

Find the sunken treasure!

A plurilingual game for primary school



Activity:

A plurilingual treasure hunt inspired by the classic *Battleship*¹ board game

Target:

Primary school

Topic:

Having fun with languages

Duration:

10-20 min. for the game + time for reflection

Description:

Designed for primary school pupils, this activity aims to stimulate their curiosity by offering them the opportunity to familiarise with other languages and varieties while also putting their own language knowledge into play. The game can also be used to introduce the theme of plurilingualism in class, to enhance pupils' awareness of the importance of knowing and learning languages, and to stimulate metalinguistic reflection.

Competences²:

- Knowledge about language diversity/multilingualism/plurilingualism (K 5);
- Disposition to share one's linguistic/cultural knowledge with others (A 7.4);
- Motivation to study/compare the functioning of different languages (structures, vocabulary, system of writing...)/culture (A 7.5);
- A wish to discover other languages/other cultures/other peoples (A 8.5);
- A will to ask questions relative to languages/cultures (A 9.1);
- An interest in the learning of languages less or little taught in formal schooling (A 18.1.5).

Materials:

- game boards (see p. 4) – one printout for each student or small group of students (alternatively, the boards can also be reproduced on the blackboard using coloured chalks);
- printouts of the language chart (see p. 5), from which coordinates can be selected in various languages;
- coloured pencils or markers.

¹ This activity was inspired by the board game "Naviplouf" produced and distributed by DJECO (www.djeco.com).

² Competences are based on: Candelier, M., Camilleri-Grima, A., Castellotti, V., de Pietro, J.-F., Lörincz, I., Meißner, F.-J., Schröder-Sura, A., Noguerol, A. & Molinié, M. (2012), *Le CARAP*. English version: FREPA, *A Framework of Reference for Pluralistic Approaches to languages and Cultures*, pp. 27-73. Available at the following link: <https://www.ecml.at/Portals/1/documents/ECMI-resources/CARAP-EN.pdf>.

Development:

The activity recalls the classic battleship game, which is its source of inspiration. In this version, however, the players secretly arrange (draw) treasure chests on the grid instead of ships. Depending on the pupils' age and skills as well as on the objectives of the activity, the teacher can suggest the number of chests each player should draw on the grid. The aim is to locate (and thus collect) all the opponent's treasure chests, yet calling out special coordinates which the pupils can select from the language chart on page 5. The opponents will respond with "found" or "miss". During the game, more than one language can be selected and used to call out the coordinates. The activity can be played in pairs or in small groups.



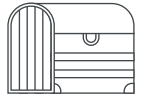
Follow-up and variations:

This is an extremely versatile game that can be adapted to the characteristics and learning needs of the class. For example, the teacher can invite the class to expand the language chart (p.5) by adding further languages or varieties on the basis of the pupils' linguistic repertoires. The class could also be invited to look for the equivalents of the words "found" and "miss" in various languages. Additionally, the teacher could consider enriching the language chart by placing the graphic equivalent of other types of writing systems alongside their transcription. A further extension of the game could also be that of creating a board with a different setting and new coordinates so as to play a 'prehistoric', a 'mathematical' or a 'space' treasure hunt, while also encouraging the class to search for terms in the various languages they know or study.


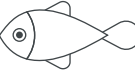



Depending on the characteristics and language skills of the class, the teacher can also encourage the pupils to engage in a process of metalinguistic reflection, e.g. by observing and comparing vocabulary in the various languages used to play the game:

- Which languages are most similar?
- How many languages are there in the class? Which ones are we most familiar with?
- Is there a difference between what we define *language* and *dialect*?
- What peculiarities can we observe, e.g. how are colours formed in Chinese (*sè* is an item that identifies colours)?
- In which languages or varieties spoken by the class do colours change according to gender and/or number?
- ...

Find the sunken treasure!




My treasure chests

	Blue	Green	Red	Yellow
				
				
				
				
				

My opponents' treasure chests

	Blue	Green	Red	Yellow
				
				
				
				
				

Languages	Animals					Colours			
									
English	seashell	fish	starfish	crab	whale	blue	green	red	yellow
Français (French)	coquillage	poisson	étoile de mer	crabe	baleine	bleu	vert	rouge	jaune
Südtiroler Dialekt (South Tyrolean dialect)	Muschl	Fisch	Seestern	Krebs	Walfisch	blau	grian	roat	gelp
Limba română (Romanian)	scoică de mare	pește	stea de mare	crab	balenă	albastru	verde	roșu	galben
Shqip (Albanian)	guacka	peshku	yll deti	gaforrja	balena	blu	jeshile	e kuqe	e verdhë
官话 (Mandarin Chinese)	hǎi bèi ké	yú	hǎi xīng	páng xiè	jīng yú	lán sè	lǜ sè	hóng sè	huáng sè
اردو (Urdu)	sipi	machli	sitara machli	kekrha	whale	neela	sabz	surkh	peela
Dialètte barése (Bari dialect)	canestredd	pèsc	stell d màr	grang	balnutt'r	blè	vert	russ	giall



EDITORIAL NOTES

Authors: Marta Guarda and Stefania Toldo

Translation: Marta Guarda and Stefania Toldo

Figures and graphics: Silke De Vivo / Chiara Mariz

Project Management: Sabrina Colombo

Project “One school, many languages”

sms.info@eurac.edu

<https://sms-project.eurac.edu/>

Contact

Institute for Applied Linguistics

Eurac Research

Drususallee 1, 39100 Bozen/Bolzano

Tel. +39 0471 055 100, Fax +39 0471 055 199

linguistics@eurac.edu

www.eurac.edu

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For further plurilingual didactic materials:

<https://sms-project.eurac.edu/scuole/materiali-didattici/?lang=en>