



STEAM
LEARNING



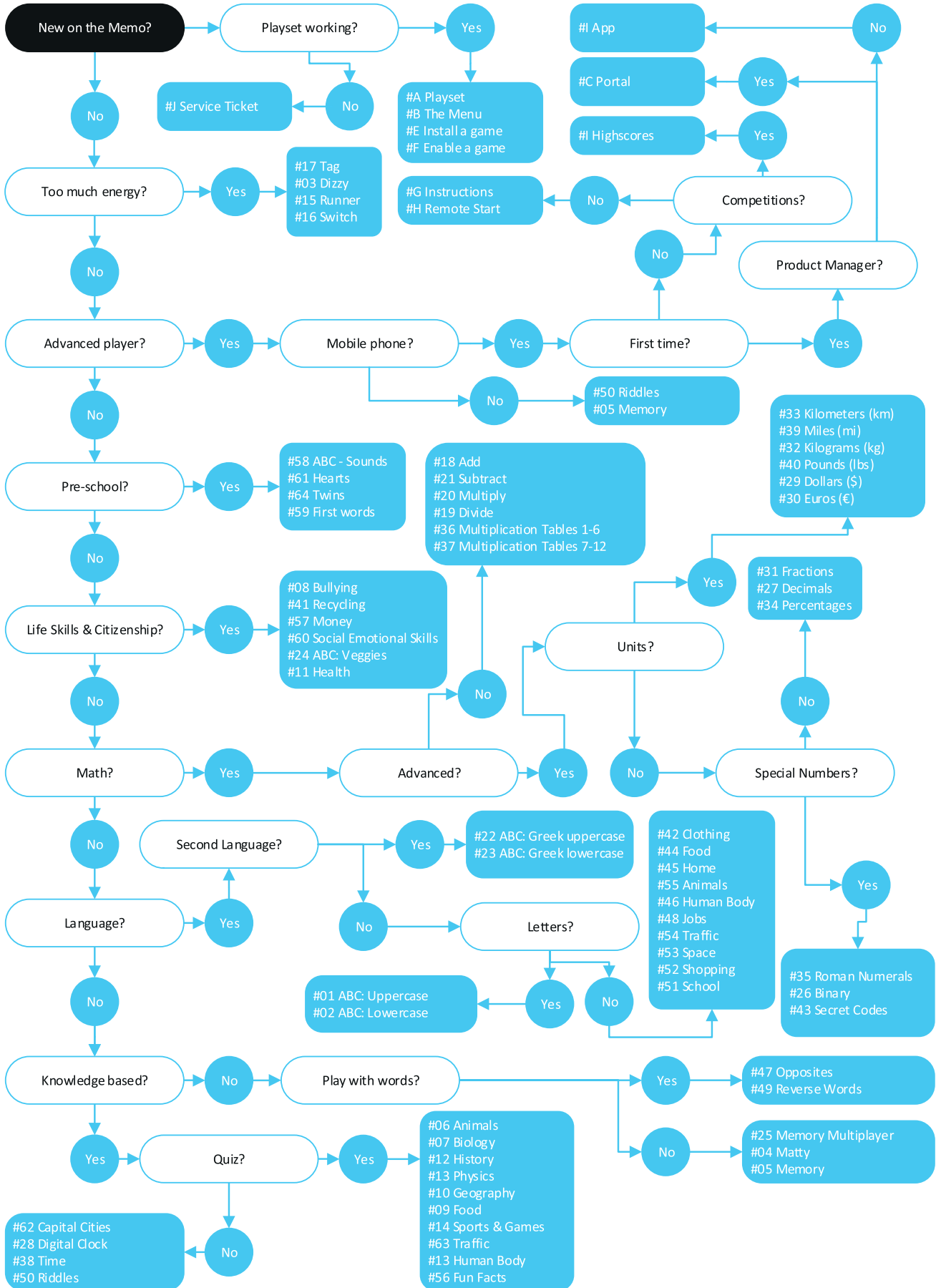
Outdoor Classroom
**Didactic Guide for
the Lappset Memo**

 **LAPPSET®**

Movement for every heartbeat.

Get Started in One Minute

We know time is precious and we rather have you playing, educating and learning than reading this guide. Use this decision tree to find the information you need, prepare your first lesson and start using the Lappset Memo.



Quickfinder

Kit 0 The Lappset Memo

- A. The Playset
- B. The Menu
- C. Portal
- D. App
- E. Install a Game
- F. Enable a Game
- G. Instructions
- H. Remote Start
- I. High scores
- J. Service Ticket

Kit 1 Energizers

- #17 Tag
- #03 Dizzy
- #15 Runner
- #16 Switch

Kit 2 My First Lessons

- #58 ABC - Sounds
- #61 Hearts
- #64 Twins
- #59 First Words
- #60 Social-Emotional Skills

Kit 3 Math - Basic

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- #21 Subtract
- #20 Multiply
- #19 Divide
- #36 Multiplication Tables 1-6
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Kit 4 Letters

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- #02 ABC - Lowercase
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Kit 5 Spelling

- #42 Clothing
- #44 Cooking
- #45 Home
- #54 Zoo
- #46 Human Body
- #48 Jobs
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Kit 6 Math - Advanced

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Kit 7 Special Numbers

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Kit 8 Second Language

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Kit 9 Brain Training

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- #50 Riddles
- #47 Opposites
- #49 Reverse Words
- #05 Memory
- #25 Memory Multiplayer
- #04 Matty
- #62 Capital Cities

Kit 10 Quizzes




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- #07 Biology
- #12 History
- #13 Physics
- #10 Geography
- #09 Food
- #14 Sports & Games
- #63 Traffic
- #56 Fun Facts

Kit 11 Citizenship

- #08 Bullying
- #11 Health
- #41 Recycling
- #57 Money

Kit 12 Units

- #33 Kilometers (km)
- #39 Miles (mi)
- #32 Kilograms (kg)
- #40 Pounds (lbs)
- #29 Dollars (\$)
- #30 Euros (€)
- #38 Time
- #28 Digital Clock

-  Pre-school (age 4-6)
-  Elementary School (age 6-9)
-  Middle School (age 10-16)

Outdoor Classroom

Didactic Guide

for the Lappset Memo

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More information about this publication, new versions and
other publications can be found on our website:
www.lappset.com.

V2023_EN_1_1 OUTDOOR CLASSROOM

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Foreword

To play digitally or not to play

In 2002 we launched the very first digital outdoor play and learning environment called SmartUs. It was designed to combine traditional physical play with gaming functions to help children learn while playing outdoors in schoolyards and public spaces. The concept was designed to help teachers when teaching their students geography, maths, the alphabet, and other basic skills.

We sold over one hundred digital SmartUs playgrounds to schools in various countries. The students play games, gain points, and follow their progress on the internet.

” We offer state-of-the-art playground solutions with authentic digital elements; this goes beyond just adding a light or sound.

Sometimes the world is not ready for a significant change. When we launched the SmartUs, as in many other cases, we were ahead of our time. The digitalization boom had yet to start.

Today, digitalization is present everywhere. . It has become an integral part of our everyday lives. We consume digital service platforms when exercising. Children use digital services for learning and entertainment. This has led to a situation where obesity throughout almost all age groups has increased because of the silent hours we spend in front of screens and mobile devices. Even though we live in the digital age, there has yet to be any massive rise in the digitalization of outdoor play equipment. We have seen some companies in our industry offer sound and light but not state-of-the-art playground solutions with authentic digital elements.

At Lappset, we have several sets of play and sports equipment, including advanced technology that enriches play and exercise experiences.

We had extremely high ambitions for the SmartUs concept, but the technology at the beginning of the 21st century was not developed enough. Today, the Memo play and learning environment makes the most of what technology can offer in outdoor spaces.

” The data from our digital solutions help customers define the return on their playful investments better than ever before.

We are on the right track. We are combining traditional play and sports with high-end digital solutions for the users of our products. Our customers benefit from the user data because it makes the play hours tangible and visible. The data from our digital solutions help customers define the return on their playful investments better than ever before. And most importantly, we have already been able to inspire millions to move, learn and have fun with the help of our digital solutions.

We are proud of the SmartUs concept, which was realized in collaboration with universities and companies in the early 21st century. Despite having been ahead of its time, the project gave us valuable insights and learning experiences that have pushed us forward in developing and providing completely new approaches. One significant accomplishment is that playful learning was included in the curriculum of Finnish primary schools, an achievement only a few have accomplished.

Today, we compete for people's time. As we live in digital times, playgrounds and sports facilities must also follow suit. That is why we have to offer play spaces, playces, that stretch the imagination, foster learning and inspire people to be active throughout their lives with the digital features familiar to today's generations.

Our dream is to strengthen the heartbeat of a billion people by 2030.

Helsinki, November 1st, 2022

Johanna Ikäheimo
Chairman of the board, Lappset Group Oy

Reading Guide

This guide is set up as a choose-your-own- adventure book. Our challenge to you is to consider including the Lappset Memo in your daily activities. Every reader will go on a different adventure based on their choices, expertise, and experiences. You don't



need to read this guide from front to back. You'll find a 'Get started' and a 'Quickfinder' on the first pages to help you navigate. You can move between the different pages based on your preferences. We've made it as easy as possible for you to find what you need. This guide includes sections, chapters, and lessons like a book. This guide is also available as a digital copy if you work paperlessly.

Who Is This Guide For?

The primary target audience of this guide is educators, schools, students, and their parents. We aim to assist anyone who would like to include the Lappset Memo in their lessons. The Lappset Memo is a versatile playset which can be used in diverse scenarios and applications. It all depends on how YOU use the playset and the playground. This guide presents you with the tools you'll need to embark on your adventure. This guide will act as inspiration or an extension of the playground. It can automate parts of your classes or give freedom and responsibility to your students. Students, ages 4-16, can use this guide to self-educate, improve, challenge themselves and discover topics not part of the established school curriculum.

New Players & Teachers

Whether the reader has years of teaching experience, is well acquainted with the Lappset Memo, or is encountering this for the first time, you'll find the information you need here. You may have to plan a single lesson or create a complete curriculum that includes the playground and the Lappset Memo. This can simply be achieved using the getting started decision tree to set up your lessons quickly.

The Interactive Playsets

The interactive playsets have been part of playgrounds for over 15 years now. We've given various workshops, talked to several education experts, and created and



improved many educational games for the Lappset Memo. But 15 years is a long time, and locations change; new teachers join the school, teaching methods evolve, and sometimes, sadly, knowledge dissipates when people leave. Hence this guide. We wanted to make a compact guide, easy to use for newcomers and fun to include in any classroom.

The Lappset Memo

The Lappset Memo Interactive play pillars are a playset for outdoor use, just like a slide. The Lappset Memo offers an extensive range of games and experiences, and you can customize the playset to your needs.

The Lappset Memo can be best compared with an outdoor game console. But unlike a game console, where you have to buy new games, the playset includes an extensive library of free games you can add with a single button press.

These games invite students to move, enjoy some fresh air, and, more importantly, let them play games with different play values. The playset combines the best aspects of games and active play.

Why PAL is Important

Children's physical activity skills and health have declined in recent years. In fact, there is convincing evidence that exercise decreases risk factors for chronic diseases in children. Integrating Physically Active Learning (PAL) in school helps to improve children's health and well-being.

Physical exercise adds more oxygen to the brain, storing more knowledge and strengthening empathy. Moving in class creates new dynamics, and gamifying tasks can make repetitive tasks fun or push students to be more active with competitive elements. This creates more room for social interaction, free play, and discovery.

A Toolkit

Is this book a complete guide to educational teaching methods and didactic exercises? No, definitely not. There are many other resources and methods out there. We expect you will bring your experience and apply this when using this guide. See this guide as an extra tool in the ever-growing educational toolbox. We hope this guide helps you to start playing, learn in new, healthy, and exciting ways and share the knowledge and experiences with others.



Send us feedback on our products and services! Feedback is important to us, as it helps to develop and improve customer satisfaction. Giving feedback is easy; just visit our website at www.lappset.com! With regards to complaints, please contact a member of our sales and service team.



What are lesson cards?

Remember that every game on the Lappset Memo is a lesson. For every game, a lesson card is available. You can find lesson and worksheet cards in the back of this toolkit. Every lesson has two sides; you'll find the lesson on the front and some helpful information on the back. The cards can be copied, printed, laminated, and used straight from the guide. Always try to read both sides before you start the lesson. If you see an element of the lesson that should be changed or adjusted, you can make the change that suits you.



A Lesson

So you can easily find a lesson, we have given every lesson a name and number, such as "#37 Binary".

Kits

We've grouped lessons in larger kits based on similarities between the lessons. So if you're looking for something specific, search for a kit first to find the teaching materials and lesson you need.

Keywords

Below the name of a lesson, you will find a list of keywords. These keywords are chosen based on learning strategies, topics, or learning materials. All to make it as easy as possible to see if this is the lesson for you.

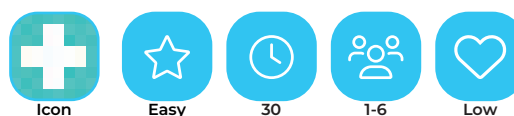
Target Audience

Every lesson card and kit has a suggestion of the grade and age group on the right side. This makes it easy to identify the lesson best suited to the age group you are teaching. The age groups are seen here below:

- Pre-school (age 4-6)
- Elementary School (age 6-9)
- Middle School (age 10-16)

Why English?

With playsets in over forty countries, it's a challenge to pick a language. We would love to see this document translated in the future. Try to work with this document first, you might be surprised by how easy it is and how familiar students are with the English language. If you'd like this document to be translated in your native language, please consult your local reseller.



Rating System

A lesson always contains a rating system in the right top corner. This rating system consists of an icon, difficulty, duration, number of students and intensity.

Difficulty (☆)

Every lesson has a complexity level. This complexity level looks at how complex the game is to learn, from no experience needed to highly experienced Lappset Memo players.

Easy - Everyone can start this lesson without any Memo experience or game experience.

Normal - It is helpful to have already played on the Memo a few times and tried a few easier games.

Hard - These lessons require some practice. The lesson can require a mentor if you need more help.

Duration (🕒)

The lessons show the maximum duration of a completed lesson. The duration includes the setup and wrap-up of a lesson.

Min/Max Students (👥)

We've also included a suggestion for the maximum/minimum number of students who can participate simultaneously. This number also works for the number of teams.

Intensity (❤️)

The intensity highlights how much movement you can expect during a lesson. We have defined the following intensities:

Light - The lesson keeps movement to a minimum.

Moderate - The lesson includes a mixture of exercise and no movement.

Vigorous - The lesson includes a lot of movement and asks the students to raise their heartbeat multiple times.

Five stages

Scaffolding

Scaffolding refers to the method which teachers may use to support students as they learn and develop a new concept or skill. A teacher may share new information or demonstrate how to solve a problem. The teacher then gradually steps back and lets students practice on their own.

We designed the lesson cards to be used by educators and students. Five stages are present for every lesson to support the transfer from teacher led learning to student led learning.

1. Prepare

Preparation is vital, and this is true with the lessons found here. Every lesson includes a short overview of the preparation required to carry out a lesson. The preparation step can be as simple as enabling or installing a suitable game on the playset. This can be done just before the lesson or in advance. This step often specifies the required game or highlights the levels found in the game.

2. Activate

Before going out to explore and play, it's important to know what to expect. Activate introduces the learning topic, instructions and should excite the students to learn and play. It also defines the prior knowledge needed before going out.

3. Explore

Explore is the actual activity outside on the Lappset Memo with or without the teacher. It explains the 'game rules', how to start the game, and what to expect while playing the game. This is often the longest stage.

4. Process

You process the information and try to reach the end of the game. Ideally, the students take ownership, reflect together while playing to see if they master the game and are able to complete a full lesson. The students can help each other or ask the teacher for help or advice.

5. Evaluate

Now it's time to finish the lesson. This is a perfect moment to reflect on what has been learned during the lesson. You can use a template worksheet, found at the back of this guide, or make your own to do this. By evaluating the lesson together with students, you can discover what went well and what the next steps can be. Should you try a more challenging level? Maybe a different lesson altogether?

Help

On the back of each lesson card, you will find some helpful support information if needed.

Did You Know?

Here you can find interesting facts, tips, and additional information about the topic presented in the lesson.

Educational Standards

We've highlighted the educational standards covered in the lesson for 21st-century skills, STE(AM), and learning goals for the Dutch and Finnish primary schools.

Essentials



Vests

Every toolkit comes with a set of vests that the students can wear. These simple vests have four essential functions:

1. Visibility

Students are sometimes not allowed to walk alone to the playset. The vests provide visibility and signal that students can walk through the corridors or practice at Memo at a specific time.

2. Responsibility

Students are responsible for practising at the playset when they wear a vest. It helps students to self-regulate.

3. Transition

The vests provide peaceful transitions between groups by swapping the explorer vests and moving students faster in a state of flow.

4. Presence

The vests are an important link between the indoor- and outdoor classroom. The vests increase the physical presence in the classroom as a visual reminder of the existence of Lappset Memo and keep the activities and lessons in mind for the students and teachers. It will remind everyone to repeat these lessons.

Worksheets

In the back, you can find a section of worksheets and templates to use during the lessons to activate students. The worksheets contain elements to evaluate, track progress, and add rewards or competitive elements. These worksheets are designed for specific scenarios. You can also use them as inspiration to create your own.

Custom Games

If you're missing a game or looking to integrate more options into a game, requesting customisation is possible. This has been done for many schools; adding unique content makes the step to the Lappset Memo easier and faster.

Community

We've created a place for you to ask questions and share experiences. In this space, you can share and learn from the community. What works well, and what can be done better or differently. The community and the Lappset play experts are here to help.

Linkedin Group

On the Lappset Outdoor Classroom LinkedIn group, you can ask questions, find resources and share anything related to education on the playground. Look for Lappset Outdoor Classroom on LinkedIn.

Experts

We work with many experts, and YOU are also one of them. In the LinkedIn group, you will find educators, pedagogical experts, playground designers, game designers, and members of the Lappset service team.

History

Twenty Years of Playful Learning

Learning Environments

At Lappset, we believe building inclusive outdoor settings that foster movement, play, relaxation, and rest is essential. At the same time, the outdoor environment should encourage children to be active, healthy and have fun. Lappset has delivered and created many traditional playgrounds and product series for learning environments in the last fifty years.

Lappset SmartUs

Lappset developed the first interactive and modular outdoor playset in the world.













The SmartUs included:

- An information station with a screen.
- Nine pillars with RFID readers.
- A floor with pressure sensors and cards with RFID tags.

Students and educators could play existing games or create their own using these elements. Even though the response was very positive, schools still struggled to adopt playful learning fully.

Lappset Memo

The Lappset Memo was created to give the SmartUs a modern update and make the product affordable and exciting for every school playground. This guide is the next step in implementing the Lappset Memo in your daily lessons and practice. Ultimately to empower teachers and for making learning FUN for all!

-  **2002 Start SmartUs Development**
Lappset sets the first step in outdoor digital & interactive playful learning.
-  **2006 First Prototype**
Lappset installs the prototype of SmartUs at a school.
-  **2008 SmartUs Launches Worldwide**
SmartUs playset is available worldwide.
-  **2010 Creative and Playful Learning:**
Learning through game co-creation and games in a playful learning environment research
Kangas, M. & Ruokamo, H.
-  **2013 Lappset Starts Memo Development**
Lappset starts the development of 2nd generation of interactive, playful learning.
-  **2014 Memo Launches Worldwide**
Lappset Memo playset is available worldwide.
-  **2015 Memo Expands Game Library**
As a learning platform, Memo receives the first set of new games.
-  **2018 Memo Quiz Games**
A set of knowledge-based games is now available for download.
-  **2019 Memo Math Games**
The complete Math curriculum is available to download.
-  **2020 Memo Spelling Games**
The complete spelling curriculum is available to download.
-  **2021 Memo Social Emotional Skills**
A game focused on social-emotional skills development is available to download.
-  **2023 Toolkit Launches Worldwide**
Outdoor Classroom Didactic Guide is available.



Outdoor Playful Learning Ambassador

Marjaana Kangas

Ph.D., Education, Adjunct professor of playful and game-based learning, Co-founder of PEDTA Solutions and Playful Learning Ltd.

Since 2003, I have contributed to the research and development of playful learning environments and related pedagogical models. I have discussed the importance of play and outdoor and physically active learning. The idea of playful outdoor learning was initially born in Rovaniemi at the University of Lapland in cooperation with Lappset Group Oy. In my research, I have defined playful learning as curriculum-based learning enriched with play, games and digital tools. It is a mind-on, hands-on and body-on activity based on the importance of play and playfulness in human learning. Playful learners are active learners, explorers and content producers.

” The past ten years have shown that playful learning has increasingly become globally one of the top pedagogical approaches.

One of my research articles, “Creative and playful learning: Learning through game co-creation and gameplay in a playful learning environment”, published in 2010, was the most downloaded and cited article in the Journal of Thinking Skills and Creativity from 2010-2015. I see this as a turning point for the research of playful learning as a phenomenon that combines play, technology and outdoor activities. The past ten years have shown that playful learning has increasingly become globally one of the top pedagogical approaches. Also, playful outdoor learning has gained more interest, especially concerning the benefits of nature.

I see many reasons for this trend. First, there is a common consensus in educational research that play is intrinsically motivated and fun and leads to joyful discovery. Second, playful learning is essential for 21st-century skills such as problem-solving, creativity and collaboration.

Third, play is not just about fun but also taking risks, experimenting and testing boundaries. Fourth, play has been recognized as an appropriate pedagogical method at all school levels. Fifth, naturally good digital games are seen as powerful learning environments. Sixth, physical and outdoor activities are essential to brain development and overall well-being.

” At its best, playful learning outdoors is enjoyable and motivating and promotes individual well-being.

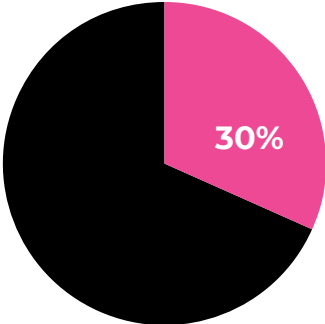
Today, it is a critical mission to support the well-being of children and young people by exposing them to playful outdoor learning. At its best, playful learning outdoors is enjoyable and motivating and promotes individual well-being. Therefore, it is not surprising that playful learning is adopted as part of pedagogical practices in early childhood education, primary education, and adult education.

Playful learning

1. **Intrinsically motivated fun and leads to discovery.**
2. **Problem-solving, creativity and collaboration**
3. **Taking risks, experimenting and testing boundaries.**
4. **Appropriate pedagogical method.**
5. **Powerful learning environments.**
6. **Brain development and wellbeing.**

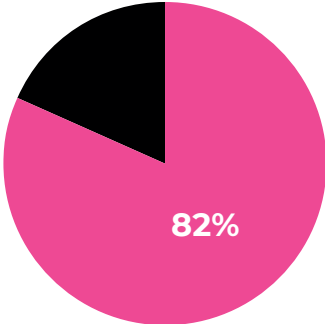
What About the Numbers?

When developing Memo games and lessons, we reflect on different academic standards. Besides STE(A)M and 21st-century skills, the Dutch and Finnish academic standards have been used for development. The graphs below illustrate our coverage and are used by our Design and Innovation team to identify future developments; for example, music lessons, number recognition, and more can be expected.



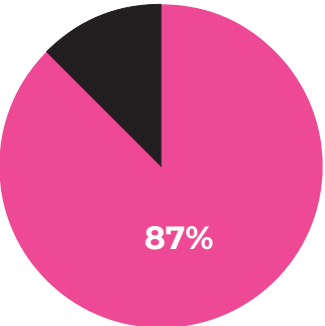
STE(A)M

22/66 games are STE(A)M compatible.



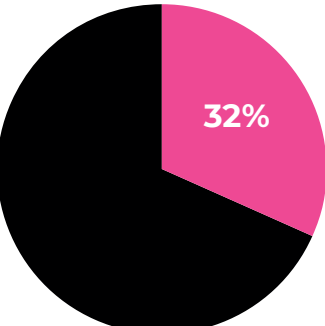
21st Century Skills

9/11 21st century skills are covered.



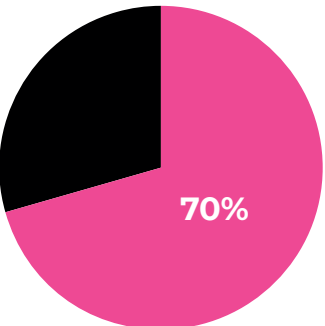
Dutch Primary School Curriculum

9/10 topics are covered.



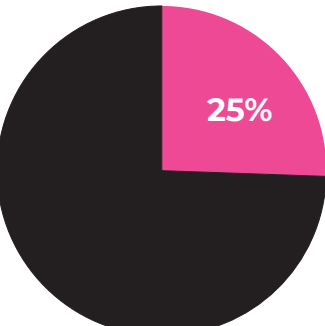
Dutch Primary School Content

48/151 learning content is covered.



Dutch Primary School Objectives

41/58 Learning Objectives are covered.



Finnish Primary School Curriculum

63/249 topics are covered.

Dutch Curriculum Topics:

- Dutch
- Frisian
- Maths
- English
- Orientation to self and the world
- Physical Education
- Nature & Technology
- Space & Geography
- History
- Artistic orientation

21st Century Skills:

- Critical thinking
- Creativity
- Collaboration
- Communication
- Information literacy
- Media literacy
- Technology literacy
- Flexibility
- Leadership
- Initiative
- Productivity
- Social skills

Locations

For this guide, we started with the Dutch & Finnish primary education and learning objectives in mind. Learning lines describe the route along which students achieve specific learning goals. These lines help educators to create their lessons and material.

Why Finland?

Finland has one of the best primary educations in the world. The focus is on learning rather than memorizing information to pass a test. Finland's educational system leads the way with common-sense practices and holistic teaching environments, striving for equity over excellence. Standardized tests are not part of the curriculum.

The bar for teachers in Finland is set very high. Teachers are individually responsible for their performance. Teaching programs are the most rigorous and selective professional schools in the entire country.

That's why we looked to Finland to measure this toolkit to the highest standard in the world. We work closely with educational experts, schools, and universities in Finland to create the best toolkit for outdoor classrooms.

And the Netherlands?

The interactive playsets originated in the Netherlands, making the Netherlands the hub of interactive playsets worldwide. You can enjoy game-based learning at 350+ locations across the Netherlands. The first interactive location was installed in 2007.

The Lappset Memo is often found on school playgrounds in the Netherlands. The first opening of a Memo took place in 2014 at the Julianaschool Rijssen in the Netherlands.



Julianaschool, Rijssen
The Netherlands, 2014



Nordbyskolan, Nykøbing F
Denmark, 2017



Havnealleen Barnehage, Tanager
Norway, 2019



Jyväskylä, Tammirinteen Puisto
Finland, 2020



Expert Interview

A Year in the Field

Andries Wijnveen

Human Factors Engineer, University of Twente Master Industrial Design Engineering

Since 2021 I've looked at the boundaries of implementing playful learning on a playground. We interviewed many experts and educators in the field. How can we guarantee educators and children adopt this way of learning?

Children are motivated in different ways, depending on their character and interest. The playset must engage a wide range of children in playful learning. Any playset should therefore utilize different motivation mechanics: from extrinsic elements – e.g., rewards, stickers, achievements – to intrinsic elements – e.g., improving your skills, seeing how you progress and improve over time.

