

# Seacoast or Mountains Connect Four Game

FRANCE

SWITZERLAND

SRI LANKA

SEACOAST	MOUNTAINS	MOUNTAINS	MOUNTAINS AND SEACOAST	SEACOAST	MOUNTAINS
SEACOAST	MOUNTAINS AND SEACOAST	MOUNTAINS	NEITHER MOUNTAINS NOR SEACOAST	SEACOAST	NEITHER MOUNTAINS NOR SEACOAST
MOUNTAINS	SEACOAST	MOUNTAINS AND SEACOAST	SEACOAST	SEACOAST	MOUNTAINS
MOUNTAINS	SEACOAST	SEACOAST	MOUNTAINS AND SEACOAST	MOUNTAINS	MOUNTAINS AND SEACOAST

ANDORRA

LATVIA

ARMENIA

KUWAIT

to be played with or without and atlas!

# Seacoast or Mountains Connect Four

This activity was developed by Stuart Scott and Judith Evans for colleagues at CLIL Humanities workshops in July 2012. We have made the board spaces slightly larger than the cards, but you may prefer to enlarge the board up to A3. You will need to print the cards in two colours for the game. You can either print one set of cards twice or the two different sets. We hope this game will inspire you to produce your own version: different countries, different categories e.g. oil/no oil, temperate/tropical etc.

The webaddress for this activity is:

<http://www.collaborativelearning.org/coastormountains.pdf>

Last updated 30th July 2012

## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/seacoastormountains.pdf>

## HOW TO PLAY SEACOAST OR MOUNTAINS CONNECT FOUR

You need 4 people, one gameboard and two sets of cards (different colours.) Work with your partners to make two teams of two. Each pair takes a set of cards. Teams shuffle their cards and place them in a pile facing down.

They take it in turn to turn over their top card and decide where to put it on the board. The winning team gets four in row diagonally, vertically or horizontally. Some countries have a seacoast, some have mountains, some have both. A mountain must be one thousand metres high or higher.

It is a good idea to have an Atlas to deal with challenges or you can use the internet.

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# Seacoast or Mountains Connect Four Game Board

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MOUNTAINS	SEACOAST	MOUNTAINS AND SEACOAST	SEACOAST	SEACOAST	MOUNTAINS
MOUNTAINS	SEACOAST	SEACOAST	MOUNTAINS AND SEACOAST	MOUNTAINS	MOUNTAINS AND SEACOAST

# Seacoast or Mountains Connect Four Cards

FRANCE	FINLAND	CZECH REPUBLIC	SLOVENIA	PORTUGAL	NETHERLANDS
SWITZERLAND	FIJI	BOLIVIA	EIRE	EGYPT	MALI
DENMARK	LATVIA	BELARUS	KUWAIT	ARMENIA	LIBYA
BORNEO	MAURITIUS	UNITED ARAB EMIRATES	SRI LANKA	CANADA	ANDORRA

# Seacoast or Mountains Connect Four Cards

UKRAINE	TURKEY	ZAIRE	HUNGARY	BULGARIA	IRAQ
VIETNAM	TRINIDAD	CHILE	KAZAHKSTAN	SOUTH KOREA	ITALY
ALBANIA	CHAD	THE GAMBIA	NEPAL	BURMA	SOMALIA
COSTA RICA	YEMEN	GERMANY	SPAIN	ZIMBABWE	UNITED KINGDOM