

IP IN EDUCATION

Playground games

For ages 6-8



Playground Games

Synopsis	<p>This activity consists of a series of traditional playground games that have been adapted to help young learners comprehend age-appropriate intellectual property (IP) information and concepts.</p> <ul style="list-style-type: none">• Hopscotch• Snakes and ladders• Netball
Level	<p>Ages 6-8 Kindergarten and lower primary classes</p>
Timing	<p>One 45-minute lesson</p>
Learning outcomes	<ul style="list-style-type: none">• Awareness of the concept of personal property• Awareness of the concept of intellectual property and creations• Respect for own ideas and creations and those of others
Competences	<ul style="list-style-type: none">• Literacy competence• Personal, social and learning to learn competence• Citizenship competence• Cultural awareness and expression competence
Preparation	<p>It is important to find a large open space, preferably outdoors, where you can draw on the ground with chalk. Alternatively, use marker pens to draw the board games on a large sheet of durable cardboard.</p>
Materials	<ul style="list-style-type: none">• Large playground chalk• Buttons / beanbags / stones as markers• Four nets or hoops• Two balls• Copies of the pictures provided in the pack
Organisation	<p>Divide students into three groups. Each group starts with a different game and plays for 10-15 minutes. They rotate and play all three games.</p>

Game 1: Hopscotch



Preparation

5-8 players

- Hopscotch game marked on playground
- Markers for each player
- Sets of pictures

The pictures are connected to exploring the concept of personal and intellectual property.

Before you play the game:

- place the appropriate pictures next to the game squares depending on the age of the players;
- do the lead-in to explore the concept of property.

As a team, learners play hopscotch and collect the pictures on each number square, working from numbers 1 to 8. When the team has all the pictures, they sit down in a circle and do the task. The aim is to get as many correct answers as possible.

How to play

The first player stands behind the starting line and tosses their marker into square 1. They hop over square 1 to square 2 and then continue hopping to square 8, turn around, and hop back again.

They pause in square 2 to pick up the marker and collect the picture.

The next player tosses their marker into square 2, and so on.

All hopping is done on one foot except in the sections where there are two squares side-by-side, where one foot must land in each square.

Players must always hop over any square where a marker is placed.

A player is eliminated if their marker fails to land in the proper square, they step on a line, they lose their balance when bending over to pick up the marker and put down a second hand or foot, they enter a square containing a marker, or they put two feet down in a single box.

	Ages 6-8
Picture task	<p>Pupils collect the eight pictures and divide them into two groups:</p> <ul style="list-style-type: none"> • my property; • not my property.
Learning objectives	<p>To explain the concept of property and ownership.</p> <p>To identify intellectual property.</p>
Lead-in	<p>Property is something you own that is important to you (has value).It can be something you buy or create(a song, drawing, etc).Request students show you something they are wearing and ask:Who owns it?</p> <p>Choose one of the pupils' creations (for example, a drawing or badge from the logo making activity) and ask: Who created this?</p> <p>Who does it belong to: you (pupil) or me (teacher)?Why?</p> <p>Message: When you create something, you own it, too. It is your (intellectual) property.</p>

**PICTURES
provided below**

1	a photo
2	a drawing
3	a LEGO model
4	a bike
5	a story
6	a pencil
7	a pair of shoes
8	a song

