

## Jump and Bump Game Rules

### You will need:

1. The electronic Jump and Bump game board (on the USB stick)
  - **To open the game:**
  - Open the folder called Theme Six on the USB stick
  - Open the folder “Game”
  - Open the folder “Bin”
  - Open the folder “Release”
  - Open the file called “GAME.exe”
  - The game includes an electronic die, a timer and counters
  - The counters can be moved about using the computer’s mouse
  - The time will start when you press the “Start” button, and will pause when you press the “Stop” button. Pressing the “Start” button again will restart the counter from 0
  - **N.B.** This board was designed to fit a screen set to the resolution 1600 by 900 pixels, so you may want to make sure that this displays properly before the lesson (and amend your screen’s display properties if it does not).
2. The Jump cards, Bump card, Challenge 1 (C1) cards, and Challenge 2 (C2) cards
3. Either a whiteboard and pens, or paper and pens for the Challenge 2 cards

### Playing the game:

- Split the class into groups of 5 or 6. Each group has a counter on the board, and all cards are kept at the front of the class.
- Role the die to decide who does first.
- The starting group will nominate one member of the team to go to the front and “roll” the die and move their counter accordingly (or the teacher can do this).
- If they land on a **blank square** then they just stay there and wait for their next turn.
- If they land on a **Jump/Bump square** they need to pick up a Jump or Bump card. They need to read it out loud to the class, then go back to their group to decide whether they think it demonstrates a fixed or growth mindset. (This will become quite obvious once they learn that Jump cards are all examples of a growth mindset, and Bump cards are all examples of a fixed mindset, but they can change the number of spaces that they move by considering how the given scenario would be different if framed in the alternative mindset).
  - **BUMP cards:** The group move back 1 space regardless of whether or not they identify these cards as examples of a fixed mindset. However if they can suggest how someone with a growth mindset may have acted then they get to move forward 1 space instead.
  - **JUMP cards:** The group move forward one space regardless of whether or not they correctly identify these cards as examples a growth mindset. But if they

then suggest how someone with a fixed mindset may have acted, they get to move forward 2 spaces instead.

- If they land on a **Challenge 1 (C1) square**, whoever rolled the dice will pick up a Challenge 1 (C1) card, read the problem out loud to the class, and take it back to the group. Once they are back with their team, the group then have 30 seconds to discuss the riddle/anagram and give an answer.
  - If they don't answer in time, then they must wait until their next turn to have another attempt to solve the **same** problem (with a 30 second time limit).
  - If they solve the problem in time on their second attempt, or have already solved it by the time it is their turn, they may roll the die and play continues.
  - If they don't solve the problem on their second attempt then you may give them ONE hint on their third attempt (ie. give a clue for the riddle, or the first letter of the unscrambled word for the anagrams). You can give different hints at each turn, but they should not be allowed to roll the die again until they have solved the problem!
- If they land on a **Challenge 2 (C2) square**, whoever rolled the dice will pick up a Challenges 2 (C2) card. They are allowed 10 seconds to look at the card and think about it, before drawing or acting out the word on the card WITHOUT using sounds for 30 seconds. Only their team is allowed to shout out answers.
  - If they don't answer in time, then they must wait until their next turn to have another attempt to solve the **same** problem (with a 30 second time limit). Pupils are allowed to swap strategies if they wish (i.e. they can try to describe the word by drawing if they had tried to describe it by acting in the first round).
  - If they guess the word in time on their second attempt, or have already guessed the word by the time it is their turn, they may roll the die and play continues.
  - If they don't guess the word on their second attempt then you may give them ONE hint on their third attempt (ie. The first letter, or how many letters are in the word). You can give different hints at each turn, but they should not be allowed to roll the die again until they have solved the problem!

## Jump and Bump Game Answer Sheet

### Challenges 1 answers:

- a) What is so delicate that even mentioning it breaks it? *Silence*
- b) What gets wetter the more it dries? *A towel*
- c) Throw me off the highest building and I will not break, but put me in the ocean and I will. What am I? *Paper/a tissue*
- d) Can you name 3 consecutive days without using the words Monday, Tuesday, Wednesday, Thursday, Friday, Saturday or Sunday? *Yesterday, Today and Tomorrow (or Christmas Eve, Christmas Day, Boxing Day)*
- e) You have 3 stoves: a gas stove, a wood stove, and a coal stove, but only one match. Which should you light first? *The match*
- f) ROGWL = GROWL
- g) MCICO = COMIC
- h) RAYPT = PARTY
- i) EEPPRP = PEPPER
- j) UYBTEA = BEAUTY
- k) TASCOR = ACTORS
- l) LBTOTE = BOTTLE
- m) CIHRA = CHAIR
- n) DTOOCR = DOCTOR
- o) ANAILM = ANIMAL