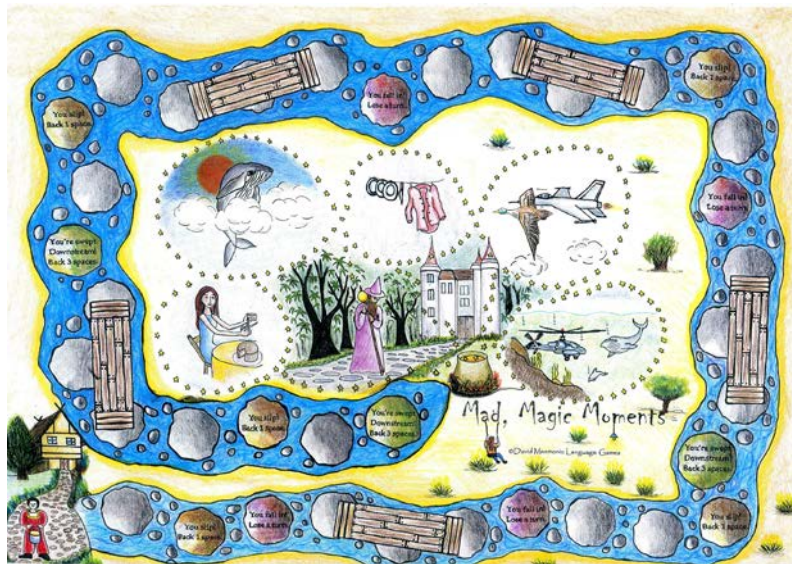


David Newman

Mad Moments



Board Game

A Board Game and Oral Language
Activity that features Absurdities

Mad Moments Board Game



You're a wizard's apprentice. The wizard has created a spell that has gone wrong. The spell that is bubbling from the pot is out of control. The spell is turning everything in the world topsy turvy. There

are many odd and bizarre things happening in the world and only you can stop it. Your task is to return from the spell shop with your bucket of herbs and throw them in the pot. Only the herbs that you carry with you can break the spell and return the world to normal.

Game Rules

Each player rolls a dice. Highest score goes first.

Start at the herb shop at the **bottom left** of the game where the boy with the bucket is standing.

- If you end your turn on the *yellow/light* brown stone, you slip. Go back one space.

- If your turn ends on the *red stone*, you fall into the water. *Miss a turn.*
- If your turn ends on a *green stone* you're swept downstream. *Back three spaces.*

If your turn ends on the steps, on the *left* side of a bridge, you may cross the bridge to the other side.

The first player who makes it to the pot wins the game!

Additional Activities

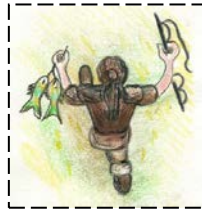
A great way of adding drama and complexity to **Mad Moments** is to add a dice. Instead of using one dice children are required to combine the added total of two dice. By performing this complex skill within the confines of the game, children have the opportunity to engage in more complex multiplication sequences. A fun and sometimes challenging addition to the game is for each child to receive two dice and two character playing pieces. This automatically raises the game's complexity and adds a strategic component to the game. The goal for each child is to be the first to guide both characters to the pot. When a

child rolls two dice, he/she has to make a decision whether to move both characters or combine the total to move a *single* character. For instance, a boy rolls two dice for his two characters. He rolls a 4 and a 2. He visually scans the board and notes that if he moves the two pieces the allocated slots he will fortunately miss the slippery coloured rocks, but he unfortunately will also miss the bridges.

The boy could move both characters forward safely. However, the boy quickly calculates that if he combines the 4 with the 2 he can move one character 6 spaces. This particular character will finish its turn on a bridge and so cross the bridge. The boy makes the strategic decision to combine the two dice for one character to cross the bridge. The other character remains in the same place as at the beginning of the turn because it does not move this turn. This simple sequence motivates the child to make decisions and problem solve.

Character Playing Pieces

The collection of characters arrayed below can be cut out and stuck onto card or laminated and used as playing pieces. It's also helpful to attach a piece of thick card to the back to give separation between the item and the playing board.



Mad Moments Oral and Written Language Activities



Activity 1: Ask the student to look at the game board and notice the subtle details. Note that the wizard in purple robes has concocted a spell that causes many strange things to happen...

Mad Moments Questions

1. **Look at the girl.** What is the girl holding in her right hand? What is she using to cut the cake? What do we normally use to cut cakes? What are scissors used to cut? Why don't we cut cake with scissors?
2. **Look at the whale.** Where is the whale? Where does a whale usually live? What type of animal can fly near the clouds? Why can't a whale fly?
3. **Look at the clothesline.** What can you see on the clothesline? What doesn't belong there? Where should the dishes and knife be? Why don't we dry dishes on the clothesline?
4. **Look at the duck. It's flying faster than the jet plane.** Can a duck fly as fast as a jet plane? Why is this picture silly?
5. **Look at the helicopter.** Where is the helicopter? Where does a helicopter usually go? Why is it silly to have a helicopter underwater? Why can't a helicopter go underwater?

Activity 2:

Complete each sentence by filling in the missing letters.

The girl cuts the c _ _ _ _ _.

The girl sits on the ch _ _ _ _.

The g _ _ _ holds the sciss _ _ _ _.



The whale floats in the s _ _ _.

It is a sunny d _ _ _.

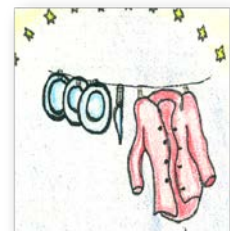
The wh _ _ _ _ is in the cl _ _ _ _ s.



The sh _ _ _ _ is red.

The d _ _ _ _ _ are on the clothesline.

The shirt is w _ _ _.



The helicopter is in the w _ _ _ _ _.

The whale is in the o _ _ _ _ _.

The water is gr _ _ _ _.

