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Child’s Play: A Service Learning Project Conducted at ROROŠ, Nové Mešto pod Smrkem

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Abstract

For my Independent Study Project, I designed a board game for young children inspired by the service learning activities held at ROROŠ. ROROŠ is a private organization located in the town of Nové Mešto pod Smrkem, offering different activities for children which provide a meaningful use of their leisure time. For a period of three weeks, I lived in Nové Mešto with Yveta Svobodová, one of the head directors of the organization. During my stay, I partook in several activities each week and used my experiences to generate new ideas when designing the final game. The game was completed by the end of the second week, and throughout the third week I would play it with the local children. Apart from embodying the cultural aspect of the community at ROROŠ, the game also encourages learning outside of the classroom by quizzing children on topics like general knowledge, indoor activities, sports and the English language. The game was donated to the organization on 12 May, 2019 at the end of my stay.
Acknowledgements

I would like to thank Yveta Svobodová for giving me the opportunity to live with her and play an active role in her organization from 4/21/2019 to 5/12/2019. I would also like to thank Sarah Brock for checking in with me on a regular basis and assisting me with this project as and when needed.
Introduction

I lived in the town of Nové Mešto pod Smrkem during regional stays from 3/1/2019 to 3/6/2019, and was able to participate in the different activities held at ROROŠ. The fulfilling experience was enough to make me go back again for my Independent Study Project. The town left a lasting impression on me, not just because of how welcoming the locals were, but also because I was really inspired to see how the everyone took such great pride in their community.

Nové Mešto pod Smrkem is located in the Sudetenland region, an area of the Czech Republic that comprises of wide-spread poverty and at-risk youth, which plague the country even today. While living in the town, I was able to get a closer look into the lives of different families who sent their children to ROROŠ. When I visited the Základní Škola, an elementary school in the town, one of the teachers told me that most of the children’s parents were working as truck drivers or bookstore employees. But despite these issues, many of the locals I interacted with were warm, friendly people who had a lot of respect for their town and always worked with one another to improve their shared space.

Thus, to extend my gratitude and reveal my appreciation for the community at ROROŠ and for the town at large, I conducted a service learning project dedicated to designing a personalized board game for the children at the organization. The final game was created through observational field research as well as by using the results from my questionnaire survey (See Appendix 1) which were completed by eight children. When piecing together the final game, I was also working with two children who would always helped me brainstorm new ideas. My main point of inquiry was determining how I could create a board game that would be culturally specific to the community at ROROŠ, as well as be intellectually stimulating for the children by refining their general knowledge and language skills. The four-player board game was made for
children between the ages of 8 to 12, and the instructions have been written in both English and Czech. The goal for this project was to help young children educate themselves in a fun way, and also inspire them to learn a new language and be open to seeking greater opportunities in the near future.

**Context and Literature Review**

Nové Mešto pod Smrkem is located in the borderlands of the Czech Republic in North Bohemia, which classifies it as a Sudetenland area. The Sudetenland regions are known for their rich history having ethnically been German border regions around Bohemia and Moravia (Mcdermott, K., 2018). After the 1938 Munich Conference, Sudetenland became a part of German territory, but after World War II about 3 million Sudetenland Germans were expelled to Germany. Along the German expellees the borderlands of Czechoslovakia harbored many dramatic dislocations associated with the twentieth-century (Glassheim, 2016), some of which included the persecution and marginalization of the Roma community in Eastern Europe since the fall of communism (Joskowicz, 2016).

During my stay at Nové Mešto and my involvement in the daily activities held at ROROŠ, I used observational field research to collect data as the main source of inspiration behind creating my board game. Observational methods have been used in both direct and indirect methods of data collection (Sells and Ellis, 1951). They embrace various methods of gathering information, such as questionnaires and surveys. For my own research, I used a questionnaire survey as my main method of data collection. I also used field experimentation as my main research method when engaging in daily activities with the students at ROROŠ. An observational field was the best approach when collecting qualitative data for this Independent
Study Project, as it helped me come up with a wide range of possible ideas for designing different aspects of the final game.

