

## GAME “CAT-DOG” (AGES 2+)

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### GAME DESCRIPTION

#### **Connect, Imagine, Create**

Game “Cat-Dog” is an exercise developing flexibility and creativity in combination with speech development, reading and writing ability and vocabulary building of the participants.

The linguistic and inter-cultural development of the game participants is achieved through creation and description of imagined pictures (the game is not tied to any particular culture, is universal and free of any national specifics).

#### **Target Audience**

The game is recommended for individual or group sessions, as well as for family game time, including in multi-cultural and multi-language groups or temporary groups such as youth camps, school exchange programs, secondary schools and universities, and simply among friends. The rules are extremely simple, the game guarantees good mood and usefully spent time. The experienced players advise to play «Cat-Dog» with the goal of facilitating language learning and expanding the vocabulary of the native language for anyone from pre-school to post-university age.

#### **The Game's Goal**

Speech development, vocabulary building, studying numbers, expansion of knowledge of the animal world, improvement of communication skills and encouragement of creativity.

#### **Materials Needed**

This is a table game requiring cards depicting various animals included in the game set. This is a table game requiring cards depicting various animals included in the game set. The “Zoo” module will also require a map of the world and cards denoting coloring of animals from the game set (gray, fox-red, spotted, etc.) and pronouns “he,” “she,” or “they.”

### **RULES OF THE GAME**

At the beginning of each round, the teacher/leader names the languages that the players can use, or gives them the freedom of choice.

**Note:** Despite the absolute freedom for creativity, the players must:

- *correctly use the words and their forms in the specified language(s) of the game;*
- *not mix the words from various languages; use no more than one word during the game;*

- use the shared language during the game that every player speaks, if the players are native speakers of several different languages. If the players wish so, the names of animals may be given in other languages as well (for example, in the foreign languages the players study).

## GAME STAIRCASE

### First landing (2+, played individually or in teams)

Do you want to move around a little bit and think at the same time? If yes, this game is for you! The teacher/leader distributes black-and-white cards or halves of color cards among the players, by attaching them to the player's back with a pin so that the players do not see the animal assigned to them.

Option 1 (using whole B&W cards): The players are to figure out who their animal is (the bird or animal attached to their backs). For this, they can ask questions: What do I look like? Where do I live? Do I fly or crawl? What do I eat?

Option 2 (using halves of color cards): The players are to find their second "half" without seeing what they have on their backs. Here several options are available. The most optimal is by exclusion: without saying a word, they can walk around other players and find the card that has no matching half on the backs of other players. Through leading questions (as in Option 1), the player finds out what animal he/she represents and therefore is consciously searching for the second "half." This option will allow identifying leaders among the players: there may be someone who will be able to line up the remaining participants (by looking at their "characters") before standing next to their "half."

Option 3. Let's change the conditions a little: the players will draw the B&W cards themselves and line up according to the size of the animal (from the largest to the smallest animal or bird). They must do it silently, without saying a word. The players see the cards themselves and show them to the others. This is a speed game!

Option 4. The leader draws a card and shows his/her "character" (animal, bird) through action: moves, "talks" and eats like the assigned animal. The remaining players must quickly guess the animal and name it in the language of the game. Whoever guessed the name correctly first becomes the next leader.

### Stair 1 (2+, played individually or in teams)

1. Colored cards are placed on the table, face down. The cards are cut into two and numbered (the odd numbers for the heads of the animals and the even numbers – for the bottom part of the animal).
2. The players draw the cards one after another using the ascending or descending order of numbers (this is helpful when the players are learning to count). The task is to put the animal together correctly (checked by turning the cards over to make up one animal). There's no scoring. The winners are the knowledge of biology and math!

Option 1: After drawing the half of a card, recognize and name the animal by its part of the body.

*Option 2: After drawing the half of a card, name the parts of the animal body: what is depicted and what lacks.*

3. The used cards are put away and the new round starts.

*Stair 1 starts the road to development of not only the linguistic skills, but also the knowledge of math and biology.*

### **Stair 2 (2+, played individually or in teams)**

1. Color cards are placed on the table face down, and B&W ones – face up either with the pictures (for those players who can't read), or with the names of animals (for those who can read).
2. The players draw the color cards one by one and place them on top of the corresponding B&W ones (checking for B&W and color versions, as well as for the parts comprising the entire animal). *If there is only one player, this should be a speed game.*
3. The animal's name is pronounced out loud.
4. The used cards are put away, and the game continues at the new round. The winners are attention, response speed, and wits.

*Stair 2 facilitates movement in the direction that started at Stair 1. By recalling the names of animals, a child is learning to recognize the whole by its parts and find the shared meaning between the B&W outline and the color picture. For school and college students, this is an opportunity to work on the vocabulary on the "animal kingdom" and "body parts" topics.*

### **Stair 3 (3+)**

Halves of the cards are placed face down. The player takes one half, puts it on a clean sheet of paper and draws the second part to complete the picture – of the real animal, imagined one or a mirror image of the given card (depending on the player's age).