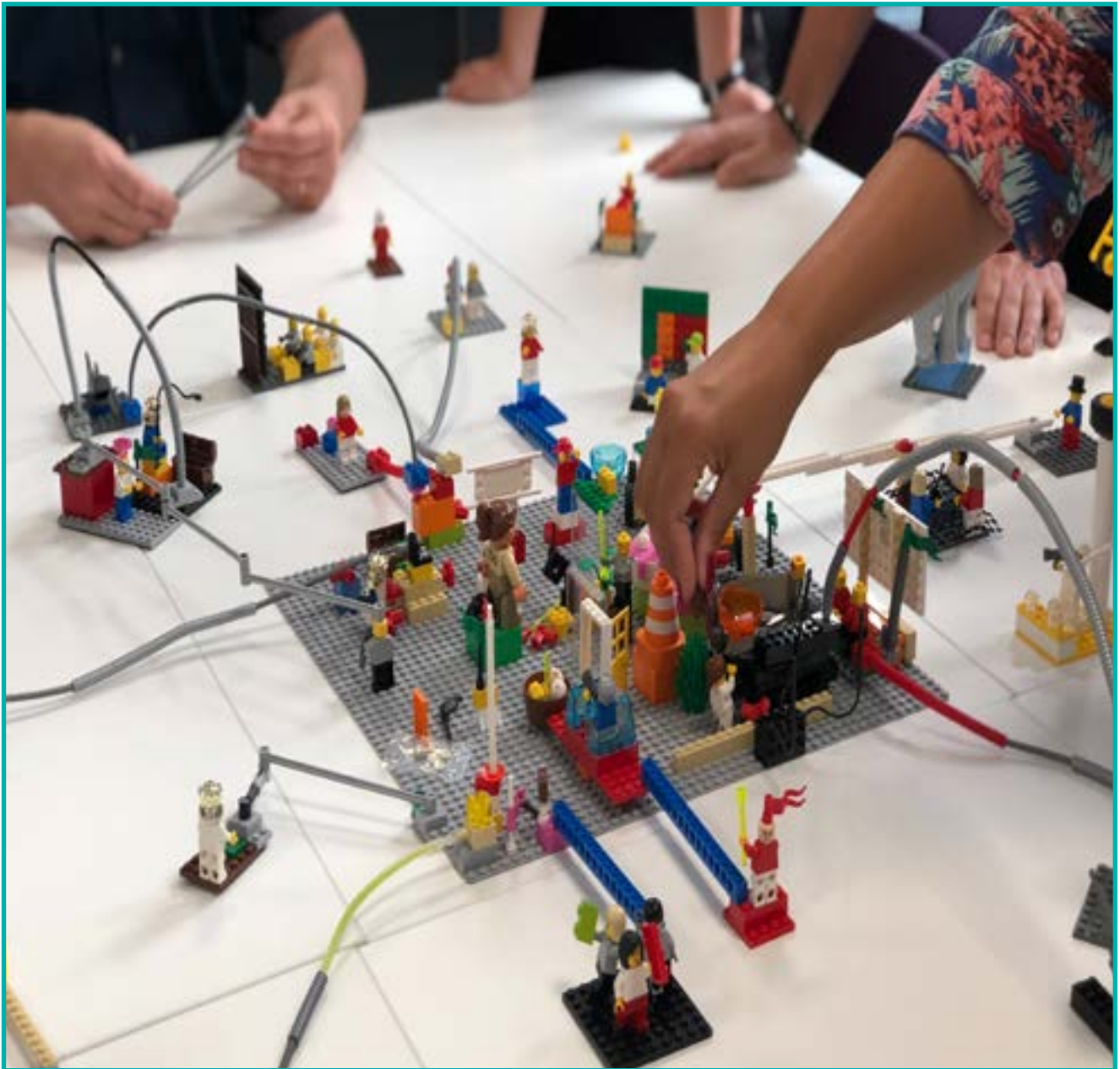
a photo



a drawing



a LEGO model



a bike



a story



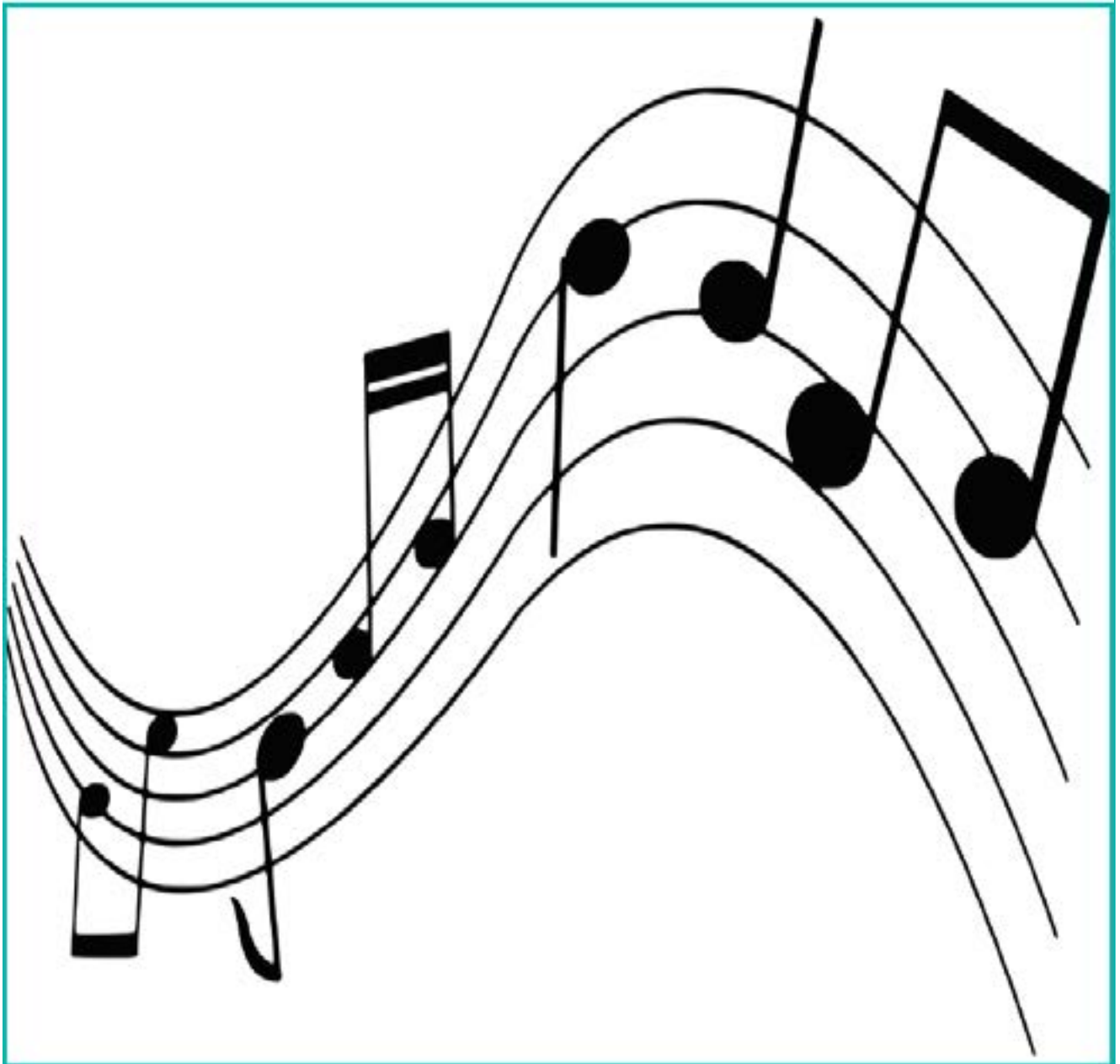
a pencil



a pair of sports shoes



a song



Game 2: Snakes and Ladders

Learning objectives:

At the end of this activity, students will be able to:

- identify activities that support the protection of intellectual property
- identify activities that are not beneficial to creators and inventors



Preparation

5-8 players

- Snakes and ladders board marked in chalk on playground (as shown)
- Large dice

Before you play the game, ask learners to call out some inventions that they use every day at school and at home. Choose one and ask them to imagine what people did before the invention, e.g. a mobile phone. How did people talk before mobiles were invented? Could they walk down the street and talk? etc.