Methodology

As a private organization, ROROŠ offers a range of different leisure activities for children after school, where they are encouraged to participate in various indoor and outdoor activities based on their interests. All these activities help them strive towards a more holistic outlook on life, which enables them to discover their potential talents and interests by giving them a platform to try a range of different things. I stayed in Nové Mešto pod Smrkem for a total of three weeks, from 4/21/2019 to 5/12/2019. While there, an integral part of my research was participating in each of the activities myself. Indoor activities like art classes, zumba and occasionally beekeeping were held at Dūm Detí, the main establishment of ROROŠ. But other activities which included different kinds of sports were held over at a gymnasium about ten minutes away from Dūm Detí. Such activities included floorball, volleyball, badminton, and basketball.

While attending each of these activities, I was given the opportunity to talk with some of the children and ask them to answer the questions in my survey. This was a really hard process, simply because most children weren’t able to speak English, and using google translate didn’t always help. My goal was for ten children to complete my survey, but I was only able to get eight results at the end of three weeks. Five of the children who completed my survey were girls, and three of them were boys. The uneven gender distribution may appear to give me uneven results, but I did my best to ensure that all surveys were decoded keeping the answers of each gender in mind.
My questionnaire survey and the help I received by a few children when creating the final game played a big role in helping me decide which activities to incorporate, as it allowed me to understand not only which activities were the most popular, but also which activities were widely liked or disliked between children of different genders. However, I found no direct correlation between a child’s age and their preferred activities. I believe that since each activity at ROROŠ has different time slots to include children from all age groups, all the children, pre-teens and teens were given equal opportunities to partake in everything best suited to their interests. everything offered at the organization.

For example, there was a session in the badminton class where children from all age groups were invited to play with other children. This didn’t only include children, as it also included middle aged and senior citizens. It was a great experience for me to see all these different people come together and completely disregard their age during this friendly game. This showed me how tight-knit the community is, and how it is possible for everyone to feel included no matter who they are. I really wanted this same idea to be represented in my game, and so I decided to introduce this aspect through the four pawns. Each pawn has a different ‘silly’ face, which also subtly represents their ages. For example, the winking face depicts a younger character, while the moustache man is a more mature person. These four pawns playing together symbolizes the unity between each age group, and how it is possible for them all to interact with each other regardless of physical differences.
Ethics and Bias

There were several ethical questions that arose when conducting an observational study. One of the most important things to watch out for was respecting people’s boundaries and not invading their privacy in any way. Especially since I come from a very different cultural background, it was important for me to be mindful of any intercultural insensitivities that may unintentionally arise during this process. Such insensitivities include making them feel hurt or uncomfortable with my words or actions, and also includes the misinterpretation of certain signs or gestures as being inappropriate or ‘racist.’ To combat this, I made sure to appear warm and friendly as well as be polite to them at all times. While it was also possible for them to intentionally or unintentionally make certain remarks about me, I made it a point to deal with this in a professional manner. Since I am in their space, I decided that I should be the one who should make the most adjustments, unless of course something was done to intentionally hurt me in any way. However, I experienced no such incident during my three week stay in the town.

When handing out surveys, I needed to create the question set in a way to ensure that it is conducting in a professional way following all ethical guidelines. I also took into consideration that the language barrier may be a restriction for my process, so I would need to come up with relevant solutions for this issue. During my observational study, I made sure to avoid researcher bias while simultaneously following all ethical principles. Such researcher bias included my misconceptions about people in the Sudentendland region and what made them different other people in the country. However, I made sure to educate myself on the background studies I chose for this project in order to eliminate all the preconceived notions and stereotypes I may have had. When working with children, it was also crucial for me to maintain their anonymity during all aspects of this project, including the questionnaire surveys. For this reason, I have not mentioned
any names of the children who I encountered during my stay or who played a huge role in helping me design my game.

Presentation of Results and Analysis

The final output of my Independent Study Project is a four-player board game designed for children between the ages of 8 to 12.

Figure 1: The final board game complete with the dice, four pawns and three card decks on the side.

This game consists of the following parts: the board game itself, four pawns, a dice, and a total of eighteen cards (six belonging to one color group). For further design, I used materials found in nature as well as other miscellaneous craft items, such as small branches, dried flowers,
hay, string, rubber bands etc. I believe that when appealing to the particular age group of young children, it is important to make the game fun and aesthetically appealing for them. I made the four pawns of my game using walnut shells, which I coated in soft gold paint and then used black marker to draw silly faces on each of them.