” **The Lappset Memo Interactive play pillars allow students to learn through unstructured play, which helps them develop communication and negotiation skills between peers.**

Rickey Koga, Teacher Rio Del Sol STEAM School

This way, different player types each have their incentive for participating and learning, whether it concerns a competitive group game, an individual beat-your-own-score game, or a collaborative activity.

(Digital) interactive play is most suitable for incorporating intrinsic and extrinsic stimuli. It allows developers to implement different mechanics for different contexts and adapt them to factors like age, experience, or difficulty level.

How can teachers and educators actively involve themselves in playful outdoor learning? We found that ownership requires two aspects: understanding and trust.

To entirely utilize a playful environment in outdoor education, a teacher should be submerged in the possibilities of the play environment.

This understanding leads to trust, which builds over time. When teachers feel comfortable preparing and leading an activity outdoors, they will take ownership of the environment and build their activities on top of existing structures in the schoolyard.

” **The Lappset Memo is the only playset in our schoolyard that doesn't require a supervisor.**

Sirkka Persson, Principal of Kringlaskolan

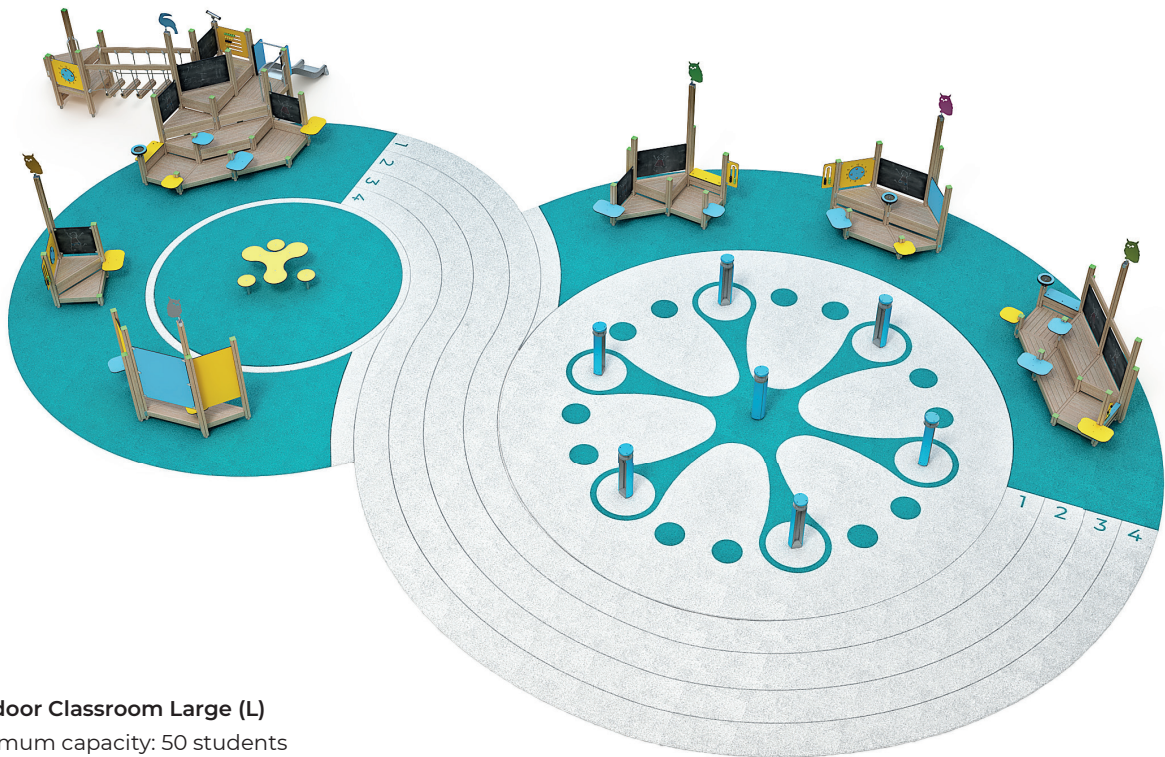
One pioneer or early adopter in an organization leads the way and inspires other teachers to follow, supporting them in building their understanding and trust.

” **The Lappset Memo is designed so that the games are physical, enhance social cohesion, and have an educational dimension.**

Marco Schaap, Principal Juliana School

The system must be flexible and adaptive for a playful environment to blend in with conventional education. Interactive environments are suitable since all content can be created, adapted, and customized to a specific local context. This way, a playful environment can provide outdoor education to different educational systems worldwide.

Lifelong Learning



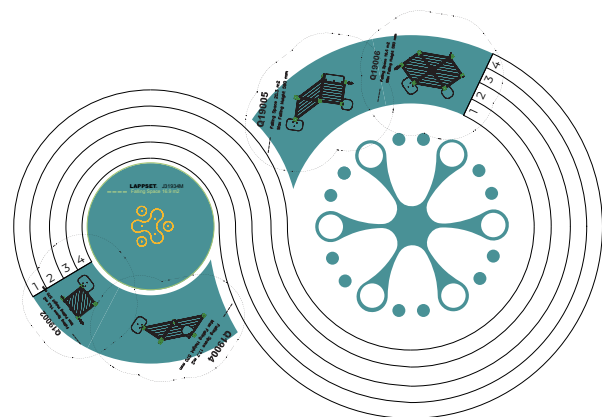
Outdoor Classroom Large (L)
Minimum capacity: 50 students

Designer template

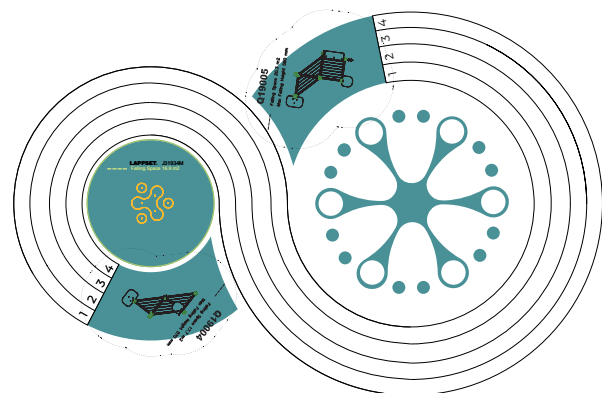
Lifelong learning is at the base of the Lappset Memo Outdoor Classroom concept. This philosophy is reflected by the infinity symbol that forms the idea for the layout design; two circles merged in an infinite loop. One circle as an activity zone with the Lappset Memo as the centrepiece of the schoolyard, with dynamic content connected with every school's curriculum. The second circle with modular classroom elements as a relaxation and teaching zone to prepare, activate, process and evaluate the Memo lessons.

A layout in multiple zones will open many possibilities to implement Memo in your daily practice. Sending an entire classroom out, working in small groups, or just sending a few students out during a class wearing the explorer vest will give them full autonomy to master the selected lesson to explore on Memo.

The two circles are connected with a running track, as design inspiration implementing flooring elements for adding value to any schoolyard and in this design template symbolizing the philosophy of lifelong learning.



Outdoor Classroom Medium (M)
Minimum capacity: 30 students



Outdoor Classroom Small (S)
Minimum capacity: 20 students



Activity Zone

The Lappset Memo Interactive play pillars are one of our most complete interactive products. We've barely scratched the surface of all the unique and educational content and games already created for it.



Multifunctional Stage

The modular classroom elements will complete the Outdoor Classroom; they can be used multifunctionally. Their primary purpose is as a stage to sit and work in a circular classroom setup, with chalkboards to communicate back to a teacher and others—the chalkboards are a nice contrast, bringing technology and old-school tools together outdoors!



Expert Interview

The Importance of Playful Learning

Ville Kempainen

Play Concept Manager, Lappset Group Oy

At Lappset, we understand the importance of providing environments promoting children's developmental needs. Traditional play and educational play are the solutions to this challenge, and we have made it our mission to design and offer platforms for children to learn through hands-on, experiential, and engaging activities. Playful learning is a powerful tool for teaching children essential life skills such as math, science, communication, and social interaction in a natural and developmentally appropriate way. Educational play promotes creativity, problem-solving, and social and emotional skills and has been shown to develop attention, self-regulation, and perseverance in children.

Creating play spaces that foster creativity, curiosity, and critical thinking is a passion for us here at Lappset. We understand that learning through play is often more engaging and motivating for children than traditional forms of instruction and can lead to better absorption of information. It also provides opportunities for children to explore and experiment in a safe and controlled environment. Educational play allows children to learn naturally and developmentally appropriately, tailored to their individual needs and abilities.

” We are committed to creating play spaces that are inclusive and accessible for all children, regardless of their needs and abilities.

In addition to promoting cognitive and emotional development, educational play also plays a vital role in promoting children's physical development. Physical activity is essential for children's growth and development, and educational play provides children with the opportunity to engage in active play. Our equipment is designed to challenge children's physical abilities and encourage them to explore their limits in a safe and controlled environment.

We are committed to creating play spaces that are inclusive and accessible for all children, regardless of their needs and abilities. The equipment is challenging but inclusive, allowing children to engage in active play.

In conclusion, educational play and playful learning are valuable and natural ways for children to develop the skills they need for success in school, society, and life.

” We are passionate about providing children with the best possible play spaces and experiences.

We dedicate ourselves to creating environments and products that promote children's developmental needs through traditional and educational play. Our hands-on, experiential, and engaging activities allow children to learn essential life skills naturally and safely, fostering creativity, curiosity, and critical thinking. Learning through play is more engaging and motivating for children than traditional forms of instruction and provides opportunities for safe and controlled exploration and experimentation. We are passionate about providing children with the best possible play spaces and experiences and look forward to continuing to impact the lives of children everywhere positively.

Lappset Learning Environments

Classrooms of the present and the future inspire the Lappset Learning Environments. They bring new and recognisable school elements* to the playgrounds.

Lappset Finno

The Lappset Learning Environments are an extension of the Lappset Finno product series. Finno has proven to hold its popularity during its five decades of existence. It has been revamped together with designers and users. Now Finno invites children to play with fresh colours and streamlined Scandinavian design, resulting in a versatile product range.

Explore, learn, and play. The Q-products (19001-19009) let you create a playground with endless possibilities to learn and enjoy active play. The Lappset Memo and other products focus on primary schools and children aged 3-12.

Take the Classroom Outdoors

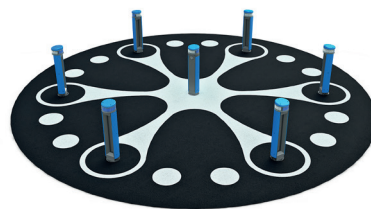
Go outdoors, move, and get some fresh air; bring the actual classroom with you. Have the students enjoy the benefits of going outside. You can create a place where students learn classically with a teacher in front of the classroom. The products stimulate everyone to move more and promote interaction between students and teachers.

With the Lappset Memo, the focus is on fun and playful learning. The Lappset Memo is a real eye-catcher and centrepiece of the playground. The Lappset Memo consists of seven game pillars on a round play floor. The playing surface unifies the game pillars, visualises the running routes, and stimulates children's imagination to invent new game rules.

Bringing students outdoors with (digital) paper creates the need for a place to sit, write and evaluate. The products add tables and places to sit. Use all these elements for play and physical exercise.

Landmarks

Every playset includes a recognizable landmark in the shape of an animal. These landmarks make it easier for students to create groups and teams and for teachers to give students a place to sit or gather.



Memo
YA3902



Student
Q19001



Apprentice
Q19002



Teacher
Q19003



Professor
Q19004



Engineer
Q19005



Scientist
Q19006



Pioneer
Q19007



Pathfinder
Q19008



Explorer
Q19009

Modular with Other Lappset Products

The Finno playgrounds can be seamlessly combined with other product ranges, such as sports area equipment. In addition to its colours, the design of the Finno playground equipment is designed along the same lines as that of the Fitness and Senior Sport equipment ranges.

Safe & Inclusive

Every product is carefully designed, so there is no safety surface required. No safety surface makes these modules very affordable to add to the school playground.

Finno inclusive design playgrounds have been designed so that the play equipment is suited to as many children as possible, regardless of potential functional or physical impairments.

Inclusive Design playgrounds are designed to make it easy for everyone to move and play in them, encouraging all children to play together.

The design considers that the sets feature physical challenges, functions stimulating different senses, and opportunities for everyone to develop social skills and learn something new.

We want to offer everybody an equal opportunity to play and exercise!

Chalkboard Magic

Digi boards often replace chalkboards, but they still form the basis in many classrooms for teachers to educate. This authentic tool is brought back in the outdoor classroom product series to transform a schoolyard into a playful learning environment. The chalkboards are situated in the central unit for the teacher; the students can write answers using their own chalkboards to improve their writing and communication skills!

*Other variations are available upon request, with additional play elements such as bridges and slides.



Expert Interview

From Idea to Product

Jinkyu Choi

Senior Concept Designer, Lappset Group Oy

Learning in schools is no longer limited to the classroom indoors. When children leave the classroom and go outdoors to visit, for example, the playground, parks, or forests, what kind of environment should that place be? What will the classroom of the future look like? These questions started the development of the outdoor classroom modules.

” Learning in schools is no longer limited to the classroom indoors.

There are two perspectives to consider when teaching outdoors: the teacher's perspective, who will lead the class, and the student's perspective, who will need to remain focused but also keep the space playful and accessible—not giving the outdoor space a single use. The radial and circular shape of the classroom elements creates a natural outdoor stage. The form allows everyone to look at one place while, at the same time, they can look around them and use the space in many different ways. Not every playground is the same size; therefore, the shapes should be flexible to change in size and footprint. A modular system solves this challenge.

Every school's playground and open spaces look different, and every classroom has different classes and sizes. The product line for outdoor classrooms consists of nine modules to meet these different conditions of space, from the smallest size that can seat one to two students to the largest size that can seat eight to ten students. These modules can be arranged along a circle of varying diameters, effectively creating an outdoor classroom of any shape and size that schools, teachers, and students desire.

” It includes a learning module for children to sit and do simple tasks.

One of the most significant advantages of Lappset's outdoor classrooms is that you organize the playground based on function and theme. The primary learning module consists of chairs for students to sit on, side tables for simple tasks, a blackboard as a backrest, and a play wall to enrich the module and add a motoric element. In addition, each module has figures of different colours sitting on it, which teams use as team names, know where to sit, or as a reference point for teachers and students.

You can have groups and individuals work simultaneously depending on the desired functionality. The elements promote interactivity and communication in active ways. As the most basic form of an outdoor classroom, Lappset proposes an "infinite form," where one ring of the infinite is an active class centered on traditional classroom work, and the other is more focused on outdoor playful learning. Adding optional shade structures protects against weather conditions like sunlight and rain.

Lappset Park



A Full Design

Our park series offers a full range of furniture to complete any schoolyard. A pergola with extended picnic tables for wheelchair access combined with a litter bin and a bicycle stand dresses up the entire schoolyard. Our furniture is made from high-quality materials and carefully designed. People are more likely to spend time in outdoor spaces if there are benches for sitting down and litter bins to discourage littering. And adjustable bicycle stands are a great reminder of the importance of doing something active daily!



Pergola
Q15573



Bicycle Stand
060105-78



Picnic Table Wheelchair Access
RF2694M



Picnic Table
RF2591M



Bin
CT30M

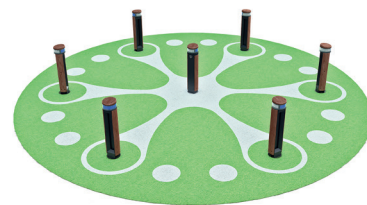
Customize Your Playground



Make it Your Own

Choose from five different standard colour schemes. Most Finno products have five ready-made colour schemes, which streamlines the selection and design. The colour schemes are:

-  Lime Green
-  Apple Red
-  Liquorice Grey
-  Candy Fuchsia
-  Tutti Frutti



Memo Wood
YA3907

Customisation is Easy and Quick

Modular product structure enables flexibility. Our experienced designers are familiar with safety standards and deeply understand practical playground safety, ensuring the product combines safety and excitement. We apply the same play functions as in our standard products, which consider all aspects of child development while being fun to use! In most cases, we can deliver customized products almost simultaneously with our standard products.



Nico
J31934M

Authors



Christiaan Ribbens

Lead UX/Game Designer, Lappset Interactive

Christiaan Ribbens is the lead UX/Game designer at Lappset Interactive.

He's responsible for all the games you can play on the Lappset Interactive playsets and the online tools, platforms, and portals for the players, distributors, and product owners.

The fun and amazement of physical and digital play is the most magical thing.

Christiaan Ribbens loves to create and discover sparks of magic; combine this with the need to find simple, playful solutions to complex puzzles. The result is someone who likes to challenge themselves to create unique digital and physical experiences indoors and outdoors.

Coming from a gaming background developing games for Playstation, Xbox, Facebook, and mobile devices, he started his playful journey at Lappset in 2018.

To get in touch with Christiaan mail him at:
christiaan.ribbens@lappset.com

Harrie Kerkhof

Interactive Concept Manager, Lappset Interactive

Harrie has worked in the playground industry since 2000 and is Lappset Group's Interactive Play Concept Manager (Lappset Interactive).

With a mind capable of endless creativity, a proven sales and marketing track record, and creating revolutionary play concepts, Harrie Kerkhof is a true unicorn in the commercial park and playground industry.

Previously, he held various positions from sales to marketing to business development to export management, to a member of the Lappset Interactive management team to his current role as Group Concept Manager, Interactive within the Lappset Group Design and Innovation team. In these roles, Harrie has travelled the globe and has met a great variety of people sharing his passion by training teams and inspiring customers abroad.

As Group Concept Manager, Interactives, Harrie is responsible for managing the Interactive product portfolio, foreseeing and acting on changes, and being the knowledge base for everyone. In this role, he is at the heart of Lappset development processes and the link between other departments and Lappset partner and subsidiary companies.

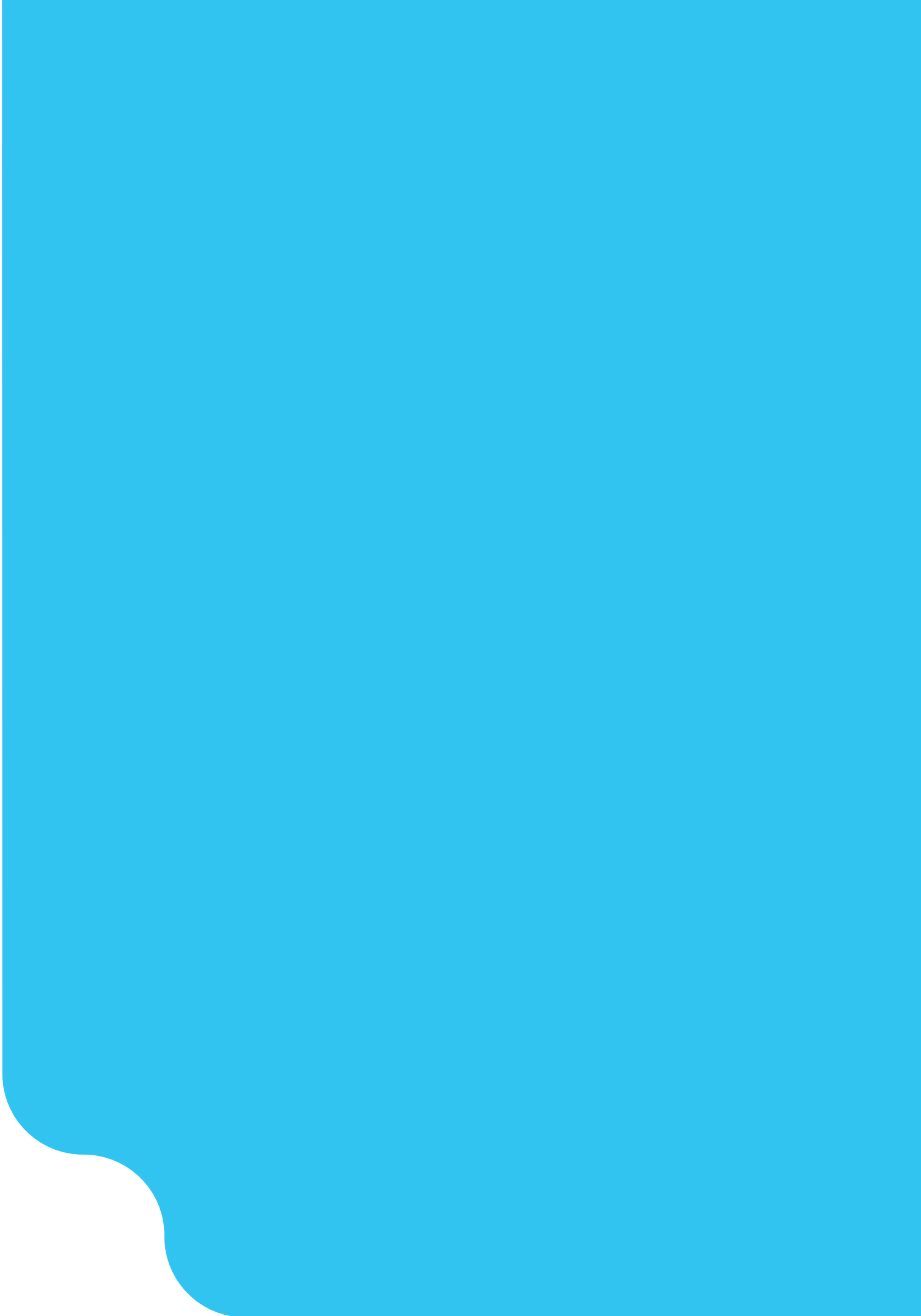
To get in touch with Harrie mail him at:
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Appendix

Find More Information



Skills Development

(International) 21st Century Skills

Internationally twelve 21st Century skills are defined.

Learning Skills

Learning skills or the four C's teaches students the mental processes required to adapt and improve a modern work environment.

- **Critical thinking** - Finding solutions to problems.
- **Creativity** - Thinking outside the box.
- **Collaboration** - Working with others.
- **Communication** - Talking to others.

Literacy Skills

Literacy skills or Information Management Technology (IMT) focuses on how students can discern facts, publishing outlets, and the technology behind them. There's a strong focus on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

- **Information literacy** - Understand facts, figures, statistics, and data.
- **Media literacy** - Understand the methods and outlets for publishing information.
- **Technology literacy** - Understanding the machines that make the Information Age possible.

Life Skills

Life skills (FLIPS) look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities.

- **(F) Flexibility** - Deviating from plans as needed.
- **(L) Leadership** - Motivating a team to accomplish a goal.
- **(I) Initiative** - Starting projects, strategies, and plans on one's own.
- **(P) Productivity** - Maintaining efficiency in an age of distractions.
- **(S) Social skills** - Meeting and networking with others for mutual benefit.



(Dutch) 21st Century Skills

In the Netherlands eleven 21st century skills are defined. These are also specified on the lesson cards:

- **Critical thinking**
- **Creative thinking**
- **Problem solving**
- **Computational thinking**
- **Information skills**
- **ICT basic skills**
- **Media literacy**
- **Communication**
- **Cooperation**
- **Social & cultural skills**
- **Self-regulation**

STE(A)M

Five Components

STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

When STE(A)M is applicable, the lesson card will mention the following:

- Contributes to and is suitable for STE(A)M education.
- or -
- Lays the foundation for STE(A)M-related skills and understanding with this lesson.

Education Standards



The Netherlands Primary Education Core Objectives 2006 - SLO

Dutch

Spoken Language

Core objective 1 (KD 1)

Students learn to acquire information from spoken language. They also learn to present this information in a structured manner, orally or in writing.

Core objective 2 (KD 2)

Students learn how to express themselves in form and content when giving and requesting information, reporting, and reporting, of information, reporting, explaining, instructing, and discussing.

Core objective 3 (KD 3)

Students learn to evaluate information in discussions and in an informative or opinionated conversation and learn to respond with arguments.

Written Language

Core objective 4 (KD 4)

Students learn to retrieve information in informational and instructional texts, including diagrams, tables, and digital resources.

Core objective 5 (KD 5)

Students learn how to write texts in terms of content and form with different functions, such as: to inform, instruct, persuade or provide amusement.

Core objective 6 (KD 6)

Students learn to organize information and opinions when reading school and academic texts and other instructional texts, from systematically organized sources, including digital.

Core objective 7 (KD 7)

Students learn to compare and evaluate information and opinions in different texts.

Core objective 8 (KD 8)

Students learn to organize information and opinions when writing a letter, a report, a form, or a paper. In doing so, they pay attention to sentence structure, correct spelling, legible handwriting, page layout, visual elements and colour.

Core objective 9 (KD 9)

Students learn to enjoy reading and writing stories, poems and informative stories, poems, and informative texts.

Linguistics & Strategies

Core objective 10 (KD 10)

The students learn to recognize, articulate, use, and communicate the strategies for the goals under “oral language teaching” and “written language teaching”.

Core objective 11 (KD 11)

Students learn several linguistic principles and rules. They can determine the parts of speech which allows them to distinguish between the subject, the verbal predicate, and parts of that predicate. Students know:

- Rules for spelling verbs.
- Rules for spelling words other than verbs.
- Rules for using punctuation.

Core objective 12 (KD 12)

Students will acquire adequate vocabulary and strategies for understanding words unfamiliar to them. Vocabulary includes concepts that enable students to think and speak about language.

English

Core objective 13 (KD 13)

Students learn to acquire information from simple spoken and written English texts.

Core objective 14 (KD 14)

Students learn to ask or give information in English about simple subjects, and gain the confidence to express themselves in English.

Core objective 15 (KD 15)

Students learn the spelling of simple words on everyday topics.

Core objective 16 (KD 16)

Students learn to look up word meanings and spelling of English words using the dictionary.

Frisian

Oral Language

Core objective 17 (KD 17)

Students gain the confidence to use Frisian by themselves and with others.

Core objective 18 (KD 18)

Students learn to acquire information from spoken Frisian. This involves texts that provide information, give pleasure, and contain opinions or directions on topics familiar to them.

Core objective 19 (KD 19)

Students learn to express themselves in Frisian about situations from their daily lives and to ask or give information about a subject they are familiar with.

Written Language

Core objective 20 (KD 20)

Students learn to acquire information from texts in Frisian in frequently occurring text types (such as articles in youth magazines, youth columns, songs, and stories).

Core objective 21 (KD 21)

Students learn to write simple texts in Frisian on everyday topics to discuss those topics with others.

Language Development, Including Strategies

Core objective 22 (KD 21)

Students acquire a vocabulary of frequently used Frisian words and strategies for understanding unknown words.

Math/Mathematics

Mathematical Understanding and Actions

Core objective 23 (KD 23)

Students learn to use mathematical language.

Core objective 24 (KD 24)

Students learn to solve practical and formal arithmetic and mathematical problems and present reasoning clearly.

Core objective 25 (KD 25)

Students learn to justify approaches to solving mathematical problems and learn to evaluate solutions.

Numbers and Operations

Core objective 26 (KD 26)

Students learn the structure and relationship of numbers, whole numbers, fractions, percents, and ratios and use them in practical situations.

Core objective 27 (KD 27)

Students learn to perform basic operations with whole numbers, at least up to 100, quickly by heart, whereby addition and subtraction to 20 and overhead tables are known.

Core objective 28 (KD 28)

Students learn estimating, counting, and arithmetic.

Core objective 29 (KD 29)

Students learn to add, subtract, multiply, and divide skilfully.