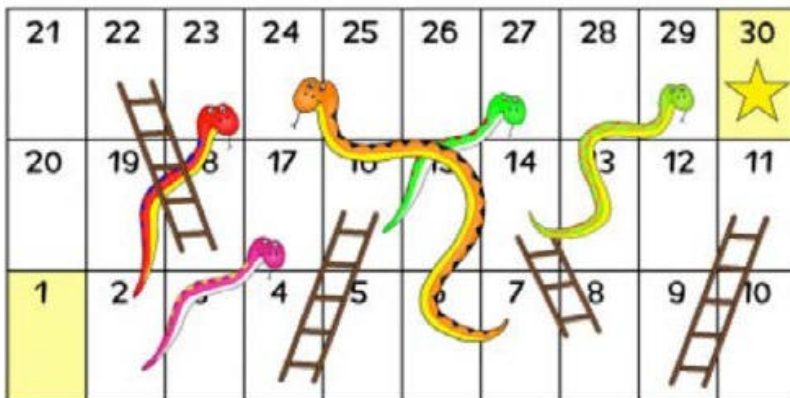
Ask learners if they have any ideas for new inventions. They call them out. Put learners in order near square number 1 as they call out their ideas.

How to play

Learners take it in turns to throw the dice, count squares and move on the board.

When they land at the foot of a ladder, read the matching sentence below. The other learners all shout, 'That's great!' The learner moves up the ladder. When they land at the head of a snake, read the corresponding sentence. The other learners all shout, 'Oh, no!' The learner slides down the ladder.

The winner is the first person to land on the final square.



Ladder 4 You had an idea that is creative and innovative. Go up the ladder.

Ladder 8 You referenced your project correctly. Go up the ladder.

Ladder 9 You invented an innovative product. Go up the ladder.

Snake 17 You told too many people about your idea. Go down the snake.

Ladder 18 You designed a great logo. Go up the ladder.

Snake 23 Somebody stole your idea. Go down the snake.

Snake 24 You didn't register your invention. Go down the snake.

Snake 27 You didn't register your trade mark. Go down the snake.

Snake 29 Somebody else already registered the invention. Go down the snake.

After they have played the game, read the sentences again one by one. Learners jump up if it is a good thing for an inventor (a ladder sentence) and lie down if it is a bad thing for an inventor (a snake sentence).

Game 3: IP Question Netball

Learning objectives:

At the end of this activity, students will be able to:

- identify statements that are true
- identify statements that are false

Preparation

6-10 players in two teams

- Four nets or hoops with YES/NO signs
- Two balls
- Words/sentences (see lists below)



How to play

	Ages 6-8
Lead-in	<p>Before you play the game, say ‘We’re going to play a game about YOUR creations.’</p> <p>Show one of the balls and ask, ‘Is this my creation?’</p> <p>Answer ‘No’ and throw the ball into the NO net/hoop.</p> <p>Continue with a few more examples and throw the ball into the appropriate net/hoop each time.</p> <p>Continue with the following questions:</p> <p>‘What kind of things do you create?’</p> <p>‘Who do you show them to?’</p> <p>‘What would you like to create when you’re older?’</p> <p>‘How do you feel when someone copies something you created?’</p>

Warm up exercise		
Task	<p>Say a sentence from the list below to the learners at the back of the each line and they whisper the sentence up the line (as in Chinese whispers).</p> <p>The learner with the ball runs and puts or throws it in the YES or NO net/hoop. He/she has to shout out the sentence after doing so.</p>	
Game prompts	<p>Learners answer the following question about the word: 'Is it (or can it be) your creation?'</p> <p>Learners decide if the sentence is true (YES) or false (NO).</p>	
1	a drawing	I can create an original drawing.
2	a song	I can create a new song.
3	this game	This game is my creation.
4	my dog	The things I create are mine.
5	a story	Creating new things is fun.
6	a shoe	I can create a new story.
7	a flower	It's good to copy my classmates' creations.

Yes

YES

Game 3: IP Question Netball

Print twice

No

NO

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