![Figure 2: The four pawns made using painted walnut shells and a permanent black marker.](image)

I used a 50” by 50” cardboard cutout for the main base of my game, and then added five activities which according to my findings were the most popular amongst the children, which were ‘výtvarná dílna/ art class,’ ‘včelařský/ beekeeping,’ ‘florbal/ floorball,’ ‘badminton,’ and ‘zumba.’ These activities were chosen because on their diversity and how popular they were with the children who took my survey. I also evaluated them based on my observational research when I partook in them during my stay in Nové Mešto pod Smrkem. This enabled me to see
which activities were the most popular amongst each child based on their age and gender, which helped me included a range of different activities suited to the interests of every child.

I wanted this board-game to be celebratory of each and every activity at the organization, and that was the reason I included a diverse range of activities that would appeal to every child’s interest. Many times, children may be pursuing one particular activity not because of their choice but because their parents want them to. One of the children who took my survey told me that the only reason he was playing ‘floorball’ was because his parents wanted him to, but didn’t look too excited to be a part of the activity. Thus, I want this game to inspire children to not feel tied down by one particular activity, as there are a bunch of different things they can do. This is one of the crucial messages of ROROŠ as an established organization, which I thought would also be a great message to incorporate into my board game as well.

During my observational research, I noticed that the instructors use a range of different tools and methods during class time. For example, one of the Zumba classes I attended was held at Düm Deti, where the children were shown video clips of themselves dancing in the gymnasium where the class was normally held. Through this exercise, the children were able to get a better sense of their movements and discuss their mistakes with the teacher. They were even allowed to stand in front of the screen and mirror their steps if they wanted. In the badminton classes, the children pair up with a partner and take turns playing a game of doubles. But every ten minutes, the children must rotate around so that they are playing with a new partner. I personally thought this was a really effective learning strategy, because rotating partners allowed the children to practice with someone new and get a sense of different people’s strengths and weaknesses.
Figure 3: A close-up of the Florbal/ Floorball activity incorporated in the game.

Figure 4: A close-up of the Zumba activity incorporated in the game.
Figure 5: A close-up of the Výtvarná Dílna/ Art Classes activity incorporated in the game.

Figure 6: A close-up of the Badminton activity incorporated in the game.
From the starting point, I designed two different paths that the children can take to reach the ‘cíl/ finish’ square. Both paths are made up of 26 different colored squares, making them equidistant. The rules of the game are fairly simple. Each player must choose one of the four pawns and place them on the ‘start’ square. They will take turns rolling the dice and must choose one of two paths to move along. The paths are made up of three different colored squares; green, blue and yellow. Whichever color square the pawn lands on after rolling the dice, the child must pick up a card corresponding to the square color. The card will then ask the child to perform a task or answer a question, and if they are able to successfully complete it or not, they will be able to move forward or will have to move behind (See Appendix 2 for the questions written on each of the cards).
The tasks created for these cards were designed to be random, because I thought it would be the most fun if the children didn’t know what to expect when selecting one after each round. However, all the tasks or questions are centered around different themes, which include beekeeping tools, language training, the arts, sports, and general knowledge. These themes were inspired by the questionnaire survey as well as my own experiences on immersing myself into the daily activities held at ROROŠ. The main reason incorporating different themes into the cards is because I wanted all the content to be relatable to all the children playing the game. I didn’t want to cater the game to children of only a particular set of interests, and my hope is that
my game might even inspire them to think about new activities they didn’t know before and try them out.

For example, a lot of the kids who weren’t affiliated with ROROŠ didn’t know what Zumba was. This was especially true when I was playing the game with them at the regional bee’s day in Liberec. When I told them it was a form of dance, they were interested in knowing more and would be really awed when I showed them Zumba dance videos on my phone. I found this to be true even in the language learning aspect of my game, as one of the cards had this instruction on it – translate the following sentence in Czech: “I don’t like cabbage, but I like eating sauerkraut.” Most of the children didn’t know what ‘sauerkraut’ was, which was especially surprising for me because I assumed that it was an authentic part of Czech cuisine. However, it was still a great learning experience for all, including the children who were eager to give this new dish a try.

