Let's sketch it! Protecting environment

Discover the Protecting environment game, addressing connections between individual elements and their impact on environment. Use the general guidelines below to build your own vision of this playful activitiy in your classroom or at home with your kids!

unplugged QUESTS

1 SDG
SOCIETAL COMMITMENT

Societal challenge to be approached/solved during the game. Protecting the environment is everyone's concern and responsibility. But it is necessary to know its individual elements and the connections between them. Awareness of the place and role of man in nature is an object of all educational systems and is an essential concern for policy makers and practitioners. Getting to know the environment and the benefits it provides us begins at an early age and builds up over the years. Challenges related to solving global problems become a challenge for educational systems in which children acquire new knowledge and skills.

Linked SDGs

2 GAME
PLAYFUL COMMITMENT

Game target & pre-requisites

6 - 12 years old | Work in group | Work alone | In the classroom | Feasible at home

Describe the game universe. The game contains information on different geographical areas, living conditions and biodiversity. They can be ecosystems or biomes of different ranks. The way of use of different natural territories by man and the possible threats in case of incorrect / irrational use of resources or pollution of the natural environment are addressed. The game develops in 3 stages + one starting level generated by the system (S) or by a participant / teacher. The first three levels are related to the correct assembly of habitats, the last one is assessed and requires a decision on the way of use / protection by humans. The game presents different habitats, represented by their specific elements. They exist as a resource (such as a map). The resources will be set with a level of complexity corresponding to the target group and include elements of: - Nature: abiotic environment - soil, water and climate, and biotic environment - plants, animals, microorganisms (depending on the educational level). Biomes from large climate zones or smaller ecosystems can be used as a basis. - Human activities with a direct or indirect link to the use of natural resources and threats of excessive or improper use. Starting level system (S) sets a habitat that lacks characteristic elements of the abiotic and biotic environment. Level 1 The player (P) must complete the elements of the abiotic environment. When the cards are inserted correctly, an audible signal is received to validate the completed task. Level 2 (P) goes to the second level, where you have to draw the right plant and animal species for the right habitat. When the cards are inserted correctly, an audible signal is received to validate the completed task.
Level 3 (P) passes to the third level. There, there are cards exemplifying various needs of the person or community (such as food, energy), requiring certain ways of using elements of the ecosystem or biome thus created. (P) must consider among several options which one to choose in order to balance use and / or conservation. Or reject them all and offer an alternative one - a special wild card. When executed correctly, an audible signal is received to validate the completion of the level. (P) receives a "certificate" for good management (may be cumulative or with degrees) and the right to set the next starting stage for all other players to work on.

What makes the player moves forward? How is the game organised? What are the strategies to win/collaborate? Participants construct different habitats with maps corresponding to different specific elements of the respective ecosystem. They compete for a time in which they have to assemble the right elements to complete the level. Whoever finishes first, wins the right to set the new conditions (biome) at the starting level of the game. And the other players must comply with the conditions set by him/her. Again, whoever finishes first, sets the following conditions. The goal of each player is to collect more certificates.

3 PEDAGOGY
LEARNING COMMITMENT

Skills and competencies targeted by the game

Understand natural systems and technical systems | Understand the rules of living together | Practice scientific procedures | Identify oneself in space | Understand representations of the world and human activity | Assume roles & responsibilities

Pedagogical interest
The current game includes information from various sciences - geography, biology, which are part of subjects included in educational systems.
It allows the teacher / parent to choose the level for learning, testing or upgrading knowledge. Depending on the resources of the game, different levels of difficulty can be set and linked to the material studied. The teacher / parent can test the level of learning by playing in groups or individually. The game stimulates learning by making quick and correct decisions and fosters responsibility for the results of the decisions made. Solving real practical challenges integrates learning with the needs of society and contributes to the development of the child's assessment system. The game can be individual and be played at home or at school. It can be played in teams entailing group discussions on the choices made, so that the teacher / parent can make an analytical assessment of the level of knowledge of individual team members and the class as a whole.v

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