*Stair 3 facilitates development of creativity, small motor skills, concentration and can be a way to gauge the player's creative potential.*

### **Stair 4 (4+)**

Halves of the cards are placed face up. The leader/teacher proposes a name of an imagined animals. The players' task is to find as quickly as possible the corresponding parts of the pictures to «assemble» the named animal correctly. For example, the leader says «cachiken» and the players put together a half of the cat (head) and a half of the chicken (body and tail). Next step can be to ask the players to describe this animal: where it lives, what it eats, etc.

*This Stair helps expand and enforce the vocabulary (including through self-education), sharpens attention, develops faster response and improves the mood.*

### **Stair 5 (4+, players should be able to read)**

1. Whole cards (with black and white contours of animals and birds) are placed on the table face down. Before the game begins, the teacher writes on the reverse side of the card the name of the being in the native or studied language of the players (in print or cursive letters, depending on the target audience).
2. The halves of color cards may be placed either with the picture up (especially if there's only one player) or with the pictures down (for two or more players).
3. The players' objective is, while drawing the halves of cards one by one, to match them correctly to the name of the bird or animal on the reverse of the whole card. For self-testing, the players can turn the card over and compare the contour with the picture made up of the two halves.

### **Stair 6 (5+, played in teams, using the domino principle)**

1. Color cards are placed on the table face down.
2. Every player draws one half of the color card without showing it to the others (the number on the other side should be covered with the hand).
3. The first player (chosen through a rhyme or by a teacher/leader) puts the card face up.
4. The others look at their cards and determine which one is the best fit (to make up the funniest, or the most colorful, or the most impossible picture). If there are several offers, the cards are put together at turns and all the players come up with a combined name (Cat-dog, Elepig, etc.). The teacher/leader gives a score to the player who suggested the funniest or best-fitting name for the new animal being.
5. At the end of the game the player with the highest score wins.

*Option 1: The players draw several cards and determine, by putting them together in turns, which variant is the most interesting (in terms of its functioning and name).*

*Option 2: In addition to the name and description of the resulting "cat-dog" character, the players may be asked to come up with the best fitting descriptive: for example, whose body parts are combined (fox tail, bear head, etc)*

6. The animal being in the combined cards may be photographed and posted along with its name on the Internet (for example, a discussion group for such fantasy pictures can be created on Facebook or VKontakte).
7. The two used cards are put away and the game goes to the next round.

### **Stair 7 "Zoo" (4+, played individually or in teams)**

Every player is a zoo director whose goal it is to collect animals and birds from all over the world for his/her zoo.

#### **Option 1.**

1. The teacher places the black-and-white cards on the world map by countries, from which the animals and birds originally came.

2. Then the teacher names the animal or bird (or describes its main characteristics without naming it), and the children take turns or compete for time (who will find the animal sooner) to find the card on the map and bring it to the teacher.

- 4-5-year-old children can name the animal's color out loud, giving the card to the teacher. For example, "Here is a gray elephant." Or they can describe the main characteristics of the animal as a proof that they have brought the right card, "This is a huge gray elephant with large ears."

- Children who can read may be offered to play the option of the game using the cards with the colors of animals and birds (i.e. they match the black-and-white drawing of the animal or bird with its coloring and gender). For example, the player has brought the card of an elephant and must choose from the cards on the table "gray" and say out loud, using the correct gender word forms: she is a gray elephant, he is a gray elephant.

This task can be made more difficult if the cards with pronouns "he/she/they" are shown by the teacher one by one while the player must name just the color and gender of the animal or the plurality of such animals.

**Option 2.** For children studying geography and zoology.

1. The black-and-white cards are all placed on the table face down.

2. The players take turns to draw one card at a time, name the animal and place it on the country (or region) where the animals live in nature. For example: This is an elephant. He may live in Africa.

The task may be used for drilling if the players are asked to find only the animals that come from a certain region: Africa, Europe, etc.

### **Stair 8 (10+, played in teams)**

1. The color cards are placed face up and the players choose those they like.
2. Players of one team say a folk saying or famous quote and the players from the other team must make up an illustration for it in a given time.
3. The teacher/leader awards scores to the team only if their picture renders the meaning and preserves the linguistic form of the saying.

Examples include: *neither fish nor fowl (neither fish, flesh, nor good red herring); neither down nor feather (break your leg); she left her crow flock but didn't stick with the swans; eshkin cat; geese-swans, head - two ears, etc.* The sayings or word puzzles can also be suggested by the teams: *neither of the water, nor of the land, has a paw for a hand; neither a bird nor a beast but good for a feast, etc;*

*When this Stair of the game is reached, the players demonstrate not only the knowledge of the names of animals, but also their way of life, their relationships and use for the humans. This game is recommended for after-school programs that are not rushed and can be facilitated by thoughtful and mindful teachers and leaders, including parents when played at home for fun.*

### **BONUS**

The cards can be used to make up the teams. For this purpose, all participants receive one color card each. The teams are made up of those players who, for example, have the odd

numbers on the card v. the even numbers, those who have pictures of domesticated v. wild animals, parts of birds v. animals, etc.

Enjoy the game and learn from playing it, too!

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