The survey has taught me that each child is unique, and they all have individual preferences that spark their interest. Interestingly enough, I was also able to break some gender stereotypes with the specific activities I chose for this game. Whenever I played this game with a child who didn’t attend a particular activity, another child who did attend the same activity would try hard to convince every other player to partake in that activity. While this did manage to cause a few fights, I really liked the idea behind the children discussing each activity and convincing others to try it. My hope is that it will inspire the children to step out of their comfort zone and take on new things they either didn’t know existed before or were initially too scared to try it. This can help them achieve their true potential and realize their own set of strengths as well as their areas of weakness.
The cards have been written in two languages, English and Czech. The English instructions are written in bold at the top of these cards, and below them is the Czech translation of the same. I used a small sheet of paper to cover up the Czech instructions, because heeding Yveta’s suggestion, I decided to make the children first read the card in English and only if they still weren’t able to understand they could then lift the paper and read the Czech translation. This would also help giving them more confidence to learn the language if they know they can always look at the translation whenever they need.

Figure 8: Questions and tasks written in English and Czech on the blue cards.

Figure 9: Questions and tasks written in English and Czech on the yellow cards.
Figure 10: Questions and tasks written in English and Czech on the green cards.

Figure 11: A close-up of the Včelařský/ Beekeeping activity incorporated in the game. Also the only activity in the game where both paths intersect with each other.

Both paths intersect at ‘včelařský’ and I have also made it the most prominent activity on the board game. The reason for this is because throughout my survey questionnaire, most of the children cited beekeeping as their favorite activity conducted at ROROŠ. Throughout my
personal observations with Yveta and the rest of the children, I also learned that beekeeping is an activity that the entire community at large takes great pride in. It was the little gestures that conveyed this message to me, as in both Yveta’s house and in Dům Detí, there was always an unlimited supply of honey. During those three weeks, I don’t think I ever had a cup of tea without any honey. This was also what inspired the ‘Český Med’ jar on the ‘včelařský’ section of the game.

The reason that ‘včelařský’ may have been as popular as it was amongst the children is because it is the one activity that is considered gender-neutral without any stereotypes associated with. Upon interacting with the children, I did notice a lot of stereotypes related to certain activities such as the ‘zumba’ and ‘art classes,’ which were considered more feminine, while sport related activities like ‘badminton’ and ‘floorball’ were considered more masculine. A lot of such gender stereotypes are quite common especially amongst young children, who are still learning about their identities and their expected roles in society. In spite of this, I found that both boys and girls at ROROŠ would spend time with each other and play together in harmony. Both genders were friendly with each other, and I found this to be a particularly memorable aspect of this strong community. I speculate that maybe this is the reason they all like beekeeping, as it is one of the few activities where they can all be together without the fear of going against their gender identity.

What helped considerably shape my game was the help I got from two girls. Using the help of google translate, we were able to discuss ideas which each other and come up with new ways to help improve the game. I was especially grateful for both of them volunteering to help me with this project, because both girls fit the target age group for my game, and hence their suggestions were crucial for me to make the game as user-friendly to the target age group it was
designed for. For example, I was originally going to make just one path for the game from the ‘start’ square to the ‘cíl’/finish’ square. But they both told me that the game would be a lot more interesting if we made two possible paths to follow instead of just one. Working with them was also a really concrete learning experience for me, because it helped me learn how to break language barriers and communicate ideas in the most effective manner.

Another inspiration for this game was my visit to the Základní Škola, an elementary school in the town of Nové Mešto pod Smrkem. I was invited to attend a class held at this school for three days, during which I would interact with young children from the second and third grade. This was helpful in the sense that I was able to ask the children questions about their likes and dislikes, which helped me better shape my game. For example, most children regardless of their gender cited, “blue,” “yellow,” and “green” as their favorite colors, which is why I decided to divide my eighteen cards into these three colors.

Apart from the help I received from these two girls, I was also assisted by an eleven-year-old boy who helped me translate my cards from English to Czech. This translation was really important, because most of the children were not as fluent in English. In spite of constantly travelling, this boy agreed to work with me to translate each sentence on my cards. This was a more difficult process that I had anticipated, because unintentionally I would give him sentences that were too hard for him to translate, and so I would either have to rephrase my question or create a completely new one. This was also really helpful, because he would also give me feedback on the questions about whether or not they were suitable for the children.