Core objective 30 (KD 30)

Students learn to add, subtract, multiply, and divide according to more or less abbreviated standard procedures.

Core objective 31 (KD 31)

Students learn to use the calculator effectively.

Measurement and Geometry

Core objective 32 (KD 32)

Students learn to solve simple geometric problems.

Core objective 33 (KD 33)

Students learn to measure and learn to calculate with units and measures, such as time, money, length, perimeter, surface area, volume, weight, speed, and temperature.

Orientation to Self and the World

Man and Society

Core objective 34 (KD 34)

Students learn to care for the physical and mental health of themselves and others.

Core objective 35 (KD 35)

Students learn to behave responsibly in social situations.

Core objective 36 (KD 36)

Students learn the main aspects of the Dutch and European state systems and their role as citizens.

Core objective 37 (KD 37)

Students learn to behave with respect for generally accepted values and standards.

Core objective 38 (KD 38)

Students learn about the main spiritual currents that play an important role in Dutch multicultural society. They also learn to deal respectfully with sexuality and diversity in society, including sexual diversity.

Core objective 39 (KD 39)

Students learn to treat the environment with care.

Nature and Technology

Core objective 40 (KD 40)

Students learn to distinguish and name common plants and animals in their environment and learn how they function in their living environment.

Core objective 41 (KD 41)

Students learn about the anatomy of plants, animals, and people and the form and function of their parts.

Core objective 42 (KD 42)

Students will learn to investigate materials and physical phenomena, such as light, sound, electricity, force, magnetism, and temperature.

Core objective 43 (KD 43)

Students learn how to describe weather and climate using temperature, precipitation, and wind.

Core objective 44 (KD 44)

Students learn to relate elements from their environment to their function, shape, and materials.

Core objective 45 (KD 45)

Students learn to design, implement and evaluate solutions to technical problems.

Core objective 46 (KD 46)

Students learn that the earth's position relative to the sun leads to natural phenomena such as seasons and day/night rhythms.

Space & Geography

Core objective 47 (KD 47)

Students learn to compare the spatial planning of their environment with that of other environments, both at home and abroad, from the perspectives of landscape, living, working, government, traffic, recreation, prosperity, culture, and philosophy of life. In any case, attention will be paid to two member states of the European Union and two countries that became members in 2004, the United States and one country in Asia, Africa, and South America.

Core objective 48 (KD 48)

Students learn about the measures that are/were taken in the Netherlands to enable habitation in areas threatened by water.

Core objective 49 (KD 49)

Students learn about the global spatial distribution of population concentrations and religions, climates, energy sources, and natural landscapes such as: volcanoes, deserts, tropical rain forests, high mountains, and rivers.

Core objective 50 (KD 50)

Students learn to use a map and an atlas, master the basic topography of the Netherlands, Europe, and the rest of the world and develop a contemporary geographical worldview.

Time & History

Core objective 51 (KD 51)

Students learn to use simple historical sources, such as those present in our cultural heritage; They learn to use indications of time and how time is divided.

Core objective 52 (KD 52)

Students learn about characteristic aspects of the following time periods and historical themes: hunters and farmers; Greeks and Romans; monks and knights; cities and states; discoverers and reformers; regents and princes; wigs and revolutions; citizens and steam engines; world wars and holocaust; television and computer. The windows of the canon of the Netherlands serve as a starting point to illustrate the time periods.

Core objective 53 (KD 53)

Students will learn about the important historical figures and events in Dutch history and will be able to connect them to world history in an exemplary way.

Artistic Orientation

Core objective 54 (KD 54)

Students learn to use images, language, music, play, and movement to express feelings and experiences and to communicate with them.

Core objective 55 (KD 55)

Students learn to reflect on their work and that of others.

Core objective 56 (KD 56)

Students acquire knowledge about and appreciation for aspects of cultural heritage.

Physical Education

Core objective 57 (KD 57)

Students learn to participate responsibly in the surrounding movement culture; they experience and perform the main principles of key movement and game forms.

Core objective 58 (KD 58)

Students learn to participate in physical activities with others respectfully, make agreements about regulating these activities, assess their own movement abilities and take these assessments into account during activities.

English 3-6

T1 - to guide students to recognise the linguistic and cultural richness of the local environment and the world, and the role of English as a language of global communication.

T2 - to motivate the students to value their language and cultural background as well as the world's linguistic and cultural diversity and to meet people without prejudices.

T3 - to guide students in identifying phenomena that unite and distinguish languages and to support the development of their linguistic reasoning skills.

T4 - to help students understand that there is a wide range of material available in English and to select material that is appropriate for their own learning in terms of content and level of difficulty.

T5 - to get to know the teaching objectives together and create a permissive learning environment where the message is communicated and learning together is encouraged.

T6 - to encourage students to take responsibility for their own language learning and to encourage them to practise their language skills boldly, using information and communication technologies and experimenting with the ways of learning languages that suit them best.

T7 - to guide students in practising interaction in a wide range of situations, encouraging communication to continue regardless possible interruptions.

T8 - to encourage learners to maintain communication using a variety of means to do so.

T9 - to support the cultural appropriateness of the student's communication by offering opportunities to practice versatile social situations.

T10 - to guide students in working with spoken and written texts of varying levels of difficulty, using a variety of comprehension strategies

T11 - to offer the student opportunities to produce speech and writing, expanding the subject areas and paying attention to key structures and the basic rules of pronunciation.

Environmental Science 1-2

T1 - to provide opportunities for students to exercise their natural curiosity and help them to experience environmental issues in a way that is meaningful to them.

T2 - to encourage students to enjoy learning about environmental studies, their skills, new challenges, and to practise perseverance in their work.

T3 - to support the development of the student's environmental sensitivity and guide them to act in a sustainable way in their local environment and school community.

T4 - to guide students to explore and act, move and go on excursions in their local environment.

T5 - to encourage students to wonder and question and to use common reflections as a starting point for minor explorations and other activities.

T6 - to guide students to make observations and experiments at school and in the local environment while using different senses and simple research tools and presenting the results in different ways.

T7 - to guide students to describe, compare, classify and name organisms, habitats, phenomena, materials, and situations in various ways.

T8 - to guide students to act safely, follow the instructions, and understand the reasons for them.

T9 - to guide students to explore a wide range of everyday technologies and inspire them to experiment, invent, build and create new things together.

T10 - to guide students to practise group work and interpersonal skills and to strengthen their appreciation of themselves and others.

T11 - to guide students in using information and communication technologies to acquire knowledge and record and present their findings.

T12 - to guide students in analysing the environment, human activities and related phenomena using concepts from different fields of environmental studies.

T13 - to guide students to understand simple pictures, models, and maps as representations of the environment.

T14 - to encourage students to express themselves and practice justifying their views.

T15 - to guide students in reflecting on growth and development, health and well-being, and the basic conditions of living.

Environmental Science 3-6

T1 - to stimulate and sustain students' interest in the environment and environmental studies and to help them experience all areas of environmental studies as relevant to them.

T2 - to guide and encourage students to set their own learning goals and to work persistently to achieve them, as well as to identify their own knowledge of environmental studies.

T3 - to support the development of students'

environmental awareness; guide students to act and influence their local environment and communities to promote sustainable development and appreciate the importance of sustainable development for themselves and the world.

T4 - to encourage students to form questions about different topics and use them as a starting point for research and other activities.

T5 - to encourage students to plan and carry out small experiments, make observations and measurements in diverse learning environments using different senses, and research and measurement tools.

T6 - to guide students to identify cause-and-effect relationships, draw conclusions from their results, and present their findings and research in a variety of ways.

T7 - to help students understand the use, meaning, and principles of everyday technological applications and inspire them to experiment, invent and create new things by working together.

T8 - to encourage students to promote well-being and safety in their activities and their immediate environment and guides them to act safely, appropriately, responsibly, and in self-protection.

T9 - to encourage students to investigate and act, move and explore in the natural and urban environment.

T10 - to offer students opportunities to practice working in a group in various roles and interaction situations, inspire the student to express themselves and listen to others, and support the student's ability to recognize, express and regulate their emotions.

T11 - to guide students in the responsible, safe and ergonomic use of information and communication technologies in the acquisition, processing and presentation of information and as a tool for interaction.

T12 - to guide students to understand the environment, human activities and related phenomena through the concepts of environmental studies and to extend their conceptual framework from preconceptions towards the precise use of these concepts.

T13 - to guide students in understanding, using and making models to interpret and explain the nature of people, the environment and their interactions.

T14 - to guide students in obtaining reliable information, expressing reasoned opinions, interpreting and critically evaluating information sources and perspectives.

T15 - to guide students in exploring nature, identifying organisms and habitats; develop ecological thinking and understanding of human physiology, life functions and development.

T16 - to guide students to think in terms of geography, to perceive their own environment and the world, and to practise cartography and other geo-media skills.

T17 - to guide students to investigate, describe and explain physical processes in everyday life, nature and technology, and to build a basis for understanding the principle of conservation of energy.

T18 - to guide students to investigate, describe and explain chemical processes, properties and changes of substances and to build a basis for understanding the principle of conservation of matter.

T19 - to guide students to understand the various aspects of health, the importance of everyday health habits and the life cycle, individual growth and development in childhood and adolescence, and encourage them to practise and apply their health competencies in everyday life.

Ethics 1-2

T1 - to guide students to listen to the opinions and thoughts of other students.

T2 - to encourage students to express their thinking and feelings in different ways.

T3 - to guide students to value their own and others' ways of thinking.

T4 - to promote students' ability to ask questions and present reasoned arguments.

T5 - to guide students to identify the causes and consequences of the everyday situations they experience and their ethical dimensions

T6 - to encourage students to think about the difference between right and wrong and what is good.

T7 - to guide students to know the local customs and cultures.

T8 - to guide students to understand the basics of human society.

T9 - to guide students to respect and appreciate their environment and nature.

Ethics 3-6

T1 - to create the conditions for the development of students' ethical thinking skills and encourage them to apply ethical principles to everyday situations.

T2 - to guide students to identify and evaluate claims and their justifications.

T3 - to foster students' ability to understand relationships and develop their thinking.

T4 - to guide students to take responsibility for themselves, others and the natural environment.

T5 - to introduce students to the Finnish, European and world cultural heritage and to the concept of cultural diversity as a phenomenon.

T6 - to support students in building their general knowledge of religion and culture.

T7 - to guide students in planning and evaluating their own beliefs and learning.

T8 - to encourage students to express his point of view and to listen to the opinions of others.

T9 - to make students aware of the ethics of human rights based on the UN Universal Declaration of Human Rights, particularly children's rights.

T10 - to encourage students to take initiative and act responsibly in their environment.

Craftsmanship 1-2

T1 - to encourage interest and enthusiasm for making things by hand and stimulate curiosity for inventive and experimental craftsmanship.

T2 - to guide students in the whole process of making a craft and presenting their ideas visually, and in describing the process of making a craft and the finished product.

T3 - to guide students in designing and producing craft products or works of art, relying on their own aesthetic and technical solutions.

T4 - to introduce students to a wide range of materials and how to work with them, and guide them to act responsibly and safely.

T5 - to support the development of students' self-esteem through experiences of success, discovery and invention in craft work.

Craftsmanship 3-6

T1 - to strengthen students' interest in making things by hand and inspire them to be inventive, experimental and use local resources in their craft work.

T2 - to guide students to understand and manage the entire crafting process and its documentation.

T3 - to guide students to design and produce, alone or together, a handcrafted product or artwork with confidence in their own aesthetic and technical judgement.

T4 - to help students to identify concepts and become familiar with a wide range of materials and how to work with them effectively.

T5 - to encourage students to work with determination and a sense of responsibility, to work safely and to choose and use appropriate equipment.

T6 - to guide students in the use of information and communication technologies in designing, producing and documenting the craft process.

T7 - to guide students to evaluate, appreciate and interactively examine their own and others' entire creative process.

T8 - to stimulate students to critically evaluate consumption and production patterns.

History 3-6

T1 - to guide students to become interested in history as a field of knowledge and as a subject that builds identity.

T2 - to guide students to identify different sources of history.

T3 - to guide students to recognise the interpretative nature of historical information.

T4 - to help students to understand different ways of dividing history into eras and to use related historical concepts.

T5 - to guide students to understand the motivations of human activity.

T6 - to lead students to understand the different causes and consequences of events and developments in history.

T7 - to help students to recognize changes in the history of their own family or community and to understand how the same changes could have meant different things to different people.

T8 - to train students to understand continuities in history.

T9 - to guide students to present reasons for change.

T10 - to guide students to explain how new sources or ways of thinking can change their interpretation of things.

T11 - to guide students to explain human activity.

Mathematics 1-2

T1 - to support students' enthusiasm and interest in mathematics and the development of a positive self-image and self-confidence.

T2 - to guide students to develop their ability to make mathematical observations and interpret and utilize them in different situations.

T3 - to encourage students to present their solutions and conclusions with concrete tools and drawings, orally and in writing, utilizing information and communication technology.

T4 - to guide students to develop their reasoning and problem-solving skills.

T5 - to guide students to understand mathematical concepts and notation methods.

T6 - to support students in developing their reading comprehension and understanding of the principle of decimalisation.

T7 - to familiarise students with the principles and properties of basic arithmetic operations.

T8 - to guide students to develop fluency in basic arithmetic with natural numbers and to use a variety of mental calculation strategies.

T9 - to introduce students to geometric shapes and guides them to observe their properties.

T10 - to guide students to understand the principles of measurement.

T11 - to introduce students to tables and diagrams.

T12 - to train students to draw up step-by-step instructions and act on them.

Mathematics 3-6

T1 - to maintain students' enthusiasm and interest in mathematics and support a positive self-image and self-confidence.

T2 - to guide students in making connections between what they have learnt.

T3 - to guide students to develop their ability to ask questions and draw informed conclusions from their observations.

T4 - to encourage students to present their reasoning and solutions to others through concrete tools, drawings, oral and written communication, including the use of information and communication technologies.

T5 - to guide and support students in developing problem-solving skills.

T6 - to guide students in developing their ability to evaluate the rationality of a solution and the meaningfulness of the resulting outcome.

T7 - to guide students to use and understand mathematical concepts and notations.

T8 - to support and guide students to strengthen and Expand their understanding of the decimal system.

T9 - to support students in developing their understanding of positive rational numbers and negative integers.

T10 - to guide students to achieve fluency in mental and written calculation, using the properties of mathematical operations.

T11 - to guide students in observing and describing the geometric properties of objects and patterns as well as introduce them to geometric concepts.

T12 - to guide students to assess the size of an object to be measured, to choose the appropriate instrument and unit of measurement and to consider the validity of the measurement result.

T13 - to guide students to prepare and interpret tables and diagrams, use statistical key figures, and provide experiences with probability.

T14 - to inspire the student to prepare operating instructions as computer programs in a graphical programming environment.

Music 1-2

T1 - to guide students to become members of a musical group, promoting a positive self-image.

T2 - to guide students to use their voice naturally and to sing and play as a member of a group.

T3 - to encourage students to experience and visualize the world of sound, sound, music, and musical concepts while moving and listening.

T4 - to provide space for students' musical ideas and improvisation; guide them in planning and realising small-scale compositions or other ensembles using sound, movement, visual, technological or other means of expression.

T5 - to inspire students to learn their musical and cultural heritage by playing, singing, and moving; enjoy music's aesthetic, cultural, and historical diversity.

T6 - to help students to understand the basic principles of musical notation in the context of music making.

T7 - to guide students to act responsibly when making music.

T8 - to provide students with experiences of the importance of setting goals and practising together in learning music.

Music 3-6

T1 - to encourage students to participate in collective music-making and build a positive community spirit

T2 - to guide students to use their voice and sing in a natural way and to develop their physical, rhythmic, melodic and instrumental skills as a member of a musical group.

T3 - to encourage students to express music, images, stories and emotions in a holistic way through movement.

T4 - to provide students with opportunities to experience the sound environment and music and to help them to articulate and communicate what they hear.

T5 - to encourage students to improvise, plan and implement small-scale compositions or multi-artistic ensembles using different means, information, and communication technology.

T6 - to guide students to examine their musical experiences and the musical world's aesthetic, cultural, and historical diversity.

T7 - to guide students to understand musical concepts and the principles of musical notation in making music.

T8 - to enable students to recognise the impact of music on well-being and to ensure a safe musical and sound environment.

T9 - to encourage students to develop their musical competence through practice; to participate in setting objectives and to evaluate their progress in relation to the objectives.

Native Language and Literature 1-2

T1 - to guide students to strengthen their ability to interact in different situations.

T2 - to guide students to develop their linguistic and imaginative skills, as well as their interaction and cooperation skills, by providing opportunities to participate in and become familiar with group communication situations.

T3 - to support students in strengthening their expressive power and guide them in expressing themselves in a holistic way, including through drama.

T4 - to help students to build up their communicative competence and to understand that people communicate in different ways.

T5 - to guide and inspire students to develop literacy and comprehension skills and help them to monitor their own progress in reading.

T6 - to guide students in exploring the interpretations and structures of complex texts and in expanding their vocabulary and conceptual knowledge when examining texts.

T7 - to encourage students to search for information in different ways.

T8 - to encourage students' interest in children's literature, media texts and other texts by creating positive reading experiences; providing opportunities to satisfy their thirst for knowledge and to share their reading experiences.

T9 - to encourage and inspire students to tell stories, express opinions and describe their experiences through speaking, writing and pictures.

T10 - to guide students to produce simple narrative, descriptive and other texts, including in multi-media formats.

T11 - to guide students to practise their handwriting and keyboard skills and gradually introduce them to the planning and construction of texts, the basics of spelling and the conventions of the written language.

T12 - to encourage students to develop their linguistic awareness and knowledge of basic concepts of language, to make observations about spoken and written language and to help them to recognise that their own language use influences the behaviour of others.

T13 - to inspire students to listen to and read children's literature, to choose reading materials that interest them, to develop their reading habits and to make use of the library.

T14 - to guide students to value his language, culture and cultural diversity, introduce some forms of children's culture and to encourage them to produce their own culture in collaboration with others.

Native Language and Literature 3-6

T1 - to guide students to strengthen their ability to communicate constructively in different contexts and to express their opinions.

T2 - to guide students to recognise the impact of their own linguistic and communicative choices and to take into account the needs of others in group situations.

T3 - to guide students to use their creativity and express themselves in a variety of communication and performance situations, including drama.

T4 - to encourage students to develop a positive image of themselves as communicators and a willingness and ability to interact in a variety of situations, including multimedia interactions.

T5 - to guide students to improve their reading fluency and use comprehension strategies and to monitor and evaluate their own progress in reading.

T6 - to guide students to develop analysis, evaluation and interpretation skills in a variety of texts, to extend their vocabulary and conceptual knowledge and to develop their thinking skills.

T7 - to guide students in searching for information, using a wide range of sources and assessing the reliability of the information they obtain.

T8 - to encourage students to develop their literary knowledge and interest in literature, media and other texts for children and adolescents, by creating opportunities for positive reading experiences, satisfying their thirst for knowledge and sharing their reading experiences, including in multimedia environments.

T9 - to encourage students to express their experiences, thoughts, and opinions and strengthen a positive self-image as producers of texts.

T10 - to encourage and guide students to express their ideas in clear language and to practise producing narrative, descriptive, descriptive and simple opinionated texts, including in multimedia environments.

T11 - to encourage students to develop fluency in penmanship and keyboard skills and to strengthen their command of written language, text structures and spelling.

T12 - to encourage students to develop the processes of text production and the skill to evaluate their texts, to offer opportunities for producing texts together, to give and receive constructive feedback, to guide them to consider the recipient of the text, and to act ethically online while respecting privacy and copyright.

T13 - to encourage students to strengthen their linguistic awareness, inspire them to explore and observe language and its variants, train them to use concepts to talk about language and its structures and help them understand the implications of linguistic choices.

T14 - to encourage students to broaden their choice of texts and to read children's and young adult literature, and to encourage reading and sharing of reading experiences and active use of the library.

T15 - to support students in building their linguistic and cultural identity and encourage them to appreciate different cultures and languages and to create opportunities for them to explore media and cultural offerings and to produce their own culture.

Physical Exercise 1-2

T1 - to encourage students to be physically active, to try new and different physical activities independently and together, and to encourage them to express themselves through physical activity.

T2 - to guide students to develop their sensory-motor skills, i.e. to observe themselves and their environment using their senses and to make appropriate decisions in a physical activity situation.

T3 - to reinforce the learning of basic motor skills (balance, mobility and handling of equipment) so that students learn to apply them in different learning environments, in different situations and at different times of the year.

T4 - to train students to move safely in different environments, with different types of equipment and scaffolding.

T5 - to introduce students to aquatic sports and ensure basic swimming skills.

T6 - to guide students in safe and appropriate behaviour in PE lessons.

T7 - to help students to regulate their behaviour and emotional expression in interactive physical activity situations.

T8 - to support cooperative work skills, such as following agreed rules, by guiding students to take responsibility for the success of cooperative games and play.

T9 - to support the development of a positive self-image, to encourage independent work and self-expression.

T10 - to ensure positive physical experiences and encourage students to test the limits of their own abilities.

Physical Exercise 3-6

T1 - to encourage students to be physically active, to try different physical activities and to exercise to the best of their ability.

T2 - to guide students to develop their sensory motor skills, i.e. to observe themselves and their environment using their senses and to make appropriate choices in physical activity situations.

T3 - to guide students to both strengthen their balance and motor skills and apply them in a variety of learning environments, seasons and situations.

T4 - to guide students to both strengthen and apply their equipment handling skills in a variety of learning environments, using different equipment in different situations and at different times of the year.

T5 - to encourage and guide students to assess, maintain and develop their physical abilities: speed, mobility, stamina and strength.

T6 - to teach swimming skills so that students can move in the water and save themselves from the water.

T7 - to encourage safe and appropriate behaviour in PE lessons.

T8 - to encourage students to work with everyone and to regulate their behaviour and emotional expression in sporting situations with respect for others.

T9 - to guide students to act according to the principle of fair play and to take responsibility for shared learning situations.

T10 - to encourage students to take responsibility for their own activities and strengthen their ability to work independently.

T11 - to ensure that students get enough positive experiences about their own body, competence, and community spirit.

Religion 1-2

T1 - to stimulate interest in the study of religion and to guide students to learn about their own family's background in religion and beliefs.

T2 - to guide students to familiarise themselves with the main concepts, stories and symbols of the religion they are studying.

T3 - to guide students to become familiar with the annual cycle, celebrations, and customs of the religion they are studying.

T4 - to encourage students to get to know the customs and festive traditions of the religions and beliefs of the class, school, and local community.

T5 - to encourage students to identify and express their thoughts and feelings.

T6 - to encourage students to act fairly, to empathise with others and to respect the ideas and beliefs of others and human rights.

T7 - to guide students in ethical reflection and in understanding what it means to be responsible for oneself, the community, the environment and the natural world.

T8 - to create opportunities for students to practice expressing and defending their own opinions and listening to and understanding diverse points of view.

Religion 3-6

T1 - to guide students to familiarise themselves with the sacred books and stories of the religion they are studying, and with the main doctrines of that religion.

T2 - to introduce students to the rituals and customs of the religion being studied, as well as to sacred places and buildings.

T3 - to help students to recognise the specific features of religious language and metaphors.

T4 - to guide students to search for, evaluate and apply information about religion from a variety of sources.

T5 - to guide students to familiarise themselves with the religious roots and current state of religion and belief in Finland and Europe.

T6 - to guide students to learn about Judaism, Christianity and Islam and their influence on and history in Europe.

T7 - to encourage students to respect their own and others' sacred beliefs and to behave appropriately in different religious occasions and settings.

T8 - to guide students to familiarise themselves with the ethical teachings of the religion being studied and with the ethical principles which unite different religions.

T9 - to guide students to understand the values of human rights, in particular the UN Convention on Children's Rights, from an individual and community standpoint.

T10 - to guide students to evaluate their choices and reflect on the values behind their actions from the perspective of ethical principles and a sustainable future.

T11 - to create opportunities for students to discuss ethical issues, to express their thoughts and feelings constructively and to practise explaining their views.

T12 - to help and support students in developing and strengthening a positive outlook on the world, their self-esteem and confidence in life.

Swedish A1 1-2

T1 - to encourage students to take an interest in the linguistic and cultural richness of their local community, Finland and the Nordic countries, and the status of Finnish and Swedish as national languages.

T2 - to motivate students to appreciate their own linguistic and cultural background and the linguistic and cultural diversity of the world and to meet people without prejudices and preconceptions.

T3 - to encourage students to identify commonalities and differences between languages and to support the development of their linguistic curiosity and reasoning skills.

T4 - to guide students to find materials in Swedish.

T5 - to explore the aims of teaching together and create a permissive learning atmosphere, with the emphasis on communicating messages and encouraging learning together.

T6 - to encourage students to take responsibility for their own language learning and to encourage them to practise their language skills courageously, including through the use of ICT, and to experiment with the ways of learning languages that suit them best.

T7 - to provide opportunities for students to practise oral and written communication and interaction through different channels of communication.

T8 - to support students in the use of linguistic communication strategies.

T9 - to help students to extend their knowledge of polite language expressions.

T10 - to encourage students to interpret spoken and written texts which are age-appropriate and of interest to them.

T11 - to provide ample opportunities for students to practise age-appropriate, small-scale speaking and writing, including pronunciation and the most relevant structures for the content of the text.

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Visual Arts 1-2

T1 - to encourage students to observe art, the environment and other visual culture through multisensory and pictorial observation.

T2 - to encourage students to discuss their observations and thoughts.

T3 - to inspire students to express their observations and ideas through different forms of visual production.

T4 - to inspire students to experiment with different materials and techniques and to practise visual expression.

T5 - to encourage students to engage in sustained visual work, both individually and in collaboration with others.

T6 - to encourage students to explore the means of visual expression in their own and others' images.

T7 - to guide students to use visual art concepts and examine different images.

T8 - to encourage students to identify different types of art and other visual cultural products in their local environment.

T9 - to inspire students to make images based on their own environment, different time periods and different cultures.

T10 - to guide students in recognising the values expressed in art, the world around them and other visual cultures.

T11 - to encourage students to take account of cultural diversity and sustainability in their visual expression.

Visual Arts 3-6

T1 - to encourage students to observe art, their surroundings and other visual culture in a multisensory way, using a variety of visual media.

T2 - to encourage students to discuss their perceptions and ideas and to practise substantiating their views.

T3 - to inspire students to express their observations and ideas through visual representations and other means of generating information.

T4 - to guide students to use a variety of materials, techniques and means of expression and to develop their pictorial skills.

T5 - to guide students in the purposeful development of visual skills, both individually and in collaboration with others.

T6 - to introduce students to a variety of visual forms of communication and to help them use visual means of expression in their own work.

T7 - to encourage students to examine images from a range of perspectives and in different contexts and to reflect on the relationship between reality and fiction.

T8 - to guide students to examine art and other visual culture from the perspectives of the work, the creator, and the viewer and to consider the influence of historical and cultural factors on images.

T9 - to inspire students to experiment with ways of portraying different times and cultures in their own images.

