

<b>SCHOOL:</b> Lendvai - 1 <sup>st</sup> bilingual primary school	<b>SCHEDULE</b>	<b>Subject:</b> Hungarian language
<b>Class:</b> 3.-5.		<b>Year:</b> 2017/2018
<b>Areas:</b> - natural sciences - <b>social sciences</b> - arts - technique		<b>Number of classes:</b>

<b>Topic:</b> Everyday aspects of life in a built environment – Recycled materials		
<b>Topic of the class:</b> Tasks that help in understanding the text: Preparing a Nine Men's Morris		
<b>Objective of the class:</b>		
<ul style="list-style-type: none"> <li>• developing the skills of accepting and creating the non-artistic texts,</li> <li>• recognise they can collect information from the text and can learn from it,</li> <li>• by reading the text loudly and mutely they are improving their reading technique and the capacity of understanding reading,</li> <li>• practising the individual task-solving and context telling,</li> <li>• developing the text-making capacities,</li> <li>• preparing a game from waste.</li> </ul>		
<b>Type of class:</b> class with new information		
<b>Subject's correlation:</b> Technique, mathematics		
<b>Development of key competences:</b>		
<ul style="list-style-type: none"> <li>• <u>communicating in one's mother tongue</u></li> <li>• communicating in a foreign language</li> <li>• <u>mathematical, writing-reading and natural-science-related information</u></li> <li>• digital competences</li> <li>• learning how to learn</li> <li>• social and citizenship-related competences</li> <li>• spirit of initiative and entrepreneurial competences, including the following: <ul style="list-style-type: none"> <li>○ <u>creative thinking</u></li> <li>○ risk assumption</li> <li>○ <u>capability to plan and realise projects (from the idea to the action)</u></li> <li>○ critical way of thinking</li> <li>○ <u>problem-solving skills</u></li> </ul> </li> <li>• <u>cultural awareness and capacity to get expressed</u></li> </ul>		
<b>Teaching forms</b>	<b>Teaching methods</b>	<b>Tools</b>
- frontal - individual	- game - explanation - discussion - description - work with printed text	- work-sheet - cardboard of approx A3 - 2 kinds of plastic caps - pencil - ruler

## WORKING PROCESS

	<b>Teacher's activity</b>	<b>Student's activity</b>
<p><b>Introduction</b> <b>5 minutes</b></p> <p><b>1. Motivation:</b> <b>3 minutes</b></p>	<p><b>Conversation</b> The teacher is bringing some games for the class activity. He asks the children what games they know and how they can be procured. Who likes to play games? What games do you know? Where do you procure the games?</p> <p><b>Motivation</b> Children always liked to play with games. What do you think - in the old times when it was not possible to buy so many games in the shops – how the children could get their games?</p> <p><b>Brainstorming</b> We are drawing a cloud onto the board and we put the word "game" in it. It will be surrounded by the key-words listed by the students.  We are looking for the answer that we ourselves can create our own games.  How could we create these games?</p>	<p>The students are answering the questions. They are listing the games they know. They are telling with whom and how they are playing. They are telling where they are procuring the games, from whom they are getting them or where they are buying the games.</p> <p>The children are telling their opinions how the children used to get their games in the past.</p> <p>Answering the questions.</p>
<p><b>Discussion</b> <b>1. Objective:</b> <b>2 minutes</b></p>	<p>Today you are going to read about the preparation and steps of an old game that can be played in pairs. I am sure many of you already know the game but please read the text carefully and solve the tasks.</p> <p>The students are working on their</p>	<p>The students are reading carefully the text and are solving the tasks.</p>

<p><b>2. Task of understanding the text:</b> <b>25 minutes</b></p>	<p>own. The teacher is watching them.</p> <p>*The student finishing with his task earlier can try his new knowledge with the nine men's morris.</p>	
<p><b>Finishing</b> <b>1. Evaluation:</b> <b>10 minutes</b></p>	<p><b>Checking:</b> In the last part of the class we are checking the tasks frontally.</p> <p>As for the homework prepare the board required for the game based on the picture. Instead of caps you can use old buttons or some other small items. The main thing is that you require 9 pieces of identical colours for each.</p>	<p>Every student is checking his own task-sheet.</p>

