

Pirate Blackbeard's Treasure Chamber

COMU

Scenario title/name of the game: Pirate Blackbeard's Treasure Chamber

Children’s age (primary school students):9 years old

Time needed:15 minutes

Content/Subject: Measurement (time, money)

Aim of the activity:Understand and use time units and money concepts.

# Introduction

This activity aims to:

* develop mathematical-logical skills by answering a question containing four operations ((4x6)+24, (40:8)-2, etc.),
* make them understand our money by making money calculations
* understand and perceive the times on hourglasses by doing and living
* develop of social-emotional aspects through collaborative work as a team
* develop algorithmic thinking skills by giving commands to robots.

The age-appropriate story of the event will lead students to a scenario using their understanding and ability to use time and currency!

## Resources:

1. Colorized scotch to make the table on the floor

2. Two robots or arrows

3. Treasure, Jewelry pictures

4. Trading cards

5. Hourglasses with different durations

6. Fake coins/ Money.

# A detailed description of the scenario

The continuation of the 3rd scenario: The password finders have managed to break into the treasure room of the pirate Blackbeard. There is no longer any obstacle to get the valuable items inside. However, this is not the case at all. The treasure chamber is huge, like a bottomless pit. No jewels were visible in the room, the room seemed to be filled with ordinary household items. The code finders saw a map just at the entrance to the room. This map shows the location of the boxes of the most precious jewels, unique in the world. However, a question was written on each box. The one who answered the question correctly earns the money for that jewel and can own that jewel with that money. However, certain times were given for the execution of the given transactions, and if you could not answer the question during this time, the box containing the jewel was lost. How about taking those jewels out of their boxes and giving them to their owners?

# Steps

1. 2 different teams of 2-3 people are formed by the teacher, taking into account the number of children who will carry out the activity.

2. The scenario is shared with the students by the teacher.

3.Students share their feelings and thoughts about the scenario.

4. The teacher places the jewel/treasure pictures in the appropriate places. A money value is also written on each picture.

5. Teams are asked to create a roadmap to collect the jewels they want.

6. Each team programs their Robot (or put the arrows in the correct order) and hits start!

7. Before each jewelry picture, students are asked to choose a trading card (they will not see the trading cards, they will choose randomly). After the trading card is selected, the duration of the problem is said and the hourglass for that time is turned upside down.

8. The team solves the question together and says the answer as a group. If the answer is correct, the fake money is given to the children as much as the money written on the jewelry picture.

9. To move to the other gem, the team reprograms their Robot (or put the arrows in the correct order) and hits start!

10. The game continues until the desired jewels are collected.

# Tips and tricks for the teacher

1. Let's pay attention to the heterogeneity of teams to be formed of 2-3 people.

2. Ask each team to name their robot in a collaborative cooperative learning framework.

3. Give the rules and information of the event at the beginning.

4. Have children express their feelings and thoughts about the scenario aloud, and encourage them in this regard.

5. Take care to make students talk about currencies while receiving the money.

6. Take care to make the students talk about the time in the hourglass, about the units of time.

7. By changing the starting points of the two robots, you can avoid them overlapping at the same point.

8. Prevent children from being afraid of making mistakes in coding robots, do not allow negative criticism of their friends. Encourage them when they make mistakes and make them feel that it is part of the game.

**Scenario implementation and other resources:**

Maps, arrows, other materials especially created for this scenario.

**Variants of the scenario/the game**:

If there is too much competition between the teams in the activity, the activity can also be carried out as a single group, with the children choosing and collecting the jewels in turn. This activity can be applied to different age groups by changing the trading cards.