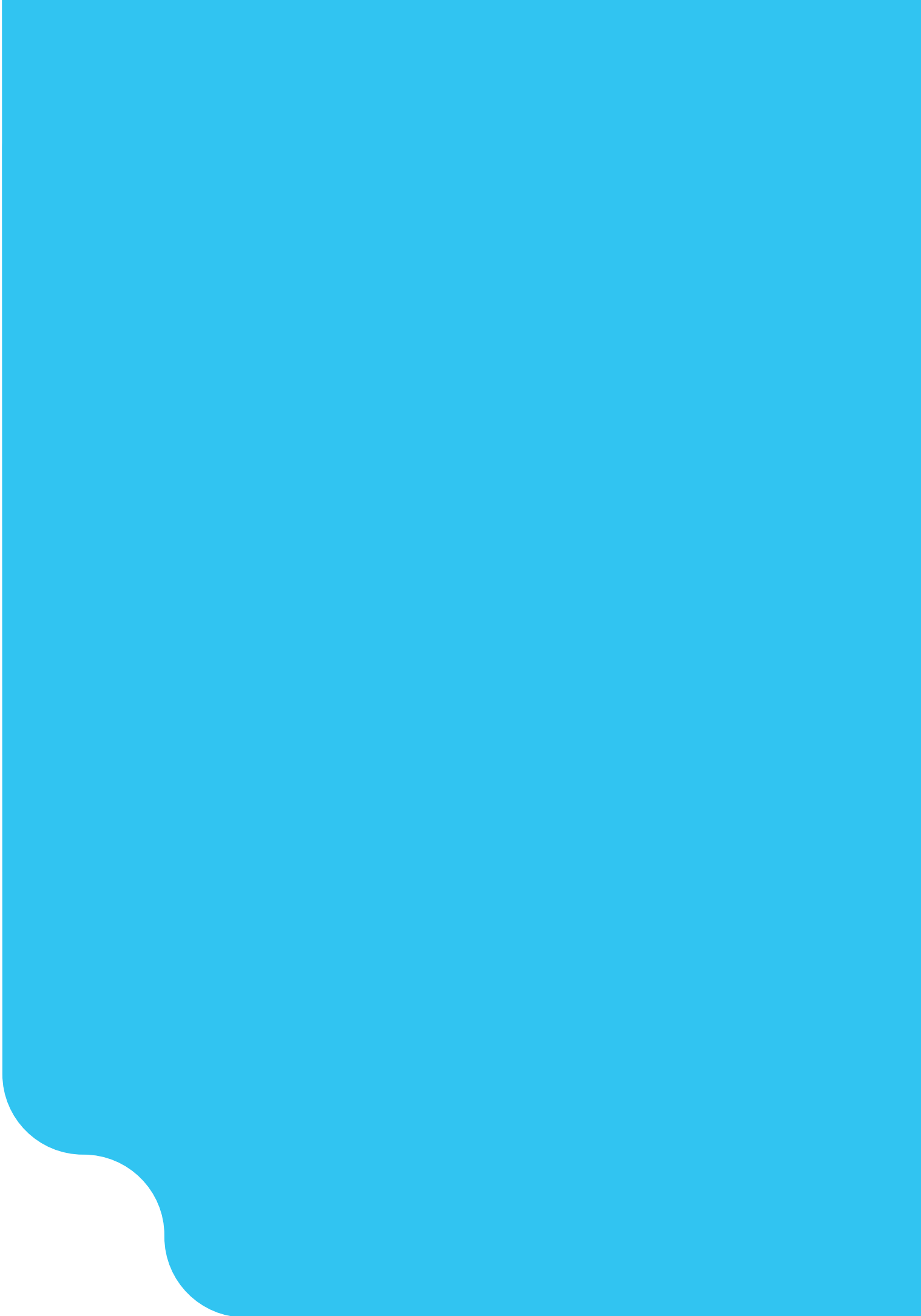
T10 - to guide students in discussing the values expressed in art, the media and other visual cultures.

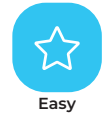
T11 - to encourage students to take cultural diversity and sustainability into account when choosing the content and practices of visual expression.



Lappset Memo

Get to Know the Playset





Easy



23



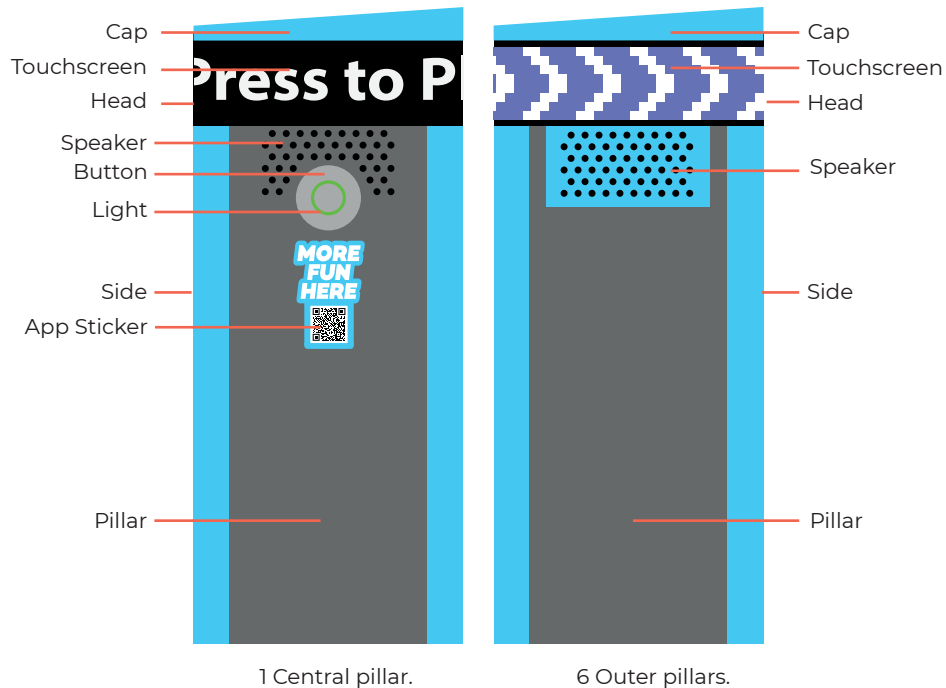
1-12



Light

A. The Playset

Keywords: Introduction



1. Prepare (🕒 1 min)

- Make sure the playset has power. The button and the screen should be lit up.

2. Engage (🕒 2 min)

- You will play on the Lappset Memo.
- The playset has speakers, touchscreens, and a button.
- It's like a game console but outdoors.

3. Explore (🕒 15 min)

- Explore the playset.
- Look for the screens and a button.

4. Process (🕒 2 min)

- Can you start and play a game?

5. Evaluate (🕒 3 min)

- Did you discover any games?
- What is your favourite part of the Lappset Memo playset?
- Which game do you want to play next?

Did You Know?

- Memo stands for Me(mory) & Mo(vement).
- The Lappset Memo holds 5376 separate coloured LEDs.
- The seven pillars are spaced far enough apart (three meters) to make you move, but close enough to read. This keeps you engaged the whole time.
- The six outer pillars are the same, but the central pillar is different.
- Use your whole hand, not your finger, for the best play results.
- The touch screen also works with your gloves on.
- The playset works in any weather conditions; it's recommended though to dry wipe the touch screens if it's rainy.



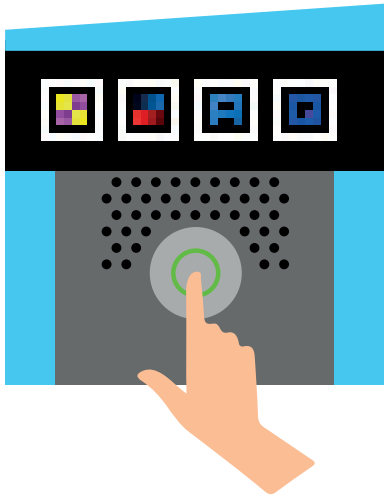
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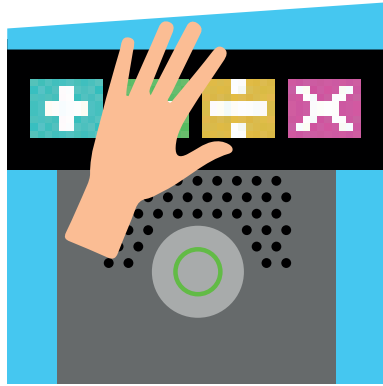


B. The Menu

Keywords: Introduction



Press button to go back.



Select a topic on the screen.



Select a level on the screen.

1. Prepare (🕒 1 min)

- Make sure the playset has power. You should see the light on the button or the screen.

2. Engage (🕒 5 min)

- You're going to play on the Lappset Memo playset.
- You control this playset by pressing the button and selecting a game.
- Some games include topic selections and level selections.
- User your whole hand for the best results.
- Press the button to go to the menu or to go back.

3. Explore (🕒 10 min)

- Find the button on the central pillar and press it.
- Listen to the instructions.
- Try to select and start all games once.
- Press the button again to go back in the menu.
- You can even select a level or topic with some games.

4. Process (🕒 2 min)

- Have you tried to start all the games?

5. Evaluate (🕒 2 min)

- Try to select all the games enabled on the Memo
- How many games are enabled on the Memo?
- How many games allowed you to select topics or levels?

Did You Know?

- The central pillar includes a button from a metro door.
- A maximum of eight games can be enabled on the Memo simultaneously.
- Use your whole hand, instead of your finger, for the best play results.
- You can use your elbow, gloves, shoe, or foot to touch the screens.
- Some games have multiple topics, which are independent games and lessons on themselves.
- Activating a game with additional topics will allow you to have more than 8 games activated.
- You can also scan the QR code below the button to start a game hidden from the button menu with the app.



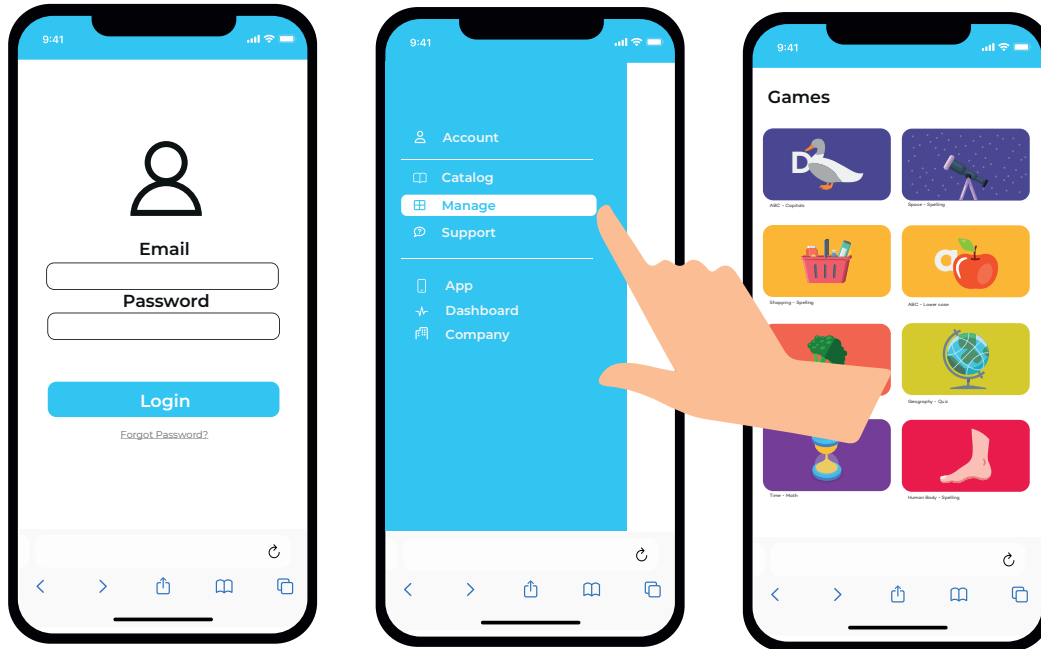
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C. Portal

Keywords: Introduction



1. Prepare (🕒 3 min)

- The portal is for the owner of the Memo and operator(s) to manage the product. This can be all teachers and class assistants in a school, the principal and the school's groundskeeper. We've developed an app for students.
- Make sure you have an account (or ask for one).
- Use a phone, tablet, or laptop to access the portal.
- Visit interactive.lappset.com and login with your account.

2. Engage (🕒 2 min)

- The portal gives you remote access to your interactive playset.
- In the portal, you can manage your playset's settings, games, options and much more.
- You can also add new games or request custom games.

3. Explore (🕒 10 min)

- Try to find the three different sections: catalog, manage and support.
- View your installed games: manage > library > games.
- View your statistics: manage > statistics.
- View your opening times & volume: manage > settings > default.
- View the available games: catalog > games > Memo.

4. Process (🕒 5 min)

- Don't forget to press the save button.

5. Evaluate (🕒 5 min)

- Do you see a setting that needs to be changed?
- Does everyone in your school (not including the students) have an account?

Did You Know?

- On the portal, you can also find links to our other software products for your interactive playset: dashboard, app, and websites.
- The portal receives many new updates yearly, adding new functionality for you!
- You can also see the available games on the portal without an account.
- You can change the playset with the product selector if there are multiple interactive playsets at your school.
- Colleagues who have an account can invite you to create an account.
- Do you need an account? Ask the moderator at your location for access.



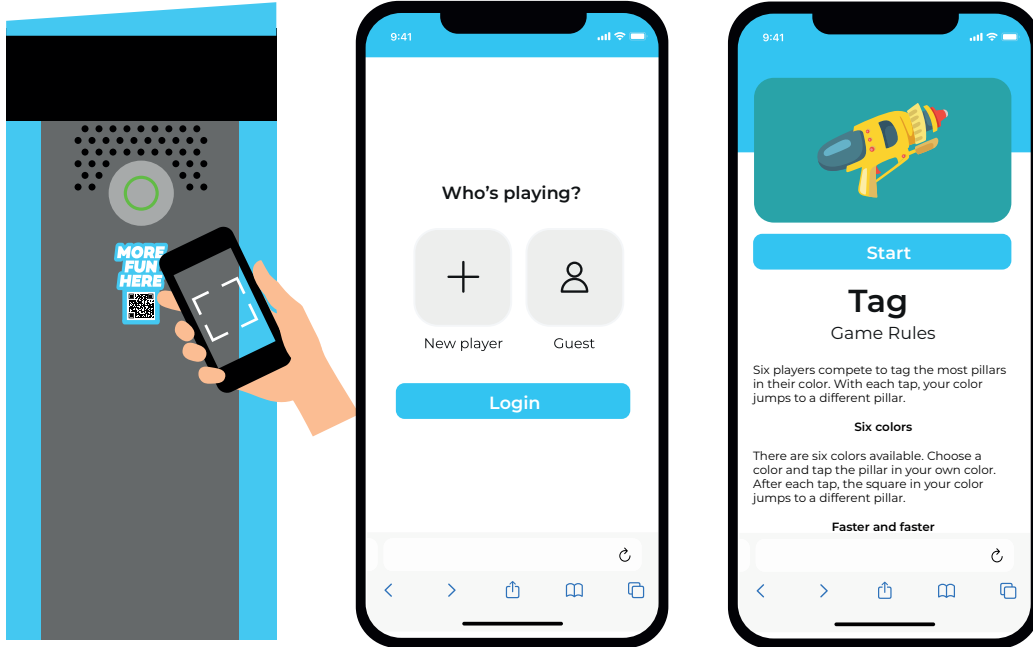
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D. App

Keywords: Introduction



1. Prepare (🕒 3 min)

- The (web)app is for everyone but mostly for the players! The (web)app gives students the option to quickly select a game, language or learn about a game.
- Make sure the playset has a QR sticker. No sticker? Let us know.
- You need a phone with an internet connection.
- You don't need to install any apps. It's a completely free webapp. Just scan the QR code from the sticker or on the back of this page and bookmark the app to your phone.

2. Engage (🕒 2 min)

- The app includes game instructions.
- You can compete against others.
- You can start games remotely.

3. Explore (🕒 10 min)

- Scan the QR code to open the app.
- Create an account or use the guest option.
- Make sure to allow location settings to ensure the app to use all functions!
- Look at all the available games and options for the Memo.

4. Process (🕒 5 min)

- Did you create an account?
- Did you discover any new games to play?

5. Evaluate (🕒 5 min)

- Need help finding the playset? Or are you missing a picture? Let us know.

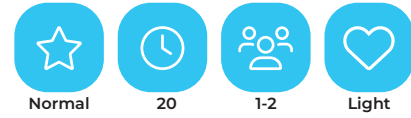
Did You Know?

- The app gives you access to all interactive playsets around the world.
- It only shows the games installed on the playset.
- You can start any game installed on the playset.



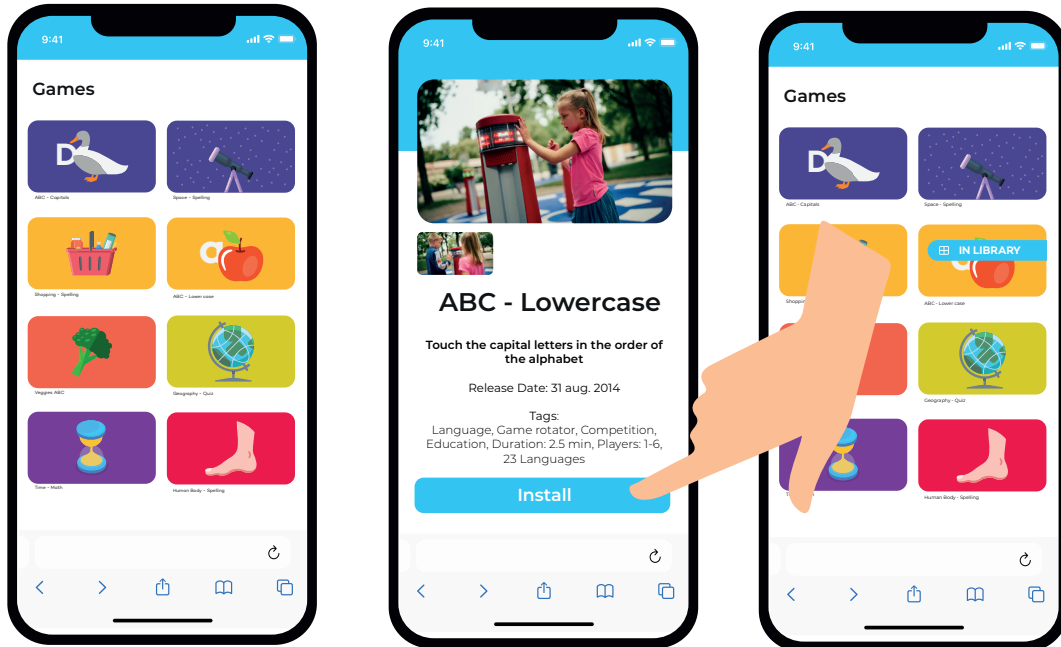
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E. Install a Game

Keywords: Introduction



1. Prepare (🕒 1 min)

- Make sure the playset is online. The icon next to the playset's name should be green.

2. Engage (🕒 3 min)

- The Memo has many different games. You can choose which one you want to install.
- You can enable a maximum of eight games at the same time.
- You can install many more games, so you can easily switch.

3. Explore (🕒 10 min)

- Visit the Catalog > Memo section.
- Use the filter options to easily find a game you're looking for.
- Select a game and press the install button.
- You can see the game now has a library label.
- Visit Manage > Library > Games to check the installation progress.
- After installing the game, you can play it on the playset immediately.

4. Process (🕒 1 min)

- Make sure not more than eight games are enabled.
- Games with multiple topics can have a maximum of six topics

5. Evaluate (🕒 5 min)

- You can remove games via Manage > Product > Storage
- Did you add all the games you would like to see?

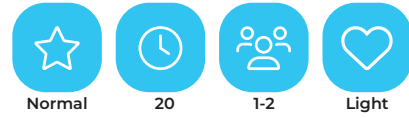
Did You Know?

- Numerous new games are created every year.
- Every game exists in many other languages.
- Some games include many different modules with different topics.
- Every module adds an interesting twist to the game.
- The games vary in size and therefore take different amounts of time to download.
- Is the Lappset Memo turned off? Contact the playset administrator to enable the playset.
- Have a look at the portal lesson for more information.



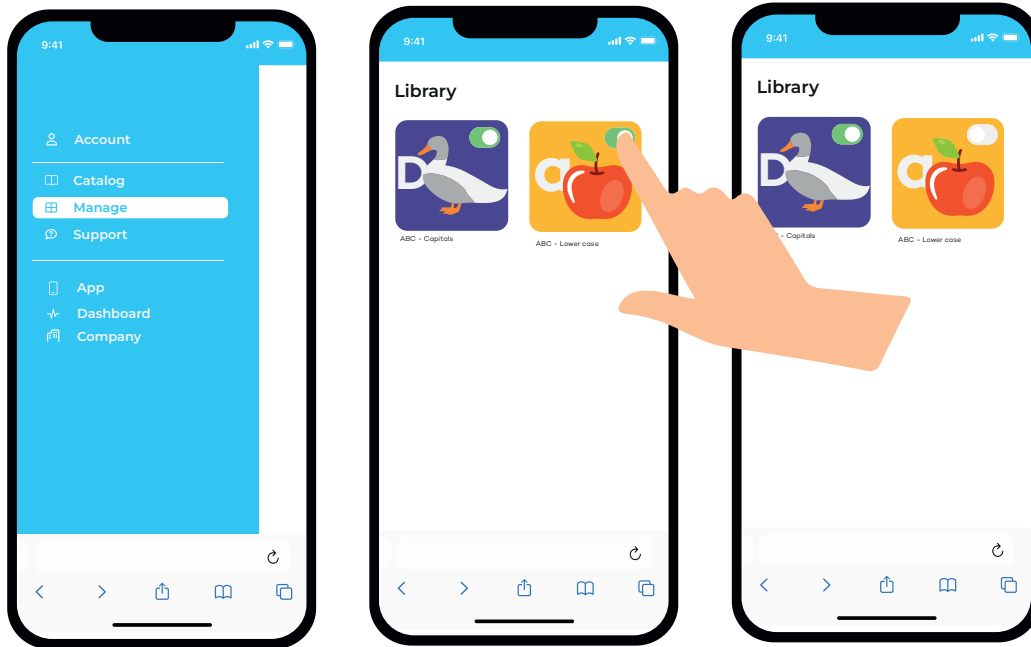
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F. Enable a Game

Keywords: Introduction



1. Prepare (🕒 2 min)

- Make sure the playset has power. You should see the light on the button or the screen.
- Make sure the playset is online. You can see this from the green tick next to the playset's name.
- A game can be installed and enabled or disabled.
- In your library you can see all installed games. Enable/Disable a game to specify which games can be selected from the menu on the playset.

2. Engage (🕒 3 min)

- Enabling a game allows students to pick the game from the menu.
- Disable games for more focus on the enabled games.
- Enabling games specifies games accessible through the physical button, not the app.

3. Explore (🕒 10 min)

- Visit the portal.
- Go to Manage > Library > Games.
- Toggle the option to enable it.
- Save your settings. Your changes are applied directly.

4. Process (🕒 3 min)

- You can disable games by doing the opposite of what is described under Explore.

5. Evaluate (🕒 2 min)

- Are all the games you want to play enabled?

Did You Know?

- You can only enable eight games or six modules at the same time.
- Is the Lappset Memo turned off? Contact the playset administrator to enable the playset.
- You can enable the Game Rotator under Manage > Settings > Advanced.
- The Game Rotator will enable a new game randomly and disable the least played game.
- Have a look at the portal lesson for more information.



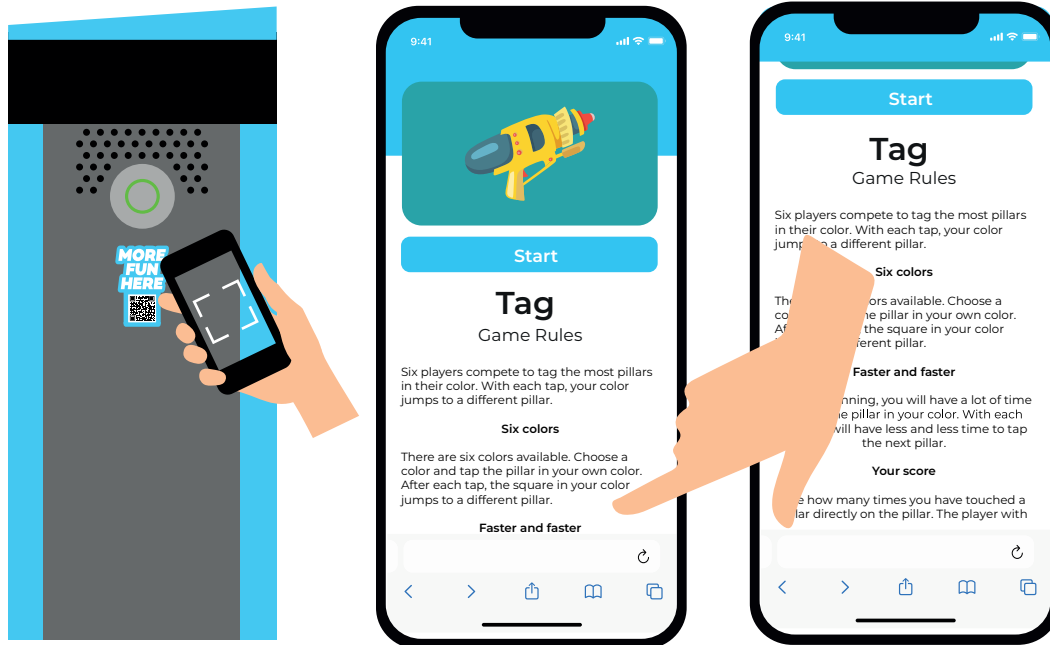
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G. Game Rules

Keywords: Introduction



1. Prepare (🕒 2 min)

- Make sure you have a mobile phone.
- Game rules are not strict and games can be played in an infinite amount of ways.
- In practice, any game can be played without instruction. And exploring is part of play!
- The first level is designed for novice players and with every new level the game becomes more challenging.

2. Engage (🕒 3 min)

- You can view the game rules for every game in the app and the portal.
- You can also view screenshots, pictures, and video's.

3. Explore (🕒 10 min)

- Scan the QR code.
- Select any game.
- Read the game rules.

4. Process (🕒 3 min)

- Have a look at the game summary for more details about the game.

5. Evaluate (🕒 2 min)

- Did you learn something new about any of the games?

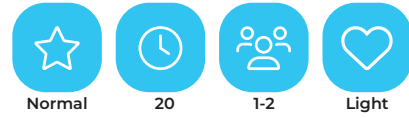
Did You Know?

- You can read about the game, but it is best to play it.
- The game instructions are found in the app and on the portal.
- We're hard at work to make sure every game has a video, screenshots, and other media.
- You can also find game photos, videos, and illustrations on the portal and the app.
- Is the Lappset Memo turned off? Contact the playset administrator to enable the playset.
- Have a look at the app lesson to learn more about the app.



