- A game of associations -

Teacher's manual

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Abstract

Microligue is a game that associates images with words related to the daily life of the student. Thus, among the associations present in the game (differentiated for each age group) we find several related to themes directly linked to microbiology.

There are in the game 600 cards with words that may or may not be associated with one of the 19 themes presented as images.

Having clarified the rules of the game, students can slowly construct correct conceptions about microorganisms and their interactions with the world in which they live.

The game and its pedagogical function in the classroom

The teaching work must begin in the understanding of teaching as a process that involves not only the transmission of knowledge but, above all, pedagogical and political competence, where learning overlaps teaching and, consequently, where the student is the agent of this learning.

In order for the objectives of the MicroLigue game to be achieved, the teacher's mediation is essential, which should stimulate the students to reflect on the issues addressed.

For example, when a child, dealing with the garbage theme, displays the word "recycling", the teacher can comment on the importance of recycling to the environment, without, however, turning the comment into a recycling lecture.

The importance of teacher intervention is due to the need for more specific information about microbiology to be added to the previous knowledge of the student.

Thus, it is fundamental that the teacher carries out research work capable of contributing and enriching the repertoire of knowledge provided by the game.

In addition, it is suggested that the teacher be sensitive and attentive to the possibilities of developing investigative processes triggered during the activity.

Target audience

Children from 7 years, adolescents and adults.

Students should be able to read the words and observe the illustrations.

Number of players

It is suggested the formation of groups of 3 to 8 participants, and the lower the age group, the smaller the group should be.

Time of activity

At least 15 to 20 minutes; the maximum time will be set by the teacher according to the age range of the players, availability and class objectives.

Material

19 cards with images/themes in colors

19 cards with images/themes in black and white

600 cards with words

Glossary

Preparing the activity

1. Print the required materials
2. Distribute pencil and note paper to each student
3. Form the groups for the game
4. Select the word cards according to the age range of the players

How to play in the classroom

1. The teacher selects a theme card and exposes it so everyone can see it (use of the image printed in OHP transparency for a projector can facilitate exposure). This choice can/should be based on the subject being studied or one that the teacher wishes to work with the group.

2. The word cards, previously selected by the teacher, should be grouped, with the writing facing down. Each group should receive an amount of word cards. We suggest that the teacher ensures that there are enough words for at least 2 rounds, or for the number of rounds desired. For exemple, if the group consists of 6 players or 6 groups of players in the room and it is intended that there are at least 5 rounds, there should be, for each round, 4 cards per player (4x6=24) and therefore for 5 rounds(5x24=120)120cards.

3. The teacher explains how the game will take place and starts timing.

4. The teacher or a member of the group distributes 4 word cards to each player.

5. The game begins with one of the players who looks at his/her cards (there is no problem in everyone seeing their cards) and chooses which of them is related to the proposed theme, placing it in front of you.

6. If any of the players disagreee with the choice made by the colleague, the group should discuss and argue about the criteria for the choice, until they reach a consensus. If there is no agreement, the acceptance of the word(s) will be decided by the majority.

7. The game continues with the next player clockwise until all players have placed their chosen (and accepted) cards. There may be rounds where one, or even no player has words that can be placed.

8. The player who handed out the word cards, then collects those that have not been chosen and removes them from the game. Next, a new distribution of 4 new word cards is made for each player. Starts a new round of choice of words related to the theme card.

9. At the end of the given time, the winner of the game is the one who has managed to relate (place) the highest number of words to the proposed theme.

10. The words placed must be noted or separated by the players for the subsequent activities of the game.

Suggestions of variations for the classroom

Regarding the Theme card:

The presentation can be made in

- Individual sheet colored or to be colored by students

- one sheet for each group or a OHP transparency for rear-projection for the entire class

According to the objective, the teacher can choose a different card for each group, for later sharing of the different themes. We observed, however, that the use of different cards makes it difficult for the teacher to monitor and coordinate the activity.

Theme cards may be replaced by:

- figures requested from students
- Photos brougt by the students
- drawings made by the students themselves on a theme to be worked on
- Students may be led to locations or landscapes of a particular environment to be used as scenario for relating the word letters. This option allows the work without the author's "pre-conceived image" on a particular theme, besides broadening the conception of a chosen theme.

Regarding the distribution of the cards:

It is suggested the relay of the player who distributes the cards on each round, thus creating a more engaging climate for all participants in the exercise of tasks.

Regarding interdisciplinary complementation:

It is suggested to criate and print cards with grammatical categories - "SUBSTANTIVE" and "ADJECTIVE" and "FREE" cards.

Inclusion of these category cards in the game:

The category cards are arranged as a deck with the writing facing down.

At each round, the dealer of cards turns and exposes one of them: in the round that follows only the words belonging to the exposed category can be "placed".

For example, if the SUBSTANTIVE card is exposed, only words that are substantives may be related to the topic.

If the card drawn is ADJECTIVE, only adjectives and if it is the FREE card, all categories of words are valid.

We suggest that, proportionally, there are more SUBSTANTIVE and FREE cards, as there are fewer adjectives in the game.

Regarding the score:

At the discretion of the teacher there may be an extra punctuation for words related to the microbial world.

Regarding the end of the game:

The game can end without a winner, with the final objective being the lifting of the "placed" words and their use in later activities, according to the suggestions that follow. In these, the words can be used individually by those who placed them or collectively, by everyone in the group.

Subjunctive activities after "playing" in the classroom

The challenge to be proposed to the student, using the placed words, could be:

1. make an essay
2. set up a dramatization
3. write a comic
4. compose a verse, rhyme or poetry
5. compose a song or stanza
6. classify the words according to their grammatical categories
7. discover verbs derived from words
8. write a news article
9. do a search to deepen the meaning of the theme

We encourage the teacher for the creation of new variations and later activities.

There are innumerable possibilities that can arise in the eyes of the teacher who becomes sensitive and attentive to the group, promoting from his observation, enriching and facilitating situations for the construction of new knowledge.