While I had already prepared a questionnaire survey for this Independent Study Project, some of my questions were also influenced by the activities that I would attend while at ROROŠ. For example, during my first week at Nové Mešto I became interested in how gender influenced
each activity at the organization. I found this to be especially true when I attended the floorball session, where I was the only girl in the entire room, and when I saw not a single boy in art class. Thus, I decided to ask some of the children which activities they believed were the most appropriate for them as a boy or a girl. Not surprisingly, most of the boys chose outdoor sport activities to be the most appropriate for their gender, while the girls would choose indoor activities more often. I used this information to then carefully select activities for my board game that appealed to boys, girls or both, which would be inclusive for all.

![Figure 12: Playing the completed game with Yveta and the children.](image)

**Conclusions**

This Independent Study Project is not a formal sociological study. It is an immersive experience with the final output resulting in the creation of the board game, which was donated to the organization upon completion. This service learning project was committed to giving back to a community that has left a huge impact on me. The townsfolk were not only warm and
welcoming, but also very accepting of people from different cultural backgrounds. Yveta mentioned that in her organization, she’s had people come from all parts of the world, including France, Mongolia, Japan, Russia and the United States. However, I was the first person coming from India, and the children loved learning more about my country and cultural background. Thus, when I went back to Nové Mešto for my Independent Study Project, I wanted to give something back to the community that would inspire them to not only learn more outside the classroom, but also take on the challenging experience of exploring new and exciting parts of the world.

**On Language**

In the Sudetenland regions across the Czech Republic, most people don’t speak a second language. While there are a few people who can speak English, their hold on the language is not strong enough for easy communication. On the bright side, this was a great opportunity for me to practice my Czech language skills, and get the full experience of this cross-cultural study abroad program. Yveta and I both believed that learning a second language like English was important, as it would open more opportunities for these children and give them a chance to explore different worlds outside of their hometown. This encouraged me to incorporate questions about the English language on my cards. Additionally, I wrote all the questions at the top of each card in English first, and then added the Czech translation below. While I didn’t have enough space or translation resources to add more challenging questions, my hope is that it will inspire the children to start learning English at a more advanced level.

The language component of this game was also motivated by my visit to Základní Škola, an elementary school in the town. In one session, I gave the children a short Hindi lesson, which we then compared to different Czech words. I was surprised when I noticed how many words
were similar between these two languages. For example, the Czech words “čaj,” “piti,” and “maso” are the exact same or have similar pronunciations in Hindi. These words are (pronounced chaay), (pronounced peetee) and (pronounced maas). This made me realize that you can find commonalities between each language, which makes the learning process a lot easier.

Learning a new language is never easy, for some it can be very intimidating. However, if you are able to search for some common ground between your native language and the new language, the learning process becomes a lot less cumbersome and a lot more interesting. Even between English and Czech, there are many words that are phonetically similar to one another, some of which include “aktivita (English: activity),” “energie (English: energy)” and “banán (English: banana).” After explaining these clever tricks to the children, I hope they find these new languages less intimidating and can start learning them with confidence and ease.

**On Learning Outside the Classroom**

This board game was designed to go beyond the scope of everyday learning at school, in a way that is more entertaining and fun for children. When designing the game, my first instinct was to make them feel like they were at home. Even if the children are playing the game in a completely different location, like the summer camp they’ll be attending a few kilometers from the village of Jindřichovice pod Smrkem, I still want them to feel close to ROROŠ.

An important learning component of this game is the English language, but I also included a few questions on sports, music, colors, art techniques and also on the practice of beekeeping. Young children often learn these general knowledge topics at school, but often forget a few days later. These lessons are crucial for them to learn at an early age, because their studies will only get more complicated and advanced with time. Being able to memorize this
basic information now will motivate them to learn more, and will make them more confident when moving up a class.

However, I want this game to inspire children to travel the world and take on similar projects in the future. As much as I loved working on this game, I have also really enjoyed spending time with the children here at Nové Mešto. Moving out of your comfort zone is never easy, but the experience is always rewarding. Thus, I really hope that these children will also be able to make opportunities for themselves where they go explore the world and give back to communities that are meaningful to them.