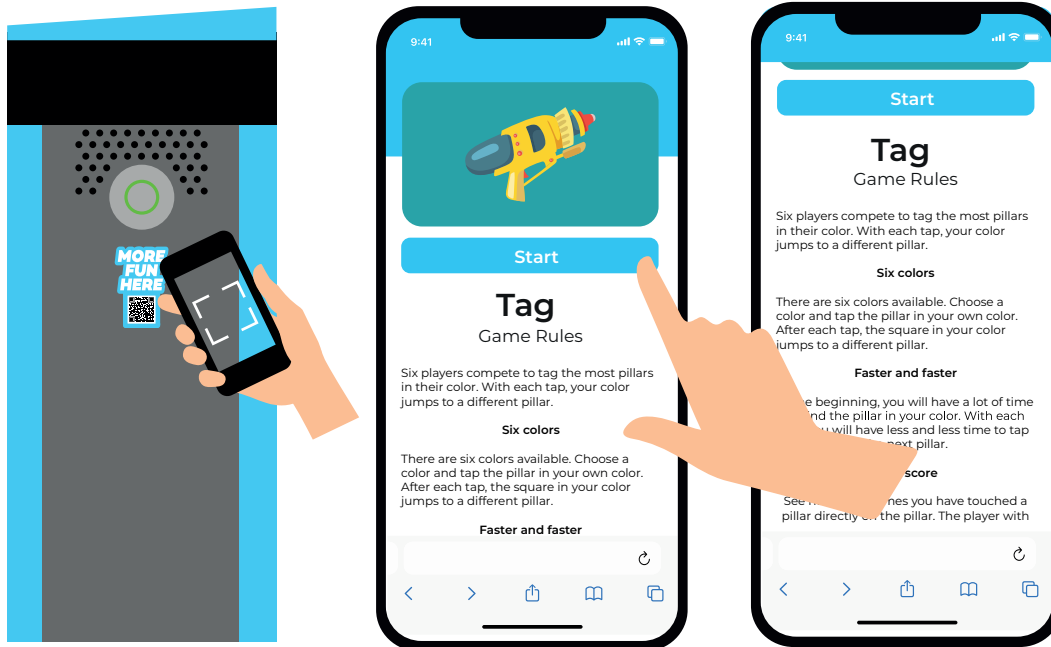
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H. Remote Start

Keywords: Introduction



1. Prepare (🕒 2 min)

- Make sure you have a mobile phone.

2. Engage (🕒 3 min)

- On the game page, you can also remote start a game.
- When you press the button, it will start the game on the playset right away.

3. Explore (🕒 10 min)

- Scan the QR code.
- Select your playset.
- Select any game.
- Press the start game button.
- Try to remote-start different games.

4. Process (🕒 3 min)

- You can only remote start a game every 30 seconds.
- You must be closer than 100 meters to a playset to be able to remote start a game.

5. Evaluate (🕒 2 min)

- Which would you use to start a game, the app or the button?
- The remote start does not work? Please make sure to enable the location settings for the browser and your mobile device.

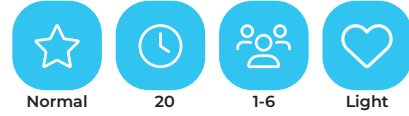
Did You Know?

- You can even remote start games which are not selectable via the physical button.
- If the playset has multiple languages installed, you may need to switch languages to start a game.
- Is the Lappset Memo turned off? Contact the playset administrator to enable the playset.
- Have a look at the app lesson to learn more about the app.



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I. High Scores

Keywords: Introduction



1. Prepare (🕒 2 min)

- Make sure you have a mobile phone.

2. Engage (🕒 3 min)

- You can see the high scores in the app.
- You can claim your score after you played a high score game.
- Every score can be selected, viewed as a scorecard, and shared.

3. Explore (🕒 10 min)

- Scan the QR code.
- Select high scores to view all high scores.
- Select a score to view the scorecard.

4. Process (🕒 3 min)

- Not all games are high score games.
- You can claim any score, even if it's not your best score.
- You can see this under the game rules.

5. Evaluate (🕒 2 min)

- Do you think you can beat the high score?
- Are you going to try again?

Did You Know?

- Games without high scores let students work together or compete against each other.
- You can claim scores for all high score games.
- All your scores are stored under your account.
- After you claim a score, you get a scorecard that you can share.
- Is the Lappset Memo turned off? Contact the playset administrator to enable the playset.
- Have a look at the app lesson to learn more about the app.

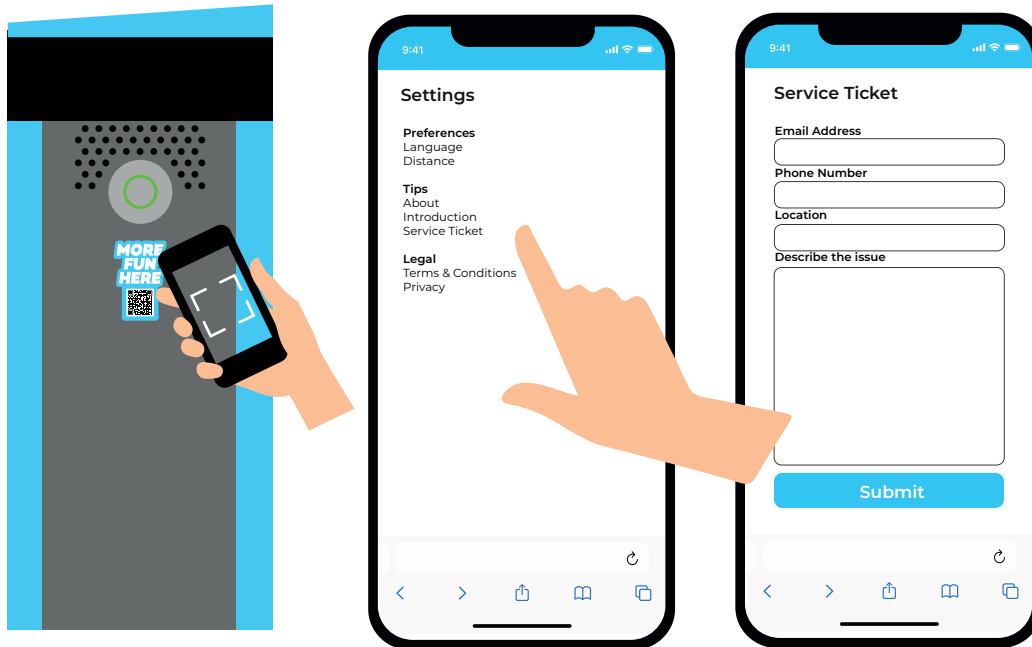


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J. Service Ticket

Keywords: Introduction



1. Prepare (🕒 2 min)

- Make sure you have a mobile phone.

2. Engage (🕒 3 min)

- In the unlikely event the Memo is not working correctly anyone can create a service ticket in just a few steps.
- Our highly experienced service team will try to solve your problem as soon as possible.

3. Explore (🕒 10 min)

- Scan the QR code.
- Go to settings > service ticket.
- Enter your details.
- Describe the problem in as much detail as possible.
- Press the submit button.

4. Process (🕒 3 min)

- You can specify if you want to be contacted when we solve the problem.
- You can always try to restart the Memo or give it a power cycle.

5. Evaluate (🕒 2 min)

- Are you still experiencing issues? Contact your distributor, sales person or our service department.

Did You Know?

- All interactive playsets have an internet connection, this means the service team can often help you remotely.
- Is the Lappset Memo turned off? Contact the playset administrator to enable the playset.
- Have a look at the app lesson to learn more about the app.

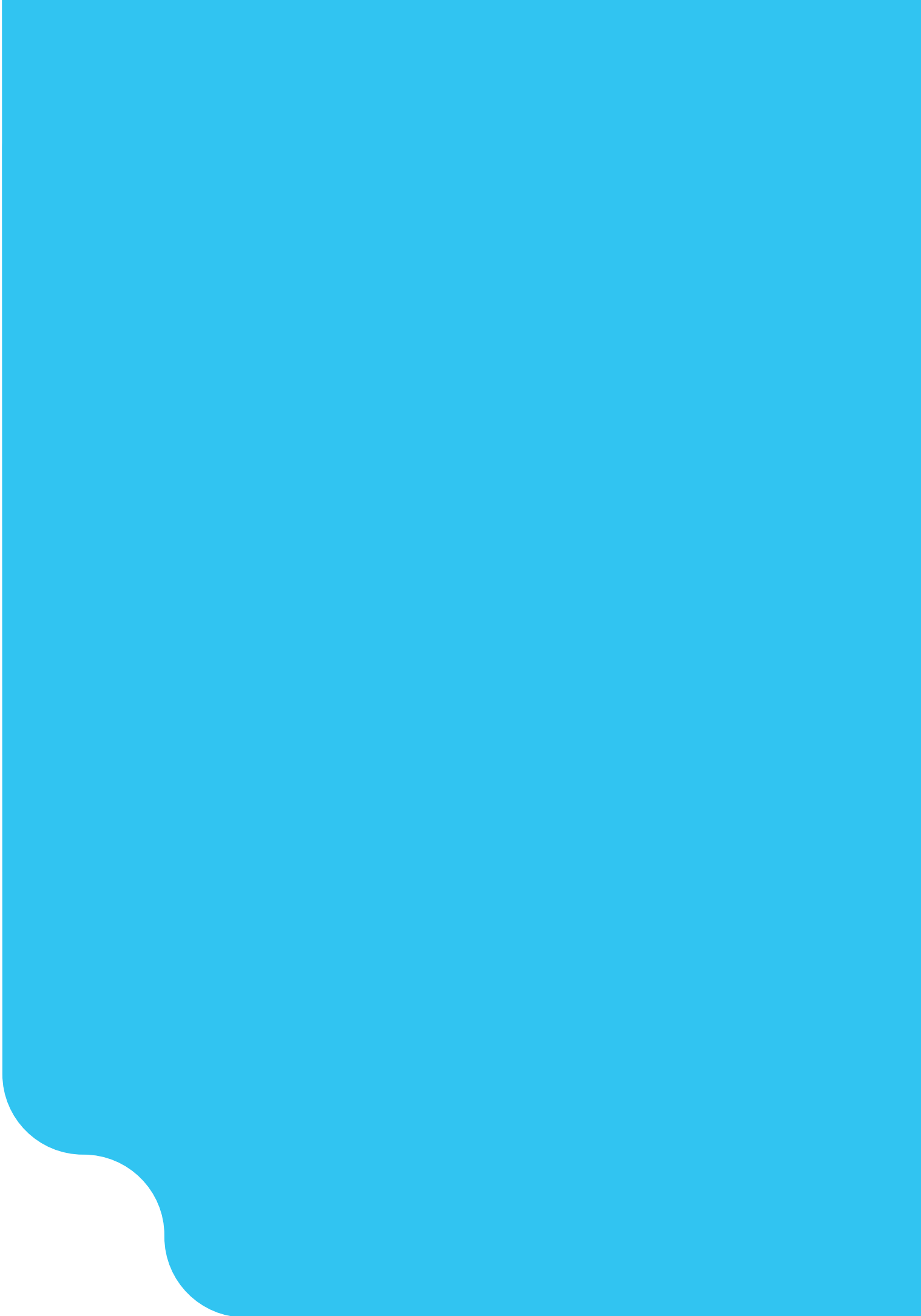


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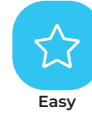
Lessons

Find a Lesson





Game



Easy



20



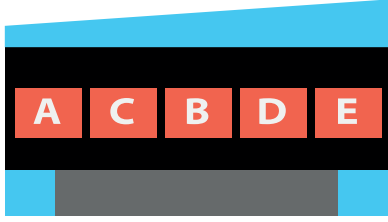
1-6



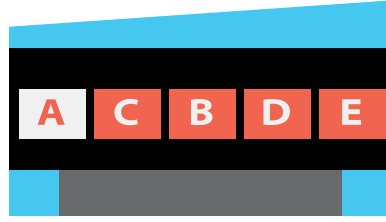
Light

#01 ABC - Uppercase

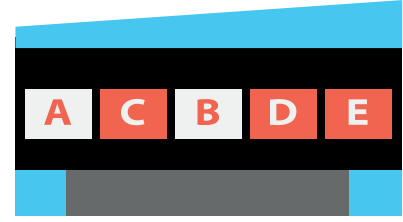
Keywords: Alphabet, Automate, Introduction, Reading



The letters are in random order.



Touch the letters in order.



Don't make a mistake.


1. Prepare (🕒 1 min)

- Required game:  ABC - Uppercase.

2. Engage (🕒 3 min)

- The alphabet is shown on every outer pillar in six different colours.
- Touch the letters in the right order: A, B, C etc. You hear the name of the letter.
- Six letters are shown at the same time.
- When you've completed the A-F round of letters, you go to the next G-L round.
- Important. If you make a mistake, the round will start over.

3. Explore (🕒 10 min)

- Select the game  ABC - Uppercase.
- Every student/team has their own pillar.
- Touch the letters in the right order.
- When completed you will see your time.
- Try again to beat your personal time.

4. Process (🕒 3 min)

- The letters are shown in uppercase.
- Try to speak out loud in case you don't know the next letter.

5. Evaluate (🕒 3 min)

- Which letter did you think was most difficult?
- How do you think it went? Did you get a good score?

Did You Know?

- If you make a mistake, listen carefully at the letter you entered incorrectly.
- You won't lose all your progress if you make a mistake.
- At the end a time is displayed and the fastest student is announced.
- Tip: players can shout a word starting with the letter they press.
- Tip: remember where each letter series start to continue faster after a mistake.
- Make sure the game is enabled or contact the administrator.
- You can claim your best time and score in the app.

Educational Standards

21st Century Skills

ICT Basic Skills, Critical thinking, Problem-solving, Self-regulation



Netherlands

Teaching Norms

KD 4, KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 12



Finland

Teaching Norms

Environmental Science (3-6) T12, Environmental Science (3-6) T3

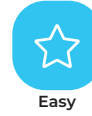


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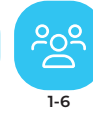
Game



Easy



20



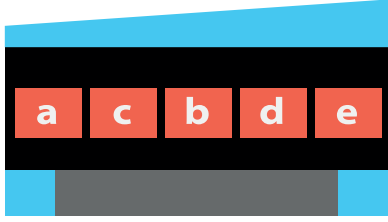
1-6



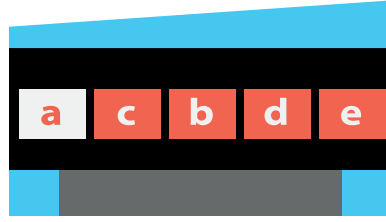
Light

#02 ABC - Lowercase

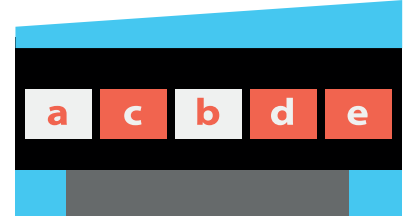
Keywords: Alphabet, Automate, Introduction, Reading



The letters are in random order.



Touch the letters in order.



Don't make a mistake.

1. Prepare (🕒 1 min)

- Required game: ABC - Lowercase.

2. Engage (🕒 3 min)

- The alphabet is shown on every outer pillar in six different colours.
- Touch the letters in the right order: a, b, c etc. You hear the name of the letter.
- Six letters are shown at the same time.
- When you've completed the a-f round of letters, you go to the next g-l round.
- Important. If you make a mistake, the round will start over.

3. Explore (🕒 10 min)

- Select the game ABC - Lowercase.
- Every student/team has their own pillar.
- Touch the letters in the right order.
- When completed you will see your time.
- Try again to beat your personal time.

4. Process (🕒 3 min)

- The letters are shown in lowercase.
- Try to speak out loud in case you don't know the next letter.

5. Evaluate (🕒 3 min)

- Which letter did you think was most difficult?
- How do you think it went? Did you get a good score?

Did You Know?

- If you make a mistake, listen carefully at the letter you entered incorrectly.
- You won't lose all your progress if you make a mistake.
- At the end a time is displayed and the fastest student is announced.
- Tip: players can shout a word starting with the letter they press.
- Tip: remember where each letter series start to continue faster after a mistake.
- Make sure the game is enabled or contact the administrator.
- You can claim your best time and score in the app.

Educational Standards

21st Century Skills

ICT Basic Skills, Critical thinking, Problem-solving, Self-regulation



Netherlands

Teaching Norms

KD 4, KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 12



Finland

Teaching Norms

Environmental Science (3-6) T12, Environmental Science (3-6) T3



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Game



Normal



20



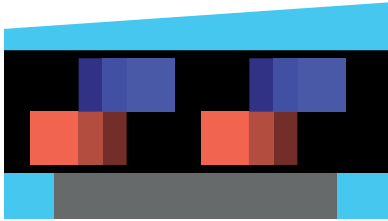
2-6



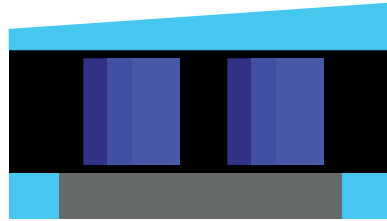
Vigorous

#03 Dizzy

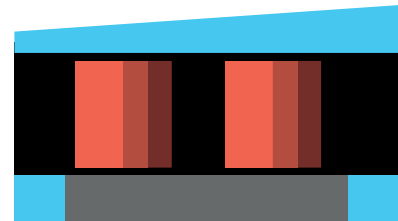
Keywords: Energizer, Sport, Tag Games, Running



Uncaptured pillar.



Blue team captured pillar.



Red team captured pillar.


1. Prepare (🕒 1 min)

- Required game:  Dizzy.

2. Engage (🕒 2 min)

- Create two groups. One team is red, the other team is blue.
- You will need to capture the most pillars.
- Capture a pillar by placing your whole hand on the screen and circle around the pillar.
- Turn clockwise for the red team and turn counterclockwise for the blue team.
- You can steal a captured pillar by turning in your team's direction.
- The team with the most or six pillars captured wins.

3. Explore (🕒 10 min)

- Select the game  Dizzy.
- Every team tries to capture as many pillars.
- A round takes 60 seconds.
- The round stops when 5 pillars are captured or the time has run out.
- Take a short break before starting another round.

4. Process (🕒 2 min)

- Try to complete five rounds.

5. Evaluate (🕒 5 min)

- What were the best strategies to capture a pillar?
- Did you work together or play alone?
- Which student captured the most pillars?

Did You Know?

- Placing your whole hand on the screen makes it easier to capture a screen.
- You can even steal pillars which are not completely captured.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration, Creative Thinking



Netherlands

Teaching Norms

KD 57, KD 58



Finland

Teaching Norms

Environmental Science (3-6) T15, Environmental Science (1-2) T13, Craftmanship (1-2) T4, Craftmanship (3-6) T1



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Game



Normal



30



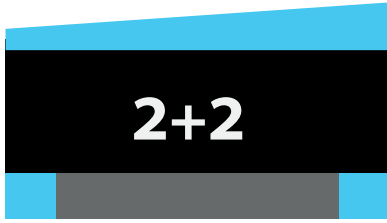
2-12



Moderate

#04 Matty

Keywords: Energizer, Sport, Tag Games, Running



The question.



Enter the answer.



A solved question.

1. Prepare (🕒 1 min)

- Required game: 🎮 Matty.

2. Engage (🕒 5 min)

- You must solve the six questions on the outer pillars.
- On the inside you see the sum and on the outside you must enter your answer.
- You move the answer up or down by pressing the arrows.
- Works best if one student stands in the center and another student on the outside.

3. Explore (🕒 20 min)

- Select the game 🎮 Matty.
- Walk to a pillar and read the sum.
- Think of the answer.
- Enter your answer by pressing the arrows to move the number up or down.
- Wait a few seconds for a correct answer to turn green for a correct answer.
- When it doesn't turn green, the answer is incorrect.
- When all sums are solved, you move to the next level.

4. Process (🕒 3 min)

- Try to complete five rounds.

5. Evaluate (🕒 1 min)

- Did you work together or play alone?
- Which student solved the most sums?

Did You Know?

- The question is shown on the inside, the answer on the outside.
- The sums get more difficulty with every level.
- You must wait a few seconds for an answer to be checked and completed.
- You can hold the arrows to quickly change a number.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31



Finland

Teaching Norms

English (3-6) T6, English (3-6) T11



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Game



Normal



30



1-12



Moderate

#05 Memory

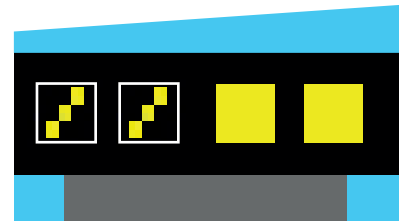
Keywords: Brain Training, Teams



Memory tiles.



An incorrect match.



A correct match.

1. Prepare (🕒 1 min)

- Required game: 🎮 Memory.

2. Engage (🕒 5 min)

- You must find the pairs hidden on the pillars.
- Touch a tile on the screen to flip it.
- When a match is made it will disappear.
- When you make a mistake, you can try again.
- Only a single match can be made at the same time.

3. Explore (🕒 20 min)

- Select the game 🎮 Memory.
- Listen to the introduction.
- Try to find all the pairs. The tiles must have the same amount of dots.
- When you make a match, the match disappears.
- When you found all pairs, you will go to the next level.
- Try to reach the last level.

4. Process (🕒 3 min)

- You can't make multiple pairs at the same.
- Remember where the tiles are when you make a mistake.

5. Evaluate (🕒 1 min)

- What was your best score?
- Which level did you reach?

Did You Know?

- The tiles are hidden on all pillars. So if you can't find one, have a good look on all sides.
- With every level more tiles and patterns are added.
- There are more than 10 levels.
- This game is also available with multiple colors, #25 Memory Multiplayer, for a bigger challenge or to work together in teams.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Netherlands

Teaching Norms

KD 34, KD 35, KD 37, KD 38



Finland

Teaching Norms

Environmental Science (3-6) T10, Environmental Science (1-2) T10

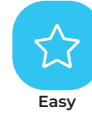


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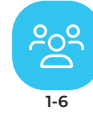
Game



Easy



30



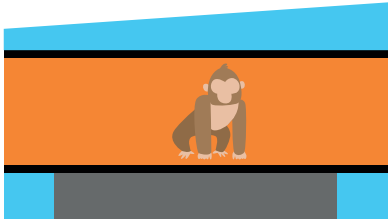
1-6



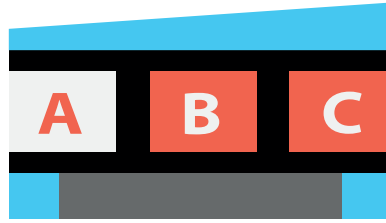
Moderate

#06 Animals

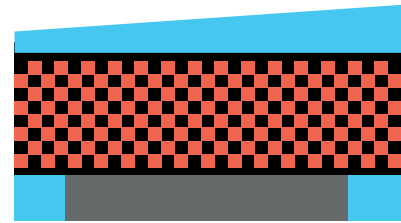
Keywords: Quiz, Animals, Biology



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: Animals Quiz.

2. Engage (🕒 5 min)

- You will learn new facts about the animal kingdom.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game Animals Quiz.
- Pick a colour.
- Listen to the question, you will see the letters that correspond with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random facts about the animal kingdom.
- The bonus rounds are all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 34, KD 41, KD 42, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T9



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Game



Easy



30



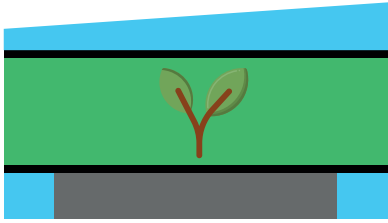
1-6



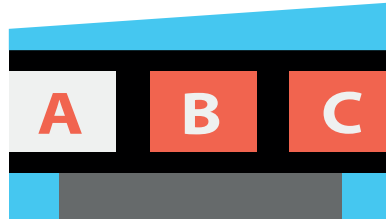
Moderate

#07 Biology

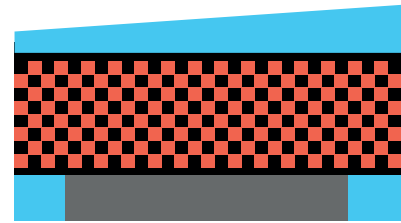
Keywords: Quiz, Biology, Humans, Health, Hygiene



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: Biology Quiz.

2. Engage (🕒 5 min)

- You will learn new biology facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game Biology Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random biology facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour .
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers are randomised, so you can't memorise the letters.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 34, KD 41, KD 42, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T4, English (3-6) T9

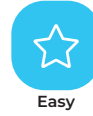


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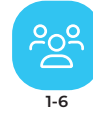
Game



Easy



30



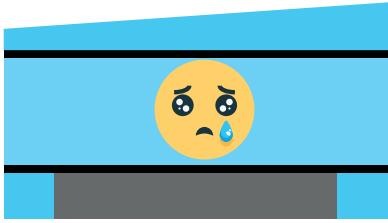
1-6



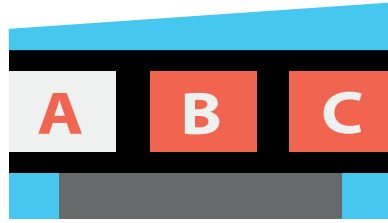
Moderate

#08 Bullying

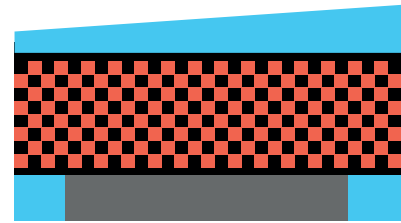
Keywords: Quiz, Social Skills, Emotions, Teams



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: 🎮 Bullying Quiz.

2. Engage (🕒 5 min)

- You will learn new bullying facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game 🎮 Bullying Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random bullying facts to create awareness.
- The bonus round is all about speed, be ready to run to the pillar in your colour .
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers are randomised, so you can't memorise the letters.
- This game is an easy-to-use tool to start discussions among students to self-reflect and debate on the bullying topic.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation

 Netherlands

Teaching Norms

KD 34, KD 35, KD 37, KD 38, KD 57, KD 58

 Finland

Teaching Norms

Environmental Science (1-2) T7, Environmental Science (1-2) T12

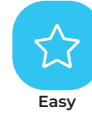


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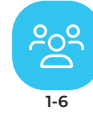
Game



Easy



30



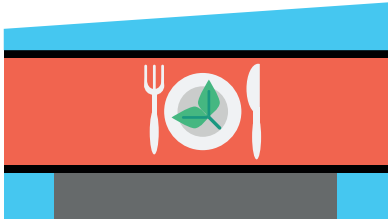
1-6



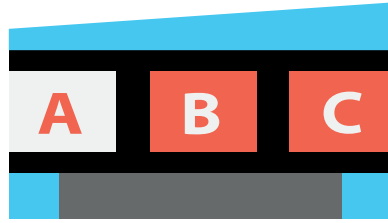
Moderate

#09 Food

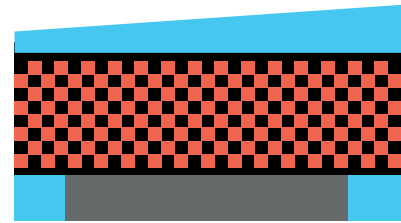
Keywords: Quiz, Health, Food, Hygiene, Plants, Animals



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: 🎮 Food Quiz.

2. Engage (🕒 5 min)

- You will learn new food facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game 🎮 Food Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random facts about food.
- The bonus round is all about speed, be ready to run to the pillar in your colour .
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 34, KD 41, KD 42, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T8, Environmental Science (1-2) T10



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Game



Easy



30



1-6



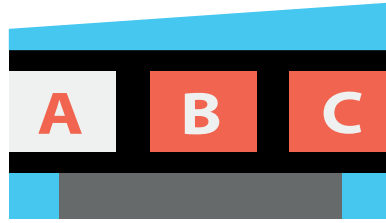
Moderate

#10 Geography

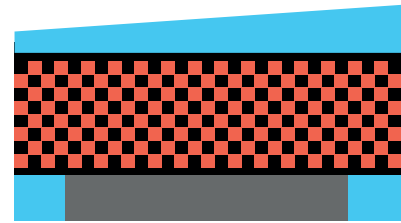
Keywords: Quiz, Geography, Volcanoes, Planet, Environment



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: Geography Quiz.