<p><b>Remarks:</b> /</p>
<p><b>Homework:</b> / The students are drawing the nine men's morris based on the picture. The caps can be replaced with other small items (e.g. old buttons, small wooden discs, etc.).</p>
<p><b>Attachments:</b> Written text and task-sheet</p>
<p><b>Sources:</b> <a href="https://hu.wikipedia.org/wiki/Malom_(j%C3%A1t%C3%A9k)">https://hu.wikipedia.org/wiki/Malom_(j%C3%A1t%C3%A9k)</a></p>

## Preparing the nine men's morris and the steps

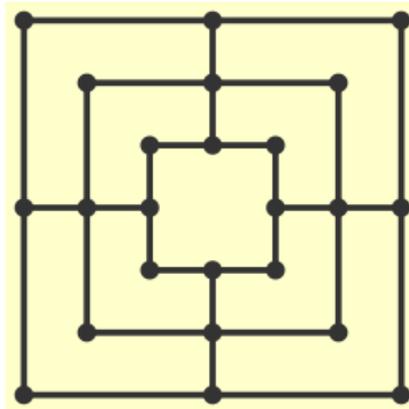
The nine men's morris is an old logical game that can be played in pair. You can prepare the game by yourself.

### Components:

- square cardboard
- 18 plastic caps in two different colours (e.g. 9 white and 9 blue caps)
- ruler and pencil

### Preparation:

Draw a grid onto the cardboard as follows.



### Steps of the game:

Both players have 9 caps of identical colour. They are placing them alternately onto the board. The goal is to have 3 caps of identical colour in a row that is connected with a line. If this happens then the “mill” is closing and we can take off a cap from the opponent but only those that are not part of a mill. When we have placed every cap onto the board then we are moving alternately along the lines to the next empty point. We are trying to crate a mill so that we can take away a cap from the other player. If a player has only three caps then he can “jump” with them onto any empty field. The game ends when somebody has only 2 caps and as such he lost the game.

**1. Underline the name of the game.**

**2. Shade what you need to prepare the board of the game.**

Pin	pencil	Glue	ruler
cardboard	Caps	brush	Scissors

**3. Answer the questions by telling a number for each.**

How many players can play the game? \_\_\_\_\_

How many caps do the players have? \_\_\_\_\_

How many caps are required altogether for the game? \_\_\_\_\_

How many colours are required for the caps? \_\_\_\_\_

How many caps are forming a mill? \_\_\_\_\_

**4. Answer the questions.**

When can somebody take off the opponent's cap?

---

When can the player jump?

---

**5. Write after the sentences whether it is True (T) or False (F)**

The nine men's morris is a game. \_\_\_\_\_

The nine men's morris is an individual game. \_\_\_\_\_

The person with more caps in the end is losing. \_\_\_\_\_

The player can jump when he has two caps only. \_\_\_\_\_

**6. Play the game.**

## SOLUTIONS

1. Underline the name of the game.
2. Shade what you need to prepare the board of the game.

pin	pencil	glue	ruler
cardboard	caps	brush	scissors

3. Answer the questions by telling a number for each.

How many players can play the game? 2

How many caps do the players have? 9

How many caps are required altogether for the game? 18

How many colours are required for the caps? 2

How many caps are forming a mill? 3

4. Answer the questions.

When can somebody take off the opponent's cap?

When he is closing the mill. If there are there caps of the same colour on a line.

When can the player jump?

If he has three caps only.

5. Write after the sentences whether it is True (T) or False (F)

The nine men's morris is a game. T

The nine men's morris is an individual game. F

The person with more caps in the end is losing. F

The player can jump when he has two caps only. F

6. Play the game.