**On the Participatory Process**

The participatory process where I worked with the children themselves to create this game was an extremely important component for the construction of this game. This is because I believed that if the children played an active role in designing certain aspects of the game themselves, they’d be more eager to play it amongst themselves as well as play with their friends and family. In my experience, I find that letting young children have an active role in helping you with even simple tasks really sparks their inner confidence. This makes them feel like they can do the same things that adults can, which in a way can also help them mature faster.

I also wanted the children to help me with this game because only they knew what would be most enjoyable for them. This is why I went beyond asking them to fill out my questionnaire survey and invited a few of them to help me make the final game itself. Even though only a few of them agreed to do so, it was still an enriching experience to watch them full-heartedly help me with this project. Even though there was a substantial language barrier between us, we were still able to enjoy each other’s company. This simple yet powerful gesture was enough to teach us all
the importance of deeply sensing certain experiences rather than just understanding them on a surface level.

**On Age and Gender**

This game was designed for children between the ages of 8 to 12, and can be played by the youth belonging any gender. Since it is not easy to adhere to everyone’s intellectual capacities at certain stages of life, my game targets only one particular age group. The reason I chose the particular age group is because those were the most common ages of the children who either filled out my survey or helped me piece the final game together. During my time at ROROŠ, I was particularly amazed at how tight-knit their community was. Even amongst the children, there was hardly any discrimination between boys and girls, as they all seemed to enjoy being with one another. Keeping this in mind, I designed my game to be inclusive of all genders, by incorporating different sports, activities and events that appeal to both. This way, it is inclusive and a fun way for children to bond with each other.

**On Expanding Ideas**

On the last night of my stay in Nové Mešto, I was able to meet Eliška Svobodová, Yveta’s younger daughter. After playing a round of the game with Yveta, her husband, and Eliška, she asked me if anything special happens when the player lands on any one of the five activities on the board, which include floorball, art classes, beekeeping, Zumba or badminton. Even though the game was complete I had never thought about this aspect before, and I really appreciated Eliška’s feedback. I thus left the completed game with the organization on the note that the rules are flexible to change. If the other children wish to change the rules or add a completely new one altogether, it’s their choice, just as long as they have fun and reap the most out of this experience.
References


Appendix 1: Questionnaire survey

Rod:       M   Ž        Stári:

What do you like most about RORO’s?

What is your favorite outdoor activity?

What area of the Dům Detí house is your favorite?

What is your favorite color?

If you could add in any activity of your choice at RORO’s, what would it be?
Appendix 2: Questions for each card

Yellow
1. Move 3 steps forward.
2. Move 2 steps behind.
3. In beekeeping, what is this tool used for? If answered correctly, roll the dice again. If not, move 1 step behind.
4. Name five different genres of music. If answered correctly, move three steps forward. If not, move back 1 step.
5. Have you ever gone for Zumba? If yes, roll the dice again. If no, stay where you are.
6. Say at least two sentence in English. If answered correctly, move 3 steps forward. If not, move 2 steps behind.

Green
1. Move 2 steps forward.
2. Skip a turn.
3. In beekeeping, what is this tool used for? If answered correctly, roll the dice again. If not, move back 2 steps.
4. Do you go for art classes? If yes, move 2 steps forward. If not, stay where you are.
5. Translate this sentence in English: “šťastný nový rok.” If done correctly, roll the dice again. If not, move 2 steps behind.
6. Translate these words in Czech: “Thursday,” “Sunday,” “Wednesday,” “Monday,” “Friday,” “Saturday,” “Tuesday.” If done correctly, roll the dice again. If not, stay where you are.

Blue
1. Roll the dice again.
2. Do you play badminton? If yes, roll the dice again. If not, move 2 steps behind.
3. In beekeeping, what is this tool used for? If answered correctly, roll the dice again. If not, stay where you are.
4. In beekeeping, what is this tool used for? If answered correctly, roll the dice again. If not, move back 3 steps.
5. Translate this sentence in Czech “I don’t like cabbage, but I like eating sauerkraut.” If done correctly, move 2 steps forward. If not, move back 2 steps.
6. What are the three primary colors? If answered correctly, move 2 steps forward. If not, move 1 step behind.