



SHAPES

15-20 MINUTES

Ages 6+

MATERIALS: TWO CHALLENGE GRIDS, COLORED PENCILS.

How to play

the goal of the activity is to reproduce the image given to player 1. Using hints in any helpful language(s), player 1 should describe what they see as precisely as possible for player 2, so that player 2 can re-create the image. Use the language(s) that you feel most comfortable speaking.

1

Player 1 receives a “challenge”, and must keep it hidden from Player 2. Player 2 receives a “challenge grid”. They do not need to keep this hidden from player 1.

2

Brainstorm questions with each other. How many questions can you think of about the jar? Write each question down. see the maze.
Hint: if you do this with your child, it helps to already have a few questions ready... to get things moving!

3

Player 2 listens to Player 1 and can ask clarifying questions using any language(s).

4

Player 1 can answer the questions of Player 2, and modify their descriptions if necessary. Players 1 and 2 continue until Player 1 has finished describing and Player 2 has finished drawing.

5

When finished, Player’s 1 and 2 can reveal their respective images to each other.

6

Talk about it! How are the images different? Similar? What was challenging about this activity? What did each player enjoy about the activity? How did each player use their language(s) to help them?



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Multi-STEM research findings related to this game

1

THE MOTHER INVOLVED IN DESIGNING AND TESTING THIS ACTIVITY WITH HER CHILD COMPLETED A SERIES OF 12 ACTIVITIES AND GAVE FEEDBACK THROUGHOUT THE PROCESS. SHE REPORTED OBSERVING THE FOLLOWING “GAINS” FOR HER AND HER CHILD DURING THE PROCESS:

1. AS TIME WENT ON, HER CHILD WAS USING MORE WORDS TO DESCRIBE FIGURES. THE MOTHER NOTED THAT MANY OF THE WORDS SHE USED (IN HER HOME LANGUAGE) WERE LATER USED BY HER CHILD. IT SEEMED TO HER THAT HER CHILD’S HOME LANGUAGE VOCABULARY WAS GROWING.
2. AS TIME WENT ON, HER CHILD WAS EMPLOYING SIMILAR STRATEGIES THAT SHE USED. SHE NOTICED MULTIPLE STRATEGIES THAT SHE HAD MODELED BEING USED BY HER CHILD IN SUBSEQUENT ACTIVITIES.
3. AS TIME WENT ON, THE MOTHER REPORTED FEELING MORE CONFIDENT. INITIALLY, THE MOTHER REPORTED NOT BEING A “MATH PERSON” AND HAVING SOME MATH ANXIETY. HOWEVER, AS HER AND HER CHILD DID ACTIVITIES MORE OFTEN, SHE REPORTED REALIZING THAT SHE WAS MORE CAPABLE IN HELPING HER CHILD THAN SHE REALIZED.
4. THE MOTHER AND CHILD REPORTED ENJOYING THE ACTIVITIES, AND LOOKING FORWARD TO SPENDING TIME TOGETHER WHILE DOING THE ACTIVITIES. AFTER THE STUDY ENDED, THE CHILD AND MOTHER GOT IN TOUCH ASKING FOR MORE ACTIVITIES.

2

Further findings

PARENTS/CAREGIVERS REPORTED BEING ABLE TO DO THIS ACTIVITY MUCH MORE EASILY IN THEIR HOME LANGUAGE. THEY REPORTED USING MORE WORDS AND MORE CHALLENGING WORDS, AND CLAIMED IT WAS MUCH EASIER TO DO THE ACTIVITY WELL IN THEIR HOME LANGUAGE.

PARENTS/CAREGIVERS INITIALLY REPORTED WANTING TO DO THE ACTIVITY IN DUTCH. HOWEVER, THEY REPORTED FEELING MORE CONFIDENT DOING THE ACTIVITY IN THEIR HOME LANGUAGE, AS OPPOSED TO DUTCH.