2. Engage (🕒 5 min)

- You will learn new geography facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game Geography Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random facts about geography.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 35, KD 39, KD 46, KD 47, KD 48, KD 49, KD 50, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T3, English (3-6) T4, English (3-6) T10, Environmental Science (3-6) T4, Environmental Science (1-2) T3

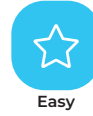


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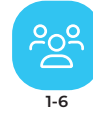
Game



Easy



30



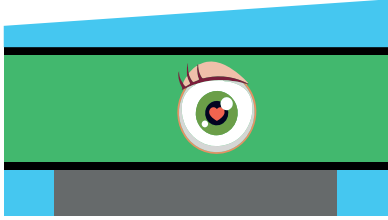
1-6



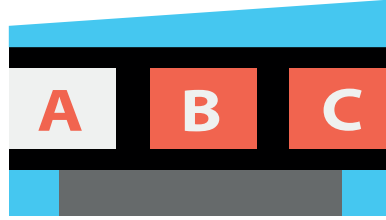
Moderate

#11 Health

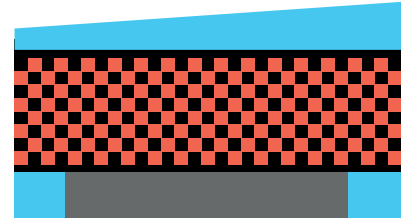
Keywords: Quiz, Health, Human Body, Hygiene, Development, Behaviour



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: Health Quiz.

2. Engage (🕒 5 min)

- You will learn new health facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game Health Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random facts about health.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 34, KD 41, KD 42, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T8, Environmental Science (3-6) T13, Environmental Science (1-2) T10

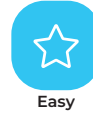


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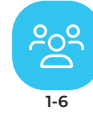
Game



Easy



30



1-6



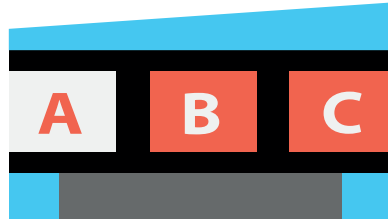
Moderate

#12 History

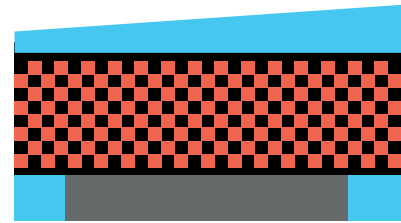
Keywords: Quiz, Cultures, People, Humans, Development



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: History Quiz.

2. Engage (🕒 5 min)

- You will learn history facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game History Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random history facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Teaching Norms

KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49, KD 51, KD 52, KD 53, KD 57, KD 58



Teaching Norms

English (3-6) T10, Ethics (3-6) T5, Ethics (3-6) T4, Ethics (1-2) T8

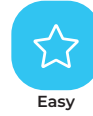


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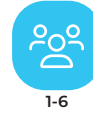
Game



Easy



30



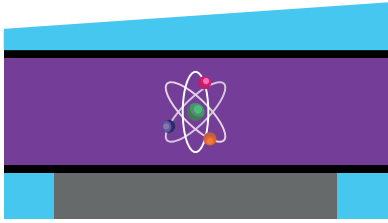
1-6



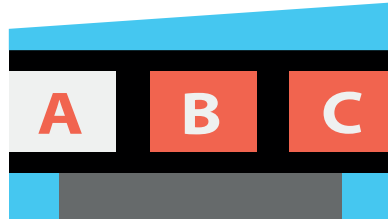
Moderate

#13 Physics

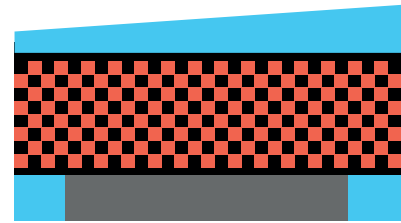
Keywords: Quiz, Materials, Physics, Nature, Chemistry, Physics



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: Physics Quiz.

2. Engage (🕒 5 min)

- You will learn physics facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game Physics Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random physics facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 42, KD 44, KD 45, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T10, Ethics (3-6) T1, Ethics (3-6) T3

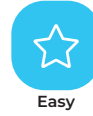


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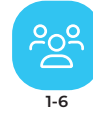
Game



Easy



30



1-6



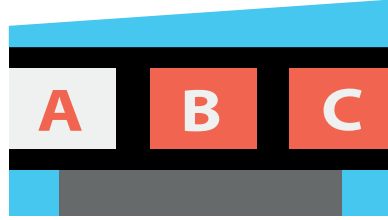
Moderate

#14 Sport & Games

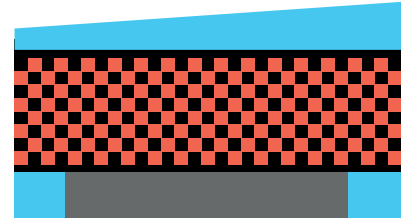
Keywords: Quiz, Sport, Games, History



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: 🎮 Sports & Games Quiz.

2. Engage (🕒 5 min)

- You will learn facts about sports and games.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game 🎮 Sports & Games Quiz
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random sport and games facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation

 Netherlands

Teaching Norms

KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49, KD 52, KD 57, KD 58

 Finland

Teaching Norms

English (3-6) T4, Environmental Science (3-6) T13, Ethics (3-6) T8



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Game



Normal



20



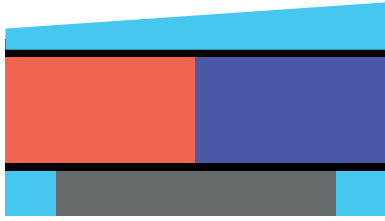
2-20



Vigorous

#15 Runner

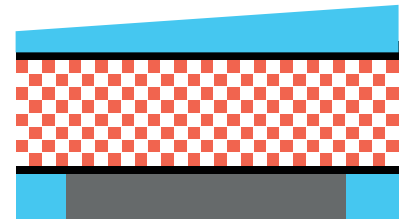
Keywords: Energizer, Running, Tag Games



Start red and blue.



Total time.



Finish red team.

1. Prepare (🕒 1 min)

- Required game: 🎮 Runner.

2. Engage (🕒 2 min)

- Create two teams. One team is red, the other team is blue.
- The team who completes 2 rounds the fastest wins.
- One team starts in the outer lane and the other team in the inner lane.
- When you hear switch, you need to switch lanes.

3. Explore (🕒 10 min)

- Select the game 🎮 Runner.
- One student per team starts at the starting pillar.
- Blue team on the outside, red team on the inside.
- When the starting shot is heard the students touch the starting pillar.
- Run to the next pillar clockwise and touch the square in your team's colour.
- The time is shown on the central pillar.

4. Process (🕒 2 min)

- Take a short break before starting another round.
- Listen to the team who has won the game.
- Set a personal time or a team with your team.

5. Evaluate (🕒 5 min)

- What was the fastest time?
- Did you switch lanes?

Did You Know?

- At certain times students will switch lanes, this often happens when it's close.
- Tip: for large groups line up in groups of two, one from each team, near the start section.
- After each game, a new game will automatically begin for the next two players.
- The second round you can switch with a team member to make the game more collaborative.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Teaching Norms

KD 57, KD 58



Teaching Norms

Environmental Science (3-6) T19, Environmental Science (1-2) T14, Craftmanship (3-6) T4, Craftmanship (3-6) T2, Craftmanship (3-6) T3, Craftmanship (1-2) T5



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Game



Normal



20



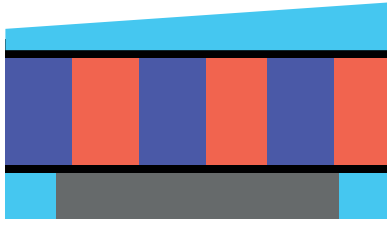
2-6



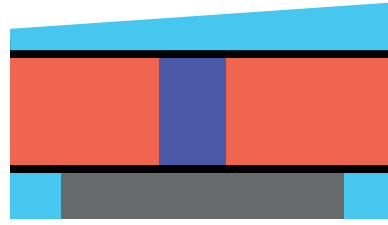
Vigorous

#16 Switch

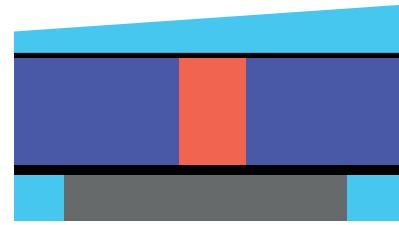
Keywords: Energizer, Running, Tag Games



Uncaptured Pillar.



Red captured pillar.



Blue captured pillar.

1. Prepare (🕒 1 min)

- Required game: 🎮 Switch.

2. Engage (🕒 2 min)

- Create two teams. One team is red, the other team is blue.
- Capture a pillar by touching the square in your colour.
- You can steal a captured pillar by touching the small square in your colour.
- The team with the most or six pillars captured wins.

3. Explore (🕒 10 min)

- Select the game 🎮 Switch.
- The teams start in the circle around the memo.
- The students can now run and capture pillars.
- A round will last a maximum of 60 seconds.

4. Process (🕒 2 min)

- Take a short break before starting another round.
- Complete 5 rounds.

5. Evaluate (🕒 5 min)

- What were the best strategies to capture a pillar?
- Did you work together or play alone?

Did You Know?

- Placing your whole hand on the screen makes it easier to capture a screen.
- You can steal pillars as often as you want.
- This game is inspired by a capture-the-flag mode in videogames.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Creativity, Collaboration



Netherlands

Teaching Norms

KD 57, KD 58



Finland

Teaching Norms

Environmental Science (3-6) T15, Environmental Science (1-2) T13, Environmental Science (3-6) T19, Environmental Science (1-2) T4



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Game



Normal



20



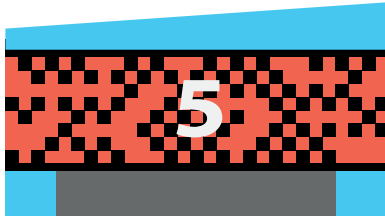
2-6



Vigorous

#17 Tag

Keywords: Energizer, Running, Tag Games



Red player's goal.



Red player out.



Red player's score.

1. Prepare (🕒 1 min)

- Required game: 🎮 Tag.

2. Engage (🕒 2 min)

- You must collect and tag as many pillars in your colour.
- The student with the most pillars wins.
- Pillars only have a limited amount of time to be collected.

3. Explore (🕒 15 min)

- Select the game 🎮 Tag.
- Every student starts at one of the outer pillars.
- The students can now run and tag pillars in their own colour.
- On the pillar you can see your current score.
- A round ends when all students are out.

4. Process (🕒 1 min)

- Take a short break before starting another round.
- Complete 3 rounds.

5. Evaluate (🕒 1 min)

- What was your best score?
- What is the best strategy to capture as many pillars?

Did You Know?

- You can take your time with the first few pillars, save your energy for later.
- Alternate to let the last student standing win!
- Variant: Every student picks a pillar and starts hitting the pillar quickly. Work together to get the highest score.
- Tip: add your own rules about how players are allowed to move, for example hop on one leg, or run backwards.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Teaching Norms

KD 57, KD 58



Teaching Norms

Environmental Science (3-6) T15, Environmental Science (1-2) T13, Environmental Science (3-6) T19, Environmental Science (1-2) T4, Environmental Science (1-2) T14, Visual Arts (1-2) T1, Craftmanship (1-2) T3



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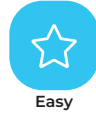
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Game



Topic



Easy



25



1-12



Moderate

#18 Add

Keywords: Automate, Whole Numbers, Math, Arithmetics



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Add.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	0-9	$1 + 6 = 7$
2	Single digit to 20	$8 + 4 = 12$
3	0-20	$7 + 12 = 19$
4	Double digits to 100	$12 + 34 = 46$
5	0-1000	$101 + 340 = 441$
6	0-10000	$2450 + 3576 = 6026$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Add.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- The students can have different roles like a leader and team members.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Collaboration, Computational Thinking

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31

 Finland

Teaching Norms

English (3-6) T6, English (3-6) T7, Ethics (3-6) T6



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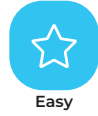
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Game



Topic



Easy



25



1-12



Moderate

#19 Divide

Keywords: Automate, Whole Numbers, Math, Multiply, Divide



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Divide.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	0-10	$6 : 2 = 3$
2	0-20	$12 : 6 = 2$
3	0-30	$25 : 5 = 5$
4	0-1000	$248 : 8 = 31$
5	0-10000	$1204 : 4 = 301$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Divide.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Collaboration, Computational Thinking

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31

 Finland

Teaching Norms

English (3-6) T6, English (3-6) T7



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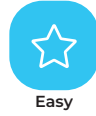
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Game



Topic



Easy



25



1-12



Moderate

#20 Multiply

Keywords: Automate, Whole Numbers, Math, Multiply, Divide



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Multiply.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Tables 1, 2, 5, 10, 3, 4	$1 \times 2 = 2$
2	Tables 1-10	$1 \times 6 = 6$
3	Tables 1-20	$1 \times 18 = 18$
4	0-20	$12 \times 12 = 144$
5	0-100	$27 \times 34 = 918$
6	0-1000	$455 \times 122 = 55510$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Multiply.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- This game is a great way to automate tables.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Collaboration, Computational Thinking

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31



Finland

Teaching Norms

English (3-6) T6, English (3-6) T7



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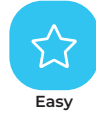
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Game



Topic



Easy



25



1-12



Moderate

#21 Subtract

Keywords: Automate, Whole Numbers, Math, Arithmetics



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Subtract.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	0-9	$9-2 = 7$
2	10-20	$20-7 = 13$
3	0-20	$12-5 = 7$
4	Double digits to 100	$34 - 12 = 22$
5	0-1000	$340 - 110 = 230$
6	0-10000	$3576 - 2450 = 1126$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Subtract.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Collaboration, Computational Thinking

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31

 Finland

Teaching Norms

English (3-6) T6, English (3-6) T7

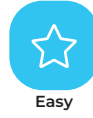


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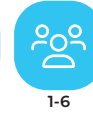
Game



Easy



20



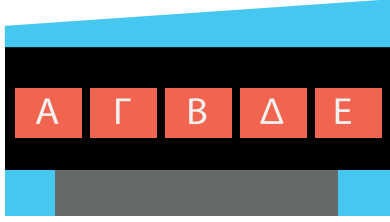
1-6



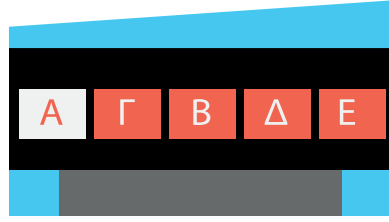
Light

#22 Greek ABC - Uppercase

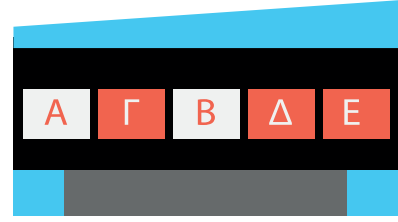
Keywords: Alphabet, Automate, Second Language, Greek, History



The letters are in random order.



Touch the letters in order.



Don't make a mistake.

1. Prepare (🕒 1 min)

- Required game: ABC - Greek Uppercase.

2. Engage (🕒 3 min)

- You will learn the Greek alphabet.
- The alphabet is shown on every outer pillar in six different colours.
- Touch the letters in the right order: alpha, beta, gamma etc.
- Six letters are shown at the same time.
- When you've completed a round of letters alpha-zeta, you go to eta-mu.
- If you make a mistake you need to start over for that round alpha for alpha-zeta, eta for eta-mu.

3. Explore (🕒 10 min)

- Select the game ABC - Greek Uppercase.
- Pick your pillar.
- Touch the letters in the right order.
- When completed you will see your time.
- Try again to beat your personal time.

4. Process (🕒 3 min)

- If you make a mistake try again.
- Try to reach the end.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you need some more practice?
- Can you write your name in uppercase Greek letters?

Did You Know?

- If you make a mistake, listen carefully at the letter you entered incorrectly.
- You won't lose all your progress if you make a mistake.
- At the end a time is displayed.
- At the end an overall winner is announced.
- The Greek alphabet includes 24 letters.
- Tip: remember where each letter series starts to continue faster after a mistake.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Problem Solving



Netherlands

Teaching Norms

KD 51, KD 52, KD 53



Finland

Teaching Norms

Environmental Science (3-6) T10

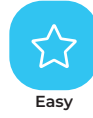


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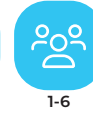
Game



Easy



20



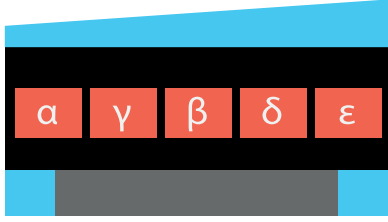
1-6



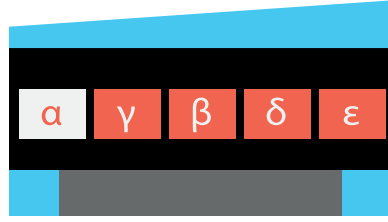
Light

#23 Greek ABC - Lowercase

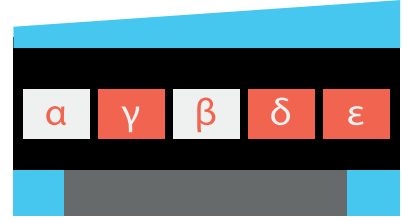
Keywords: Alphabet, Automate, Second Language, Greek, History



The letters are in random order.



Touch the letters in order.



Don't make a mistake.

1. Prepare (🕒 1 min)

- Required game: ABC - Greek Lowercase.

2. Engage (🕒 3 min)

- You will learn the Greek alphabet.
- The alphabet is shown on every outer pillar in six different colours.
- Touch the letters in the right order: alpha, beta, gamma etc.
- Six letters are shown at the same time.
- When you've completed a round of letters alpha-zeta, you go to eta-mu.
- If you make a mistake you need to start over for that round alpha for alpha-zeta, eta for eta-mu.

3. Explore (🕒 10 min)

- Select the game ABC - Greek Lowercase.
- Pick your pillar.
- Touch the letters in the right order.
- When completed you will see your time.
- Try again to beat your personal time.

4. Process (🕒 3 min)

- If you make a mistake try again.
- Try to reach the end.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you need some more practice?
- Can you write your name in lowercase Greek letters?

Did You Know?

- If you make a mistake, listen carefully at the letter you entered incorrectly.
- You won't lose all your progress if you make a mistake.
- At the end a time is displayed.
- At the end an overall winner is announced.
- The Greek alphabet includes 24 letters.
- Tip: remember where each letter series starts to continue faster after a mistake.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Problem Solving



Netherlands

Teaching Norms

KD 51, KD 52, KD 53



Finland

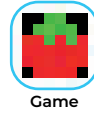
Teaching Norms

Environmental Science (3-6) T10

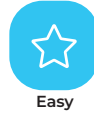


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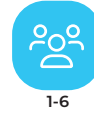
Game



Easy



20



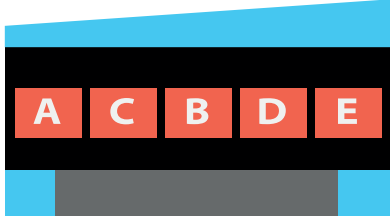
1-6



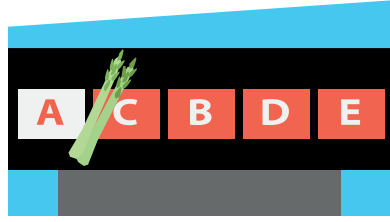
Light

#24 ABC - Veggies

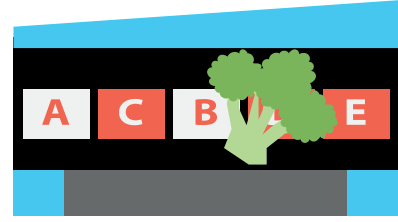
Keywords: Alphabet, Automate, Health, Plants, Vegetables



The letters are in random order.



Touch the letters in order.



Don't make a mistake.

1. Prepare (🕒 1 min)

- Required game: 🎮 ABC - Veggies.

2. Engage (🕒 3 min)

- The alphabet is shown on every outer pillar in six different colours.
- Touch the letters in the right order: A, B, C etc.
- You will hear a vegetable starting with this letter.
- Six letters are shown at the same time.
- When you've completed a round of letters A-F, you go to G-L.
- If you make a mistake you need to start over for that round A for A-F, G for G-L.

3. Explore (🕒 10 min)

- Select the game 🎮 ABC - Veggies.
- Pick your pillar.
- Touch the letters in the right order.
- When completed you will see your time.
- Try again to beat your personal time.

4. Process (🕒 3 min)

- If you make a mistake try again.
- Try to reach the end.

5. Evaluate (🕒 3 min)

- What is your favourite vegetables?
- Did you recognize all the vegetables?
- What was your best time?

Did You Know?

- If you make a mistake, listen carefully at the letter you entered incorrectly.
- You won't lose all your progress if you make a mistake.
- At the end a time is displayed.
- At the end an overall winner is announced.
- If no vegetable exists with a certain letter you will hear yum or yuk.
- Tip: remember where each letter series starts to continue faster after a mistake.
- Tip: name the vegetable before pressing the letter. How many vegetables did you guess correctly?
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Problem Solving

 Netherlands

Teaching Norms

KD 4, KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 12, KD 34, KD 41, KD 42

 Finland

Teaching Norms

English (3-6) T8

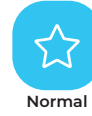


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Game



Normal



25



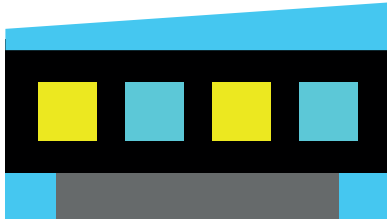
2-6



Moderate

#25 Memory Multiplayer

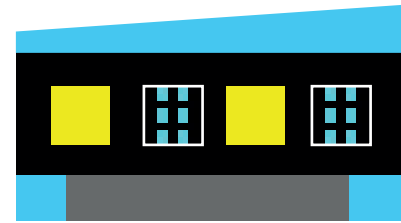
Keywords: Brain Training, Teams



Memory tiles.



An incorrect match.



A correct match.

1. Prepare (🕒 1 min)

- Required game: 🎮 Memory Multiplayer.

2. Engage (🕒 5 min)

- You must find the pairs hidden on the pillars in your own colour.
- Touch a tile on the screen to flip it.
- When a match is made it will disappear.
- If you make a mistake, you can try again.
- A match per colour can be made at the same time.

3. Explore (🕒 20 min)

- Select the game 🎮 Memory Multiplayer.
- Listen to the introduction.
- Try to find all the pairs. The tiles must have the same amount of dots and colour!
- When you make a match, the match disappears.
- When you've found all colour pairs, you will go to the next level.
- Try to reach the last level.

4. Process (🕒 3 min)

- You can make multiple pairs of the same colour at the same.
- Remember where the tiles are if you make a mistake.

5. Evaluate (🕒 1 min)

- What was your best score?
- Which level did you reach?

Did You Know?

- The tiles are hidden on all pillars. So if you can't find one, have a good look on all sides.
- With every level more tiles and patterns are added.
- There are more than 10 levels.
- In total there are six different colors.
- Tip: you can play in teams with each team a different colour or play together and find the right coloured pairs.
- If this game is too difficult try #05 Memory game.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Netherlands

Teaching Norms

KD 34, KD 35, KD 37, KD 38



Finland

Teaching Norms

Environmental Science (1-2) T7, Environmental Science (1-2) T12



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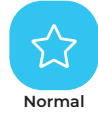
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Game



Topic



Normal



30



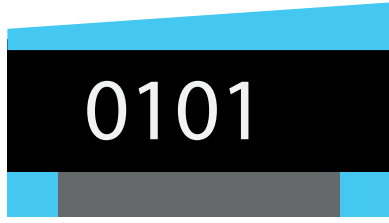
1-6



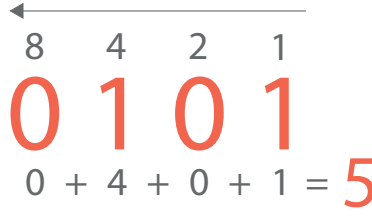
Moderate

#26 Binary

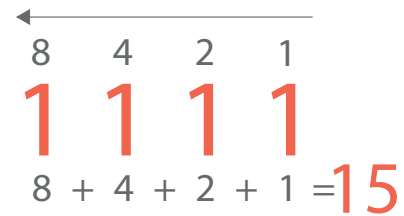
Keywords: Automate, Introduction, Math, History, Technology



A binary number is shown.



Convert a binary number.



Select the correct number on a pillar.

1. Prepare (🕒 3 min)

- You'll need the following games: Math & Binary.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	4 digits	1100 = 12
2	5 digits	10100 = 20
3	6 digits	101010 = 42
4	7 digits	1011011 = 91

2. Engage (🕒 2 min)

- Binary is used by computers to store information.
- In this game you'll learn how the binary system works.
- In the illustration above you can see how to convert a binary number.
- Each 0 or 1 stands for a digit, which can be turned "on" or "off".
- You read from right to left, and the value of the digit doubles each time: 1, 2, 4, 8, 16, 32.
- If you see a 1 you'll add the digit it represents, so in the case of the first digit you'll add a 1, and with the second digit you'll add 2 if you see a 1.

3. Explore (🕒 15 min)

- Go to the playset and select the game Math and then press Binary.
- A binary number appears on the central pillar.
- Find the correct answer on the surrounding pillars and touch a number to select your answer.
- Check your answer by touching the center pillar.

4. Process (🕒 2 min)

- Try to complete as many binary numbers successfully with the correct numerical number
- Ask your teacher or friends for help when needed.
- Complete a full game of Binary until you'll see a score.

5. Evaluate (🕒 3 min)

- How do you think it went? Did you get a good score?
- Fill out an evaluation card or write down your score.
- Can you convert your age into a binary number?

Did You Know?

