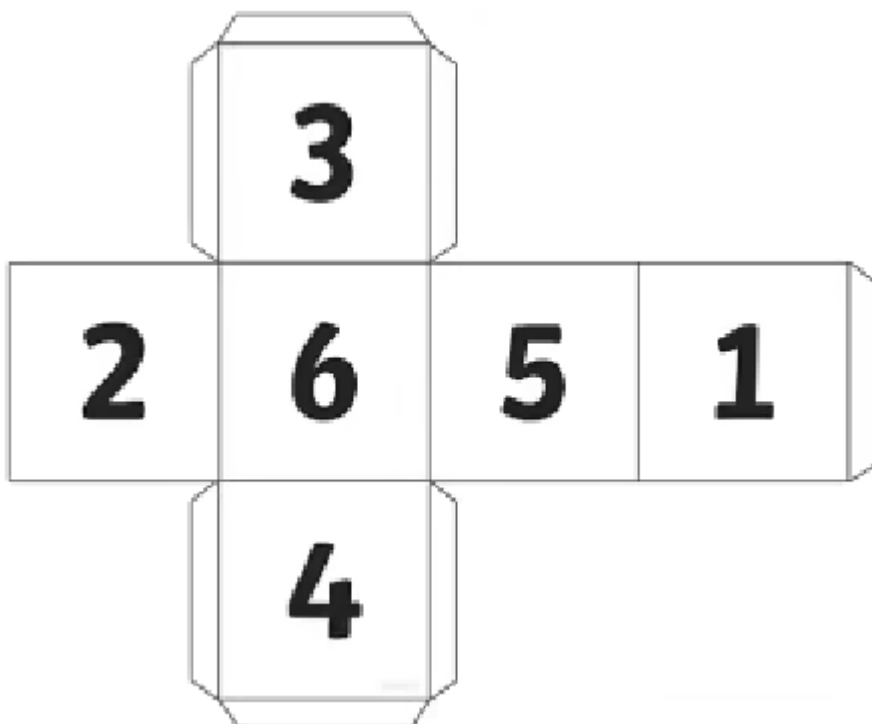
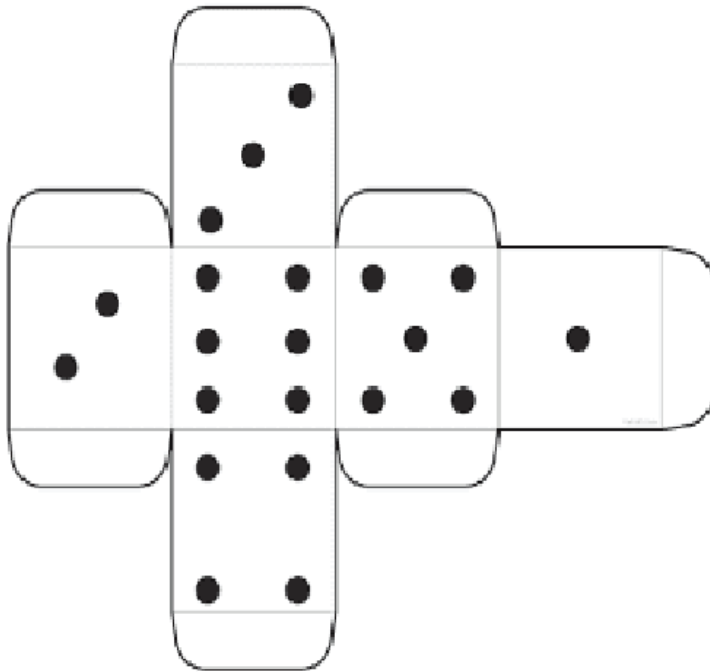
	<ul style="list-style-type: none"> <li>• The overall winner is the pupil who gets the most tokens or who reaches first previously agreed number of tokens (e.g. 3)</li> <li>• For larger classes of pupils, they can be divided into groups of 6-8 pupils, so that the game goes on faster. In case of groups a group competition can also be made – which group makes more tokens or which group is the fastest to collect predefined amount of tokens.</li> <li>• In order to make the game more complicated, additional mathematic actions can be added, e.g. multiplication.</li> </ul>
<b>VISUALS</b>  <b>Images/ videoclip</b>	Scorecards – annex 1.1 Dice with numbers or dots 1-6 (not included) OR cut out and glue dice from Annex.1.2 Examples of tokens – annex 1.3
<b>TEACHER PREPARATION</b>	Prepare materials for the game – Scorecards, dices and tokens. Decide up to what count each round will be played (e.g. 15; 20; 25), decide if players see their scorecards or not (trains memory as well) and decide when the game ends. Think of some similarities in real life and real life finances, e.g. like collecting now points is like saving money for some larger aims.
<b>TEACHER'S EVALUATION</b>	Did the game developed the counting skills? Did the game develop the memory if the scorecards are hidden? Did the discussions about saving had reflections in children, did they realise that saving actually as easy as this game (or any other reflection or discussion)?

Annex 1.1

Scorecards with numbers and dots. Ready to use and colouring template.



Dice Templates. Dice with dots. Dice with numbers.



Ready to use and colouring Tokens.