- The binary number system consists of only two numbers, ones and zeroes.
- A 1 or a 0 is also called a bit.
- A string of eight ones and zeroes is called a byte.
- Half a page of text on a computer is the same as 1 KiloByte or a thousand bytes.
- One minute of an mp3 song on a computer is the same as 1 MegaByte or 1 million bytes.
- In the binary game, you have to process multiple equations at the same time.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled on the portal or contact the administrator.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Contributes to and is suitable for STE(A)M education.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31



Finland

Teaching Norms

English (3-6) T6, English (3-6) T7, English (3-6) T11

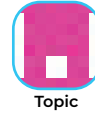


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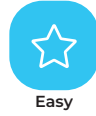
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Game



Topic



Easy



25



1-12



Moderate

#27 Decimals

Keywords: Automate, Decimals, Math, Fractions



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Decimals.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Add 1 decimal 1-10	$1.4 + 2.3 = 3.7$
2	Add 2 decimals 1-10	$7.22 + 2.45 = 9.67$
3	Multiply 1 decimal 0-10	$0.1 \times 1.8 = 0.2$
4	Multiply 1 decimal 0-100	$14.2 \times 5.4 = 76.7$
5	Multiply 2 decimals 0-10	$2.13 \times 4.87 = 10.37$
6	Multiply 2 decimals 0-100	$39.36 \times 2.74 = 107.85$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Decimals.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time!
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31

 Finland

Teaching Norms

English (3-6) T6, English (3-6) T7



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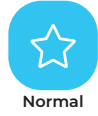
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Game



Topic



Normal



25



1-12



Moderate

#28 Digital Clock

Keywords: Automate, Time, Math, Units



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Digital Clock.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Whole hours	10:00 = 10h
2	AM - PM	13:00 = 01:00
3	Add & subtract	01:15 + 1:05 = 02:20

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Digital Clock.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team member.
- The levels are based on learning strategies.
- Tip: you can bring an analog clock to try to convert the times into analog time.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33



Finland

Teaching Norms

English (3-6) T6, English (3-6) T3, Swedish A1 (1-2) T5



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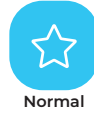
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Game



Topic



Normal



25



1-12



Moderate

#29 Dollars (\$)

Keywords: Automate, Money, Math



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Dollar.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Coins	$50c + 25c = \$0.75$
2	Bills	$\$5 + \$10 = \$15$
3	Coins & bills	$50c + \$10 = \10.50

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Dollar.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- These sums only use values of bills and coins.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Would you like to add your local currency? We can create the game for you or check the Portal for other available currencies.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33

 Finland

Teaching Norms

English (3-6) T6, English (3-6) T3



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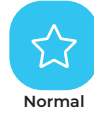
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Game



Topic



Normal



25



1-12



Moderate

#30 Euro (€)

Keywords: Automate, Money, Math



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Euro.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Coins	$50c + 20c = €0.70$
2	Bills	$€5 + €10 = €15$
3	Coins & bills	$€5 + 50c = €5.50$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Euro.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- These sums only use values of bills and coins.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Do you like to add your local currency? We can create the game for you or check the Portal for other available currencies.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33

 Finland

Teaching Norms

English (3-6) T6, English (3-6) T3



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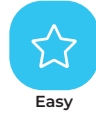
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Game



Topic



Easy



25



1-12



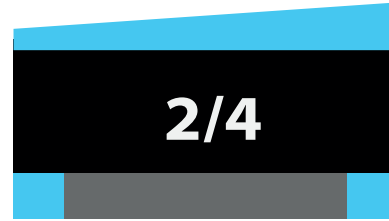
Moderate

#31 Fractions

Keywords: Automate, Math, Fractions, Divide



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Fractions.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Add + Subtract denominator 0-10	$1/3 + 1/3 = 2/3$
2	Multiply denominator 0-10	$3 \times 1/4 = 3/4$
3	Multiply & divide common denominator	$1/4 \times 1/4 = 1/16$
4	Multiply & divide common denominator >1	$3 1/2 \times 1 1/2 = 5 1/4$
5	Multiply & divide uncommon denominator	$1 1/2 \times 1 1/4 = 1 7/8$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Fractions.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- The numerator is the top or first number of a fraction. Denominator is the bottom or second number of a fraction.
- Tip: you can try to draw the fractions in the shape of a pie.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31

 Finland

Teaching Norms

English (3-6) T6, English (3-6) T7



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Game



Topic



Normal



25



1-12



Moderate

#32 Kilograms (kg)

Keywords: Automate, Math, Units, Weight



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Kilograms.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Convert mg - g whole numbers	1g → cg = 100cg
2	Convert g - kg whole numbers	1000g → hg = 10hg
3	Convert mg - g 2 decimal numbers	1mg → cg = 0.1cg
4	Convert g - kg decimal numbers	0.1hg → kg = 0.01kg

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Kilograms.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time!
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33

 Finland

Teaching Norms

English (3-6) T6, Swedish A1 (1-2) T5



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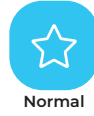
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Game



Topic



Normal



25



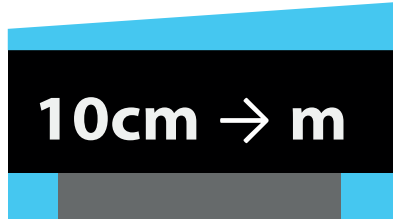
1-12



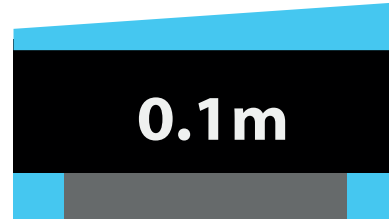
Moderate

#33 Kilometers (Km)

Keywords: Automate, Math, Units, Distance



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Meters.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	mm - m whole numbers	30mm → cm = 3cm
2	m - km whole numbers	400hm → km = 40km
3	mm - m decimal numbers	8mm → cm = 0.8cm
4	m - km decimal numbers	7m → hm = 0.07hm

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Meters.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33

 Finland

Teaching Norms

English (3-6) T6, Swedish A1 (1-2) T5



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Game



Topic



Normal



25



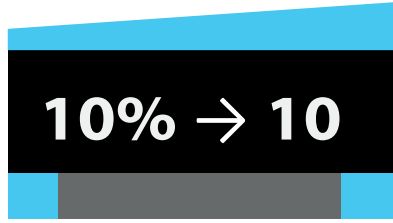
1-12



Moderate

#34 Percentages

Keywords: Automate, Math, Percentages, Fractions, Divide



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Percentages.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	10-100	$10\% \rightarrow 100 = 1$
2	10-1000	$5\% \rightarrow 240 = 12$
3	10-10000	$82\% \rightarrow 3000 = 2460$
4	0-500 1 decimal	$51\% \rightarrow 110 = 56.1$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Percentages.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- The percent sign is a symbol used to indicate a percentage, number, or ratio as a fraction of 100.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 26, KD 28, KD 29

 Finland

Teaching Norms

English (3-6) T6, Ethics (3-6) T9



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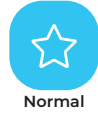
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Game



Topic



Normal



25



1-12



Moderate

#35 Roman Numerals

Keywords: Automate, Math, History, Whole Numbers, Connections



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Roman Numerals.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	1-50	6 = VI
2	51-100	60 = LX
3	1-500	126 = CXXVI
4	1-1000	981 = CMLXXXI

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Roman Numerals.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?
- Can you convert your age and year of birth into a roman numeral?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The Roman Numeral is always on the central pillar.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31, KD 51, KD 52, KD 53

 Finland

Teaching Norms

English (3-6) T6, Environmental Science (3-6) T10



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Game



Topic



Normal



25



1-12



Moderate

#36 Multiplication Tables 1-6

Keywords: Automate, Math, Multiply, Whole Numbers



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Tables 1-6.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Tables 1	$1 \times 1 = 1$
2	Tables 2	$1 \times 2 = 2$
3	Tables 3	$1 \times 3 = 3$
4	Tables 4	$1 \times 4 = 4$
5	Tables 5	$1 \times 5 = 5$
6	Tables 6	$1 \times 6 = 6$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Tables 1-6.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The level stands for the actual table.
- This is a great game to automate multiplication tables.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31



Finland

Teaching Norms

English (3-6) T6, English (3-6) T11



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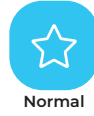
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Game



Topic



Normal



25



1-12



Moderate

#37 Multiplication Tables 7-12

Keywords: Automate, Math, Multiply, Whole Numbers



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Tables 7-12.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
7	Tables 7	$1 \times 7 = 7$
8	Tables 8	$1 \times 8 = 8$
9	Tables 9	$1 \times 9 = 9$
10	Tables 10	$1 \times 10 = 10$
11	Tables 11	$1 \times 11 = 11$
12	Tables 12	$1 \times 12 = 12$

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Tables 7-12.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The level stands for the actual table.
- This is a great game to automate multiplication tables.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31



Finland

Teaching Norms

English (3-6) T6, English (3-6) T11



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Game



Topic



Normal



25



1-12



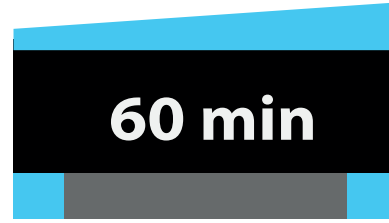
Moderate

#38 Time

Keywords: Automate, Math, Units, Time



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Time.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Definitions	15 min = quarter
2	Hours - minutes	2 h = 120 min
3	Minutes - seconds	5 min = 300 sec
4	Days, weeks, months & years	1 week = 7 days

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Time.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33

 Finland

Teaching Norms

English (3-6) T6, Swedish A1 (1-2) T5, English (3-6) T4

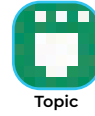


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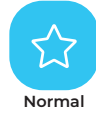
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Game



Topic



Normal



25



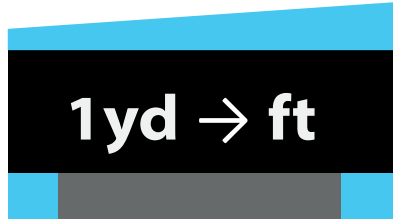
1-12



Moderate

#39 Miles (mi)

Keywords: Automate, Math, Units, Distance



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Miles.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Feet - yards	1yd → ft = 3ft
2	Feet - miles	0.23mi → yd = 405yd

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Miles.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- How tall are you in feet?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33

 Finland

Teaching Norms

English (3-6) T6, Swedish A1 (1-2) T5



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Game



Topic



Normal



25



1-12



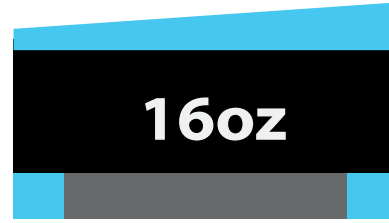
Moderate

#40 Pounds (lbs)

Keywords: Automate, Math, Units, Distance



The question.



The answer.

1. Prepare (🕒 3 min)

- Required games: Math and Pounds.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	Pounds - Ounce whole numbers	1lb → oz = 16oz
2	Pounds - Ounce decimal numbers	0.9lb → oz = 14.4oz

2. Engage (🕒 2 min)

- You will be solving sums.
- Pick a level that fits your skill.

3. Explore (🕒 15 min)

- Select the game Math and Pounds.
- A number or sum appears on the center pillar.
- Find the correct answer on the outer pillar.
- Check your answer by touching the center pillar.
- Solve all questions until you complete the round.

4. Process (🕒 2 min)

- Try to not guess your answer.
- Complete a full game.

5. Evaluate (🕒 3 min)

- What was your time and score?
- Do you know your weight in pounds and ounces?

Did You Know?

- A time is shown after every round. You can try to beat this time.
- If you enter an incorrect answer a little bit of penalty time is added.
- The students can have different roles like a leader and team members.
- The levels are based on learning strategies.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Computational Thinking, Critical Thinking, Collaboration, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 28, KD 29, KD 33, KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49

 Finland

Teaching Norms

English (3-6) T6, Swedish A1 (1-2) T5



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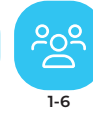
Game



Easy



30



1-6



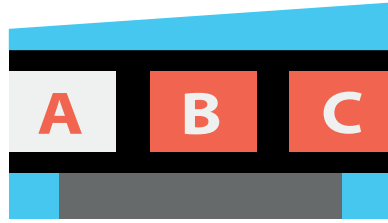
Moderate

#41 Recycling

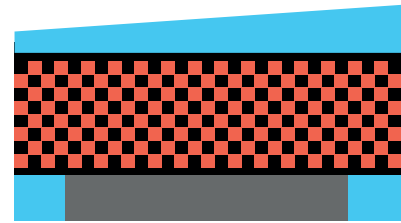
Keywords: Quiz, Environment, Planet, Sustainability,



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: Recycling Quiz.

2. Engage (🕒 5 min)

- You will learn facts about recycling, the environment and sustainability.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game Recycling Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random recycling facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Netherlands

Teaching Norms

KD 35, KD 39, KD 46, KD 47, KD 48, KD 49, KD 50, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T3, English (3-6) T10, Environmental Science (1-2) T15, Environmental Science (1-2) T5



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Game



Topic



Normal



25



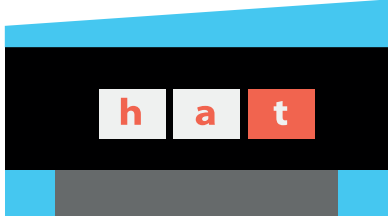
1-6



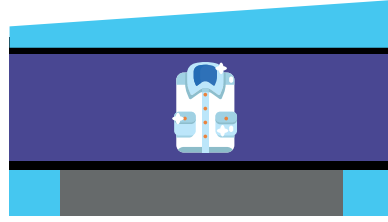
Moderate

#42 Clothing

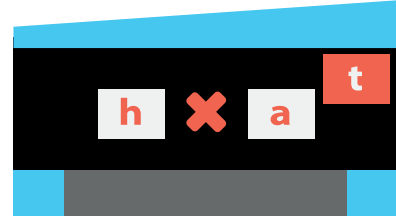
Keywords: Spelling, Language, Reading, Letters, Writing



Touch the letters in the right order.



Be as fast as possible.



Touch a letter to remove it.

1. Prepare (🕒 1 min)

- Required games: Spelling and Clothing.
- The game is divided into the following levels, choose the one that fits your level.

Level	Description	Example
1	1-5 letter words	hat = h a t
2	5-8 letter words	jacket = j a c k e t
3	1-5 letter words, first half only	ha_ = h a t
4	5-8 letter words, first half only	jac__ = j a c k e t
5	1-5 letter words, first letter only	h__ = h a t
6	5-8 letter words, first letter only	j____ = j a c k e t

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Select the game Spelling and Clothing.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- On higher levels only hints are shown on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove a letter when you make a mistake.
- Look well at the clue on the middle pillar.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again
- How many points did you earn?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Words are not longer than 10 letters to keep the game fast.
- Tip: done already? you can help other players with clues!
- Tip: the complete word list can be found in the online portal.
- Make sure the game is enabled or contact the administrator.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



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Game



Topic



Normal



30



1-6



Moderate

#43 Secret Codes

Keywords: Automate, Introduction, Math, History, Technology



A code is shown.

3, 1, 18
↓ ↓ ↓
C A R

Convert convert into letters.

1, 16, 5
↓ ↓ ↓
A P E

Spell the word on your pillar.

1. Prepare (🕒 5 min)

- You'll need the following games: 📖 Spelling and 🗃️ Secret Codes.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	3 digits	3, 1, 18 = car
2	4 digits	4, 15, 15, 18 = door
3	5 digits	1, 16, 16, 12, 5 = apple

2. Engage (🕒 5 min)

- During the second world war messages were encrypted and letters were turned into numbers.
- They used different codes to decrypt the message.
- In this game the code is: 1 = a, 2 = b, 3 = c.

3. Explore (🕒 20 min)

- Go to the playset and select the game 📖 Spelling and then press 🗃️ Secret Codes.
- Every student/team picks a pillar.
- A code appears on the central pillar.
- Convert the numbers into letters and spell the word.
- The fastest student or team earns the most points.

4. Process (🕒 5 min)

- The letter a is 1, the letter z is 26.
- Try to memorise the number of a letter to increase your time.

5. Evaluate (🕒 5 min)

- How many points did you earn?
- Which numbers should not be part of a code?
- Why do you think they would use numbers instead of letters?

Did You Know?

- The Enigma machine was a famous encoding machine.
- This game is a great way to quickly learn the number of a letter in the alphabet.
- The students can also try to guess the word, this is also how the enigma machine was decrypted; they recognized patterns.
- You can remove letters by selecting a letter.
- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on the speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Make sure the game is enabled on the portal or contact the administrator.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Computational Thinking

STE(A)M

Contributes to and is suitable for STE(A)M education.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 51, KD 52, KD 53



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



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Game



Topic



Normal



25



1-6



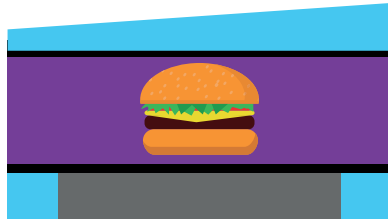
Moderate

#44 Cooking

Keywords: Spelling, Language, Reading, Letters, Writing



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🍔 Cooking.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	egg = e g g
2	5-8 letter words	burger = b u r g e r
3	1-5 letter words, first half only	eg_ = e g g
4	5-8 letter words, first half only	bur___ = b u r g e r
5	1-5 letter words, first letter only	e__ = e g g
6	5-8 letter words, first letter only	b_____ = b u r g e r

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🍔 Cooking.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- On higher levels only hints are shown on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Words are not longer than 10 letters to keep the game fast.
- Tip: done already? you can help other players with clues!
- Tip: the complete word list can be found in the online portal.
- Make sure the game is enabled on the portal or contact the administrator.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2

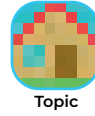


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Game



Topic



Normal



30



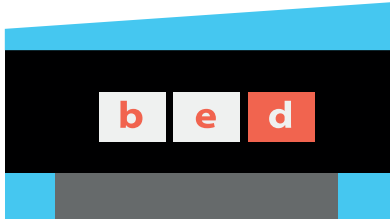
1-6



Moderate

#45 Home

Keywords: Spelling, Language, Reading, Letters, Writing, World



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🏠 Home.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	bed = b e d
2	5-8 letter words	kitchen = k i t c h e n
3	1-5 letter words, first half only	be_ = b e d
4	5-8 letter words, first half only	kit___ = k i t c h e n
5	1-5 letter words, first letter only	b__ = b e d
6	5-8 letter words, first letter only	k_____ = k i t c h e n

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🏠 Home.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- On higher levels only hints are shown on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- Can you write down all the things in your home?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Words are not longer than 10 letters to keep the game fast.
- Tip: done already? you can help other players with clues!
- Tip: the complete word list can be found in the online portal.
- Make sure the game is enabled on the portal or contact the administrator.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation

 Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49

 Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2

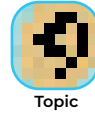


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Game



Topic



Normal



30



1-6



Moderate

#46 Human Body

Keywords: Spelling, Language, Reading, Letters, Writing, Biology



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🧠 Human Body.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	leg = l e g
2	5-8 letter words	shoulder = s h o u l d e r
3	1-5 letter words, first half only	le_ = l e g
4	5-8 letter words, first half only	shou___ = s h o u l d e r
5	1-5 letter words, first letter only	l__ = l e g
6	5-8 letter words, first letter only	s_____ = s h o u l d e r

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🧠 Human Body.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- On higher levels only hints are shown on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- Which body part is new to you?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Words are not longer than 10 letters to keep the game fast.
- Tip: done already? you can help other players with clues!
- It's important for children to have proper awareness of their bodies.
- Tip: the complete word list can be found in the online portal.
- Make sure the game is enabled on the portal or contact the administrator.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation

 Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 34, KD 41, KD 42

 Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2, English (3-6) T9

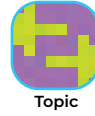


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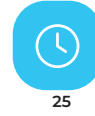
Game



Topic



Normal



25



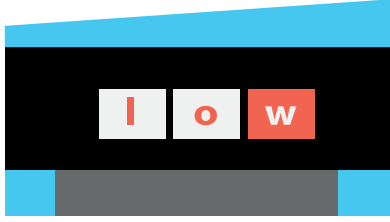
1-6



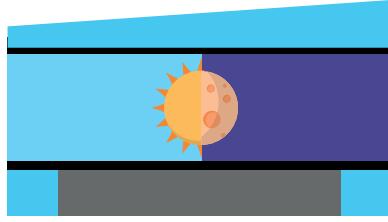
Moderate

#47 Opposites

Keywords: Spelling, Brain Training, Language, Reading, Letters, Writing



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🎮 Opposites.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	high = l o w
2	5-8 letter words	day = n i g h t

2. Engage (🕒 5 min)

- You will see a word on the central pillar.
- Think of the opposite word of this word
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🎮 Opposites.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- Do you know more opposites.

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Words are not longer than 10 letters to keep the game fast.
- Tip: done already? you can help other players with clues!
- Make sure the game is enabled on the playset or contact the administrator.
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Problem Solving, Creativity



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



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Game



Topic



Normal



25



1-6



Moderate

#48 Jobs

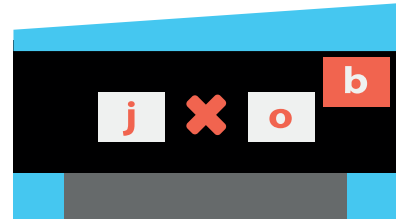
Keywords: Spelling, Language, Reading, Letters, Writing, Work



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🧑🏫 Jobs.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	job = j o b
2	5-8 letter words	plumber = p l u m b e r
3	1-5 letter words, first half only	jo_ = j o b
4	5-8 letter words, first half only	plum__ = p l u m b e r
5	1-5 letter words, first letter only	j__ = j o b
6	5-8 letter words, first letter only	p____ = p l u m b e r

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🧑🏫 Jobs.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- On higher levels only hints are shown on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- What is your dream job?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Tip: done already? you can help other players with clues!
- Make sure the game is enabled on the playset or contact the administrator.
- Words are not longer than 10 letters to keep the game fast.
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation

 Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49

 Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2, English (3-6) T4



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Game



Topic



Normal



25



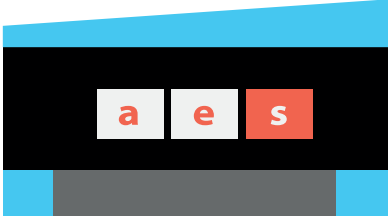
1-6



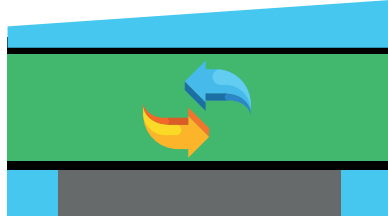
Moderate

#49 Reverse

Keywords: Spelling, Brain Training, Language, Reading, Letters, Writing



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🔄 Reverse.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	3 letter words	ooz = z o o
2	4 letter words	rood = d o o r
3	5 letter words	draug = g u a r d
4	6 letter words	rettel = l e t t e r
5	7 letter words	tropria = a i r p o r t
6	8 letter words	radnelac = c a l e n d a r

2. Engage (🕒 5 min)

- You will see a word in reverse on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🔄 Reverse.
- Every student/team stands near a pillar.
- Spell the word you see in reverse on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- Do you know a word that is the same in reverse? This is called a palindrome.

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Make sure the game is enabled on the playset or contact the administrator.
- Words are not longer than 10 letters to keep the game fast.
- Tip: done already? you can help other players with clues!
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Problem Solving, Creativity

 Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11

 Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2

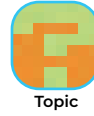


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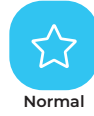
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Game



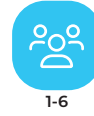
Topic



Normal



25



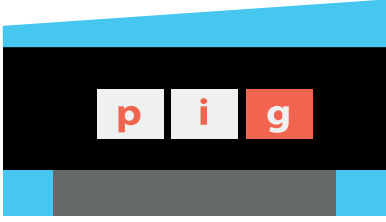
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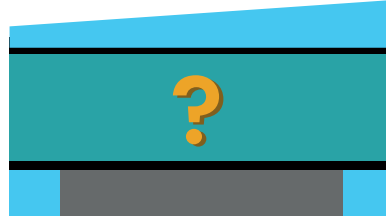
Moderate

#50 Riddles

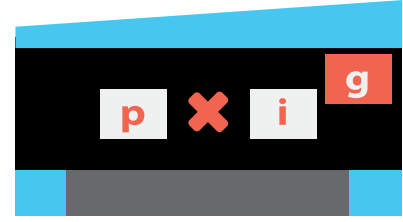
Keywords: Spelling, Brain Training, Language, Reading, Letters, Writing, World



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🧩 Riddles.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	2-3 letter words	it's an object = t v
2	4 letter words	you can drink this = m i l k
3	5 letter words	it's a fruit = l e m o n
4	6 letter words	it's a vegetable = c a r r o t
5	7 letter words	a piece of clothing = s w e a t e r
6	8 letter words	an animal = k a n g a r o o

2. Engage (🕒 5 min)

- You will see a question mark on the central pillar.
- Listen to the clue, for example "it's green".
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🧩 Riddles.
- Every student/team stands near a pillar.
- Spell the word you that answers the riddle.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- Think of a riddle and let other students write down your word.

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Tip: done already? you can help other players with clues!
- Make sure the game is enabled on the playset or contact the administrator.
- Words are not longer than 10 letters to keep the game fast.
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Problem Solving, Creativity

 Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11

 Finland

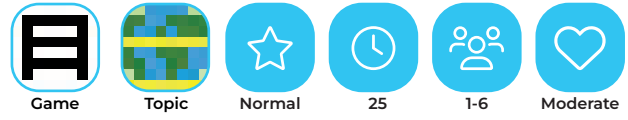
Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



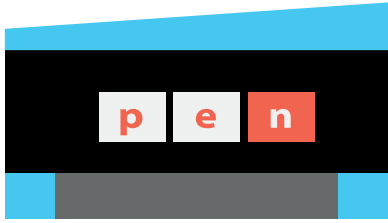
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#51 School

Keywords: Spelling, Language, Reading, Letters, Writing, School



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🇸🇪 School.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	pen = p e n
2	5-8 letter words	teacher = t e a c h e r
3	1-5 letter words, first half only	pe_ = p e n
4	5-8 letter words, first half only	tea___ = t e a c h e r
5	1-5 letter words, first letter only	p__ = p e n
6	5-8 letter words, first letter only	t____ = t e a c h e r

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🇸🇪 School.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- What is your favourite subject in school?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Tip: done already? you can help other players with clues!
- Make sure the game is enabled on the playset or contact the administrator.
- Words are not longer than 10 letters to keep the game fast.
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



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Game



Topic



Normal



25



1-6



Moderate

#52 Shopping

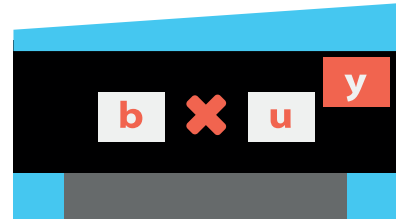
Keywords: Spelling, Language, Reading, Letters, Writing, Money



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🛒 Shopping.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	buy = b u y
2	5-8 letter words	receipt = r e c e i p t
3	1-5 letter words, first half only	bu_ = b u y
4	5-8 letter words, first half only	rece___ = r e c e i p t
5	1-5 letter words, first letter only	b__ = b u y
6	5-8 letter words, first letter only	r____ = r e c e i p t

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🛒 Shopping.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- Do you like shopping and why?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Tip: done already? you can help other players with clues!
- Make sure the game is enabled on the playset or contact the administrator.
- Words are not longer than 10 letters to keep the game fast.
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2

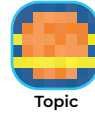


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Game



Topic



Normal



25



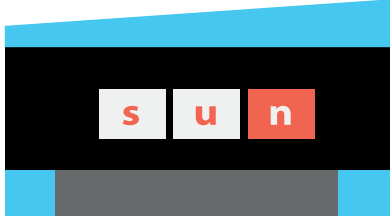
1-6



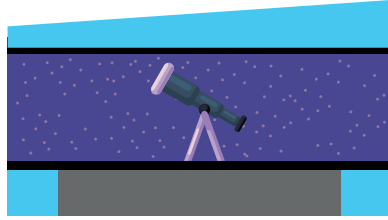
Moderate

#53 Space

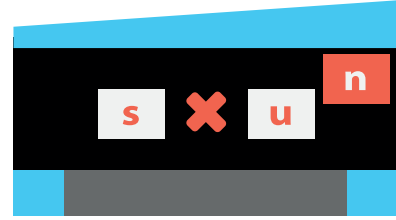
Keywords: Spelling, Language, Reading, Letters, Writing, Universe



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🌌 Space.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	sun = s u n
2	5-8 letter words	Jupiter = J u p i t e r
3	1-5 letter words, first half only	su_ = s u n
4	5-8 letter words, first half only	Jupi__ = J u p i t e r
5	1-5 letter words, first letter only	s__ = s u n
6	5-8 letter words, first letter only	j____ = J u p i t e r

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first students will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🌌 Space.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- What is your favorite planet?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Tip: done already? you can help other players with clues!
- Make sure the game is enabled on the playset or contact the administrator.
- Words are not longer than 10 letters to keep the game fast.
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 35, KD 39, KD 46, KD 47, KD 48, KD 49, KD 50



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



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Game



Topic



Normal



30



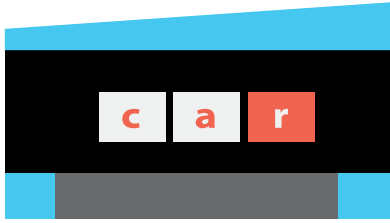
1-6



Moderate

#54 Traffic

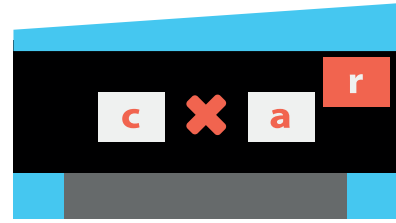
Keywords: Spelling, Language, Reading, Letters, Writing, World



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🚗 Traffic.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	car = c a r
2	5-8 letter words	bicycle = b i c y c l e
3	1-5 letter words, first half only	ca_ = c a r
4	5-8 letter words, first half only	bicy__ = b i c y c l e
5	1-5 letter words, first letter only	c__ = c a r
6	5-8 letter words, first letter only	b____ = b i c y c l e

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🚗 Traffic.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- What are the benefits to bike or walk to school?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Make sure the game is enabled on the playset or contact the administrator.
- Tip: done already? you can help other players with clues!
- Words are not longer than 10 letters to keep the game fast.
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation

 Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49

 Finland

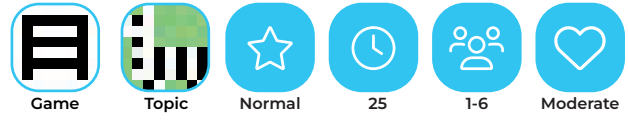
Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



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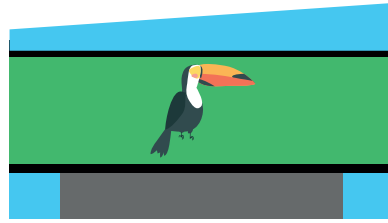


#55 Zoo

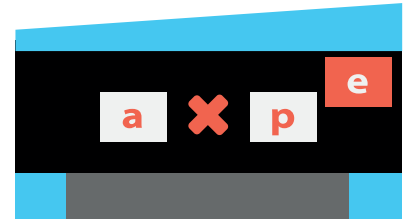
Keywords: Spelling, Language, Reading, Letters, Writing, Animals



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🦒 Zoo.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	1-5 letter words	zoo = z o o
2	5-8 letter words	animal = a n i m a l
3	1-5 letter words, first half only	zo_ = z o o
4	5-8 letter words, first half only	ani___ = a n i m a l
5	1-5 letter words, first letter only	z__ = z o o
6	5-8 letter words, first letter only	a_____ = a n i m a l

2. Engage (🕒 5 min)

- You will see a word or part of a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🦒 Zoo.
- Every student/team stands near a pillar.
- Spell the word you see on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?
- Why is a zoo important?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Tip: done already? you can help other players with clues!
- Make sure the game is enabled on the playset or contact the administrator.
- Tip: the complete word list can be found in the online portal.
- You can start making the noise of the animal after finishing the word.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11, KD 34, KD 41, KD 42



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2

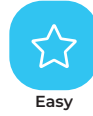


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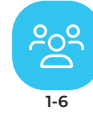
Game



Easy



25



1-6



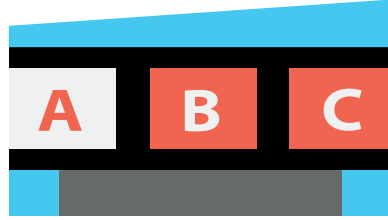
Moderate

#56 Fun Facts

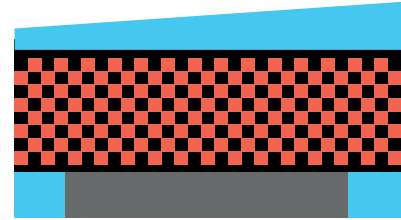
Keywords: Quiz, History, World



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: 🎮 Fun Facts Quiz.

2. Engage (🕒 5 min)

- You will learn some interesting facts.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game 🎮 Fun Facts Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?
- Do you know a fun fact you want to share?
- How do you check a fact is true or false?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random fun facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Netherlands

Teaching Norms

KD 51, KD 52, KD 53, KD 57, KD 58



Finland

Teaching Norms

Environmental Science (3-6) T16, Environmental Science (1-2) T9

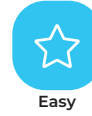


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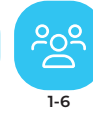
Game



Easy



25



1-6



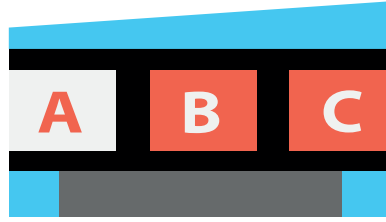
Moderate

#57 Money

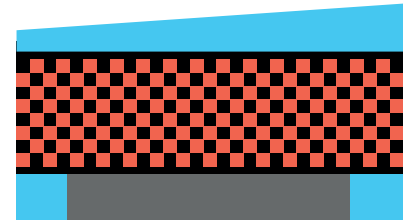
Keywords: Quiz, History, World, Money



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: 🎮 Money Quiz.

2. Engage (🕒 5 min)

- You will learn facts about money, currencies and banks.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game 🎮 Money Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?
- Is money important?
- Do you know other currencies in the world?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random money facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- The answers often have a good, a close but wrong and a funny but wrong answer.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Netherlands

Teaching Norms

KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T3, English (3-6) T8, Environmental Science (1-2) T15

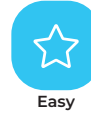


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Game



Easy



20



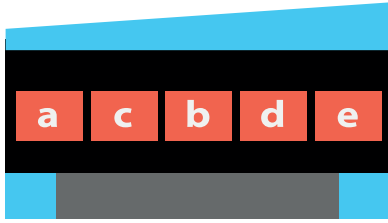
1-6



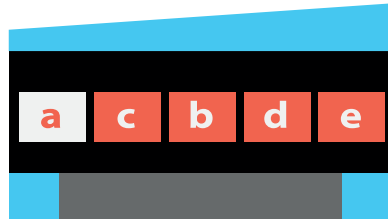
Light

#58 ABC - Sounds

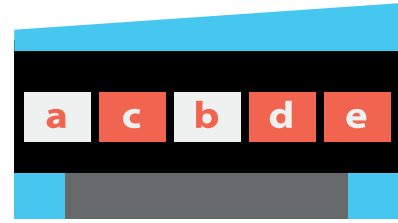
Keywords: Alphabet, Automate, Introduction, Reading



The letters are in random order.




Touch the letters in order.



Don't make a mistake.


1. Prepare (🕒 1 min)

- Required game:  ABC - Sounds.

2. Engage (🕒 3 min)

- This game teaches the correct pronunciation of the letters when you first learn them.
- The alphabet is shown on every outer pillar in six different colours.
- Touch the letters in the right order: A, B, C etc. You hear the pronunciation of the letter.
- Six letters are shown at the same time.
- When you've completed the a-f round of letters, you go to the next g-l round.
- Important. If you make a mistake, the round will start over.

3. Explore (🕒 10 min)

- Select the game  ABC - Sounds.
- Every student/team has their own pillar.
- Touch the letters in the right order.
- When completed you will see your time.
- Try again to beat your personal time.

4. Process (🕒 3 min)

- The letters are shown in uppercase.
- Try to speak out loud in case you don't know the next letter.

5. Evaluate (🕒 3 min)

- Which letter did you think was most difficult?
- How do you think it went?
- Did you get a good score?

Did You Know?

- If you make a mistake, listen carefully at the letter you entered incorrectly.
- You won't lose all your progress if you make a mistake.
- At the end a time is displayed and the fastest student is announced.
- Make sure the game is enabled or contact the administrator.
- Tip: remember where each letter series starts to continue faster after a mistake.
- You can claim your best time and score in the app.

Educational Standards

21st Century Skills

ICT Basic Skills, Critical thinking, Problem-solving, Self-regulation



Teaching Norms

KD 4, KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 12



Teaching Norms

Environmental Science (3-6) T12, Environmental Science (3-6) T3



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Game



Topic



Normal



25



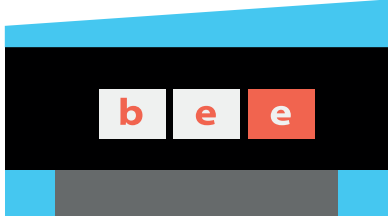
1-6



Moderate

#59 First Words

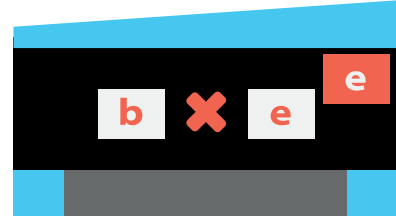
Keywords: Spelling, Introduction, Letters, Reading, Writing, Language



Spell a word.



Be as fast as possible.



Touch to remove a letter.

1. Prepare (🕒 1 min)

- You'll need the following games: 📖 Spelling and 🐝 First Words.

2. Engage (🕒 5 min)

- You will see and hear a word on the central pillar.
- Touch the letters in the right order on the outer pillars.
- If you make a mistake you can touch a letter to remove.
- It's a race, the first student will win the most points.

3. Explore (🕒 15 min)

- Go to the playset and select the game 📖 Spelling and then press 🐝 First Words.
- Every student/team stands near a pillar.
- Spell the word you see and hear on the central pillar.
- Complete all the words.

4. Process (🕒 3 min)

- You can remove letters if you make a mistake.
- Make sure you've entered the word correctly.

5. Evaluate (🕒 1 min)

- Which words were hard? Try practicing these again.
- How many points did you earn?

Did You Know?

- Removing a letter results in the letters behind it being moved one step to the left.
- Students receive a score based on speed: 5, 4, 3, 2, 1 and 1 point for the last player.
- Make sure the game is enabled on the playset or contact the administrator.
- Tip: done already? you can help other players with clues!
- Tip: the complete word list can be found in the online portal.
- Start on level one if you don't know which level you should play.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation



Netherlands

Teaching Norms

KD 5, KD 6, KD 7, KD 8, KD 9, KD 10, KD 11



Finland

Teaching Norms

English (3-6) T1, Swedish A1 (1-2) T2



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Game



Normal



25



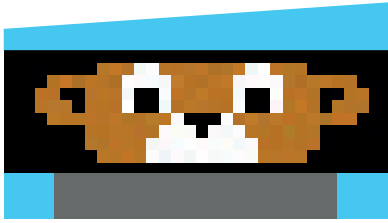
1-6



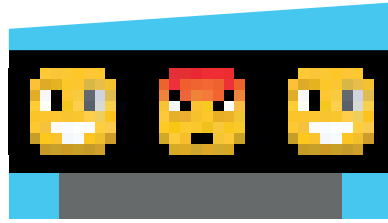
Moderate

#60 Social Emotional Skills

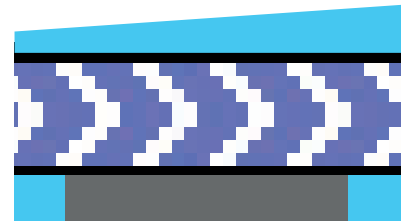
Keywords: Social Skills, Open-ended, Introduction, emotions



The storyteller is your guide.



Pick a story part.



Touch for the next part.

1. Prepare (🕒 1 min)

- You'll need the following game: 🎮 Story Game.

2. Engage (🕒 5 min)

- You are making a story.
- The storyteller will tell the story you've made.
- At every pillar you can select a small piece of the story.
- The stories are created using emotions, places and things you know.

3. Explore (🕒 15 min)

- Go to the playset and select the game 🎮 Story Game.
- Listen carefully to the story teller.
- Walk together to the next pillar.
- Discuss with the team which part you want to select.
- Move to the next pillar.
- Select a story part at every pillar.
- Finish at the last pillar.
- Listen to the story & questions.

4. Process (🕒 3 min)

- Discuss each question and let everyone answer each question.
- Every story part (word) results in a different sentence.
- Try to make interesting combinations.

5. Evaluate (🕒 1 min)

- What did you think about this story?
- How did it make you feel?
- How do you think the other students are feeling?
- Ask each other about what they think about the question and the story.

Did You Know?

- You only see a handful story parts every round.
- Try all combinations to make the funniest stories.
- At the end you can replay the story or start over and create another story
- With every emotion the story teller will change into a different colour.
- Developing Socio-emotional Skills is an essential factor in your development.
- This game was created in collaboration with Garage2020 after 5-year extensive research on social and emotional development among children. For more information and background, please check our website www.lappset.com.
- Make sure the game is enabled on the playset or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Communication, Collaboration, Creativity



Netherlands

Teaching Norms

KD 34, KD 35, KD 37, KD 38, KD 41, KD 42



Finland

Teaching Norms

English (3-6) T3, Environmental Science (1-2) T7, Environmental Science (1-2) T12, Environmental Science (3-6) T16, Environmental Science (3-6) T1, Environmental Science (1-2) T2, Environmental Science (3-6) T8, Environmental Science (3-6) T14, Environmental Science (3-6) T9, Environmental Science (3-6) T18, Environmental Science (3-6) T17, Environmental Science (1-2) T11, Environmental Science (3-6) T2, Environmental Science (1-2) T8, Craftmanship (1-2) T1, Craftmanship (1-2) T2, Environmental Science (1-2) T1

Partners



**GARAGE
2020**



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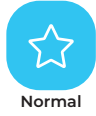
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Game



Topic



Normal



25



1-6



Moderate

#61 Hearts

Keywords: Automate, Math, Whole Numbers, Add



Match the correct numbers.



Hearts add up to 10.



Even 10 and 0.

1. Prepare (🕒 1 min)

- Required games: Math and Hearts.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	Twins	$2 + 2, 3 + 3, 4 + 4$
2	Hearts	$1 + 9, 0 + 10, 5 + 5$
3	Add 1-20	$1 + 12$
4	Add 1-100	$12 + 34$

2. Engage (🕒 5 min)

- Numbers are in love when they add up to a 10.
- Who is in love with the number 7? The number 3.
- Repeat this again to make clear that every time the answer must be 10.

3. Explore (🕒 15 min)

- Go to the playset and select the game Math and then Hearts.
- A number appears on the center pillar.
- Find the answer on the outer pillar to add up to 10
- Check your answer by touching the center pillar.

4. Process (🕒 3 min)

- The numbers work both ways. 7 loves 3 and 3 loves 7.

5. Evaluate (🕒 1 min)

- Which number do you love?

Did You Know?

- This is a nice first step to practice addition with numbers 1-10.
- After this, students will learn to do the same with numbers 1-20 and up to 100.
- If you see two of the same answers, you can pick either one.
- You can also try game #64 Twins.
- Make sure the game is enabled on the playset or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Collaboration

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31

 Finland

Teaching Norms

English (3-6) T6, Ethics (3-6) T7

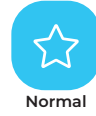


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Game



Normal



30



1-6



Moderate

#62 Capital Cities

Keywords: Automate, World, Cities, Geography



The question.



The answer.

1. Prepare (🕒 1 min)

- Required game: 🇷🇺 Capitals.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	Famous cities	France = Paris
2	Large countries	Canada = Ottawa
3	Small countries	Rhwanda = Kigali

2. Engage (🕒 5 min)

- Do you know the capitals of all the countries?
- You will match the cities with their corresponding countries.

3. Explore (🕒 15 min)

- Go to the playset and select the game 🇷🇺 Capitals.
- A country appears on the central pillar.
- Select the correct capital city on the outer pillar.
- Check your answer by touching the central pillar.
- Solve all countries and cities until you complete the round.

4. Process (🕒 3 min)

- If you don't know a city or country, you can try the answers.

5. Evaluate (🕒 1 min)

- What was your time and score?
- Do you want to play on the same level or do you want to go a level higher or lower?
- Which capital cities have you visited?

Did You Know?

- This game includes 200 countries and capital cities.
- The most famous city in a country isn't always the capital city.
- Make sure the game is enabled on the playset or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation, Collaboration

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.



Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31



Finland

Teaching Norms

English (3-6) T6, Ethics (3-6) T7

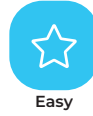


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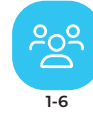
Game



Easy



30



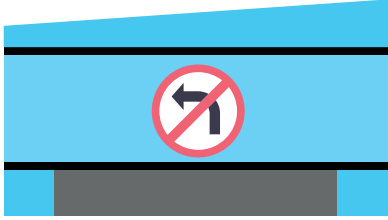
1-6



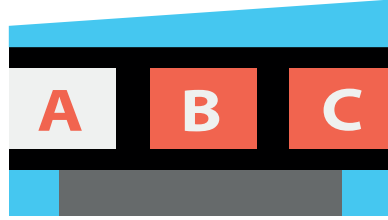
Moderate

#63 Traffic

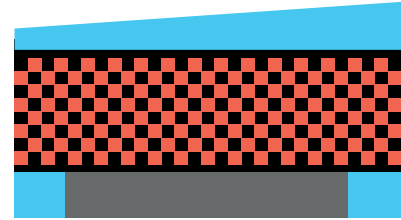
Keywords: Quiz, World, Traffic



Listen to the question.



Red player picks answer A.



Bonus round: red player.

1. Prepare (🕒 2 min)

- Required game: 🎮 Traffic Quiz.

2. Engage (🕒 5 min)

- You will learn facts about traffic and vehicles.
- Answer multiple-choice questions on your pillar.
- The student with the most points wins.
- During the bonus round you can earn extra points by being the fastest runner.

3. Explore (🕒 15 min)

- Select the game 🎮 Traffic Quiz.
- Pick a colour.
- Listen to the question, you will also see the letters corresponding with the answer (A,B,C).
- Select the answer on your pillar.
- You cannot change your answer.
- During a bonus round you must run to the pillar with your colour.
- Be the fastest runner during the bonus round to earn more points.
- The student with the most points wins.

4. Process (🕒 3 min)

- Listen carefully to the question. The question will be repeated, but it helps if you listen the first time.
- If you don't know an answer, you can earn extra points during the bonus round.
- Try the quiz again, there are many different questions.

5. Evaluate (🕒 5 min)

- How many questions did you answer correctly?
- What is something new you learned today?
- How many traffic signs do you know?
- Why do we need rules in traffic?

Did You Know?

- The quiz includes multiple-choice and true/false questions.
- The quiz includes random traffic facts.
- The bonus round is all about speed, be ready to run to the pillar in your colour.
- The answers are randomised, so you can't memorise the letters.
- Tip: are there more than 6 players? Team up and simply have more players in a team near a single pillar.
- Do you need more quiz questions? Contact us to create a new quiz together.
- Make sure the game is enabled or contact the administrator.

Educational Standards

21st Century Skills

Communication, Collaboration



Netherlands

Teaching Norms

KD 34, KD 35, KD 36, KD 37, KD 38, KD 47, KD 49, KD 57, KD 58



Finland

Teaching Norms

English (3-6) T4, Environmental Science (1-2) T6, Ethics (1-2) T7

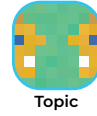


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Game



Topic



Normal



25



1-6



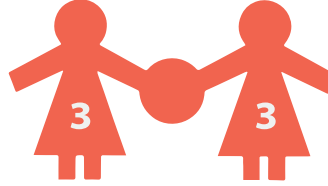
Moderate

#64 Twins

Keywords: Automate, Math, Whole numbers, Add



Match the twins.



A twin is two identical numbers



Add them up.

1. Prepare (🕒 1 min)

- Required games: 🎮 Math and 🎮 Twins.
- The game is divided into levels. Pick the level that fits your level or ask your teacher.

Level	Description	Example
1	Twins	$2 + 2, 3 + 3, 4 + 4$
2	Hearts	$1 + 9, 0 + 10, 5 + 5$
3	Add 1-20	$1 + 12$
4	Add 1-100	$12 + 34$

2. Engage (🕒 5 min)

- Twins always share everything equally.
- How much does a twin have when they both have the same number?
- Possible numbers are 2, 4, 6, 8, 10, 12, 14, 16, 18, 20.
- Wrong numbers are 1, 3, 5, 7, 9, 11, 13, 15, 17, 19.

3. Explore (🕒 15 min)

- Go to the playset and select the game 🎮 Math and then 🎮 Twins.
- A number or sum appears on the center pillar.
- Find the answer on the outer pillar which completes the twin
- Check your answer by touching the center pillar.

4. Process (🕒 3 min)

- Numbers are always equally split.
- Twins work both ways from the number together or the separate numbers.

5. Evaluate (🕒 1 min)

- Which numbers are part of a twin?
- Which numbers cannot be part of a twin?

Did You Know?

- The first step can be to practice addition with numbers 1-10.
- After this, students will learn to do the same with numbers 1-20 and 1-100.
- You can also try game #61 Hearts.
- If you see two of the same answers, you can pick either one.
- Make sure the game is enabled on the playset or contact the administrator.

Educational Standards

21st Century Skills

Critical Thinking, Self-regulation

STE(A)M

Lays the foundation for STE(A)M-related skills and understanding with this lesson.

 Netherlands

Teaching Norms

KD 23, KD 24, KD 25, KD 26, KD 27, KD 28, KD 29, KD 30, KD 31

 Finland

Teaching Norms

English (3-6) T6, Ethics (3-6) T7

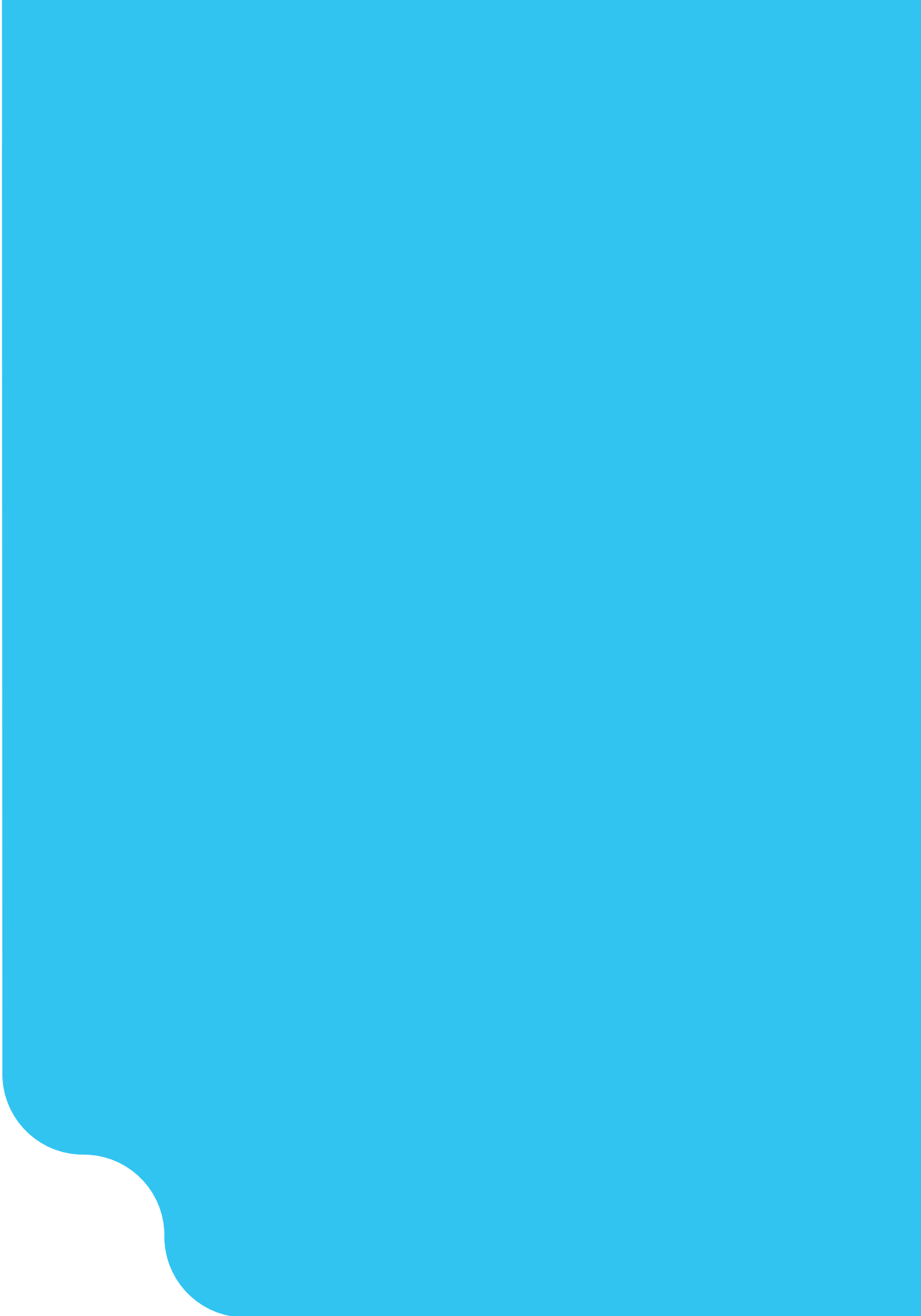


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Worksheets

Find a Worksheet



Name: _____ Date: _____

Achievements

Lesson:

M

T

W

T

F

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Name: _____ Date: _____

Reflection

Lesson: _____

Level:

1

2

3

4

5

6

What did you learn?

What did you think was difficult?

How did you feel?



Happy



Sad



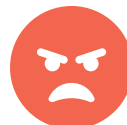
Surprise



Fear



Disgust



Anger

Score:

Next Goal:

Name: _____ Date: _____

Draw & Reflect

Lesson: _____

Level:

1

2

3

4

5

6

How did you feel?



Happy



Sad



Surprise



Fear



Disgust



Anger

Draw how you played on the Memo:

A large, empty rectangular box with rounded corners and a black border, intended for drawing.

Name: _____ Date: _____

Scorecard

Lesson:

Score:

Lesson:

Score:

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Name: _____

Date: _____

Collect all games



#1



#2



#3



#4



#5



#6



#7



#8



#9



#10



#11



#12



#13



#14



#15



#16



#17



#18



#19



#20



#21



#22



#23



#24



#25



#26



#27



#28



#29



#30



#31



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#57



#58



#59



#60



#61



#62



#63



#64



#65



#66



#67



#68



#69



#70

Name: _____ Date: _____

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