

## The 45 Second Game

### Environmental Education Game

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In order to play this game, you will need:

- The set of The 45 Second Game cards provided
- The 45 Second Game board
- A watch or timer
- A counter – each group will need a 'counter' that they can use to move along the board. This could be a bottle cap, a pen lid, a stone, a stick – any object that can fit in the squares and that they will know is theirs.

Instructions to play The 45 Second Game:

1. Split the children into teams of four or five players (for example, if you have 30 children in your Eco-Club, split them into six groups of five. You will then have Team A, Team B, Team C, Team D, Team E and Team F.
2. Each team must choose a 'counter' which will represent their team on the board provided.
3. Decide the order in which the teams will play.
4. The aim of the game is to be the first team to reach the FINISH square. Teams move forward by correctly identifying the names and words that their team-mates are describing.
5. Players are called **describers** and **guessers**. All players must take their turn at being both describers and guessers.

For example, if Team A starts, one person on the team will be the **describer**, and the rest of Team A will be **guessers**. Everyone on the team must have a turn to be the describer.

The rounds work as follows:

- Team A's first describer takes a card from the pile, but does not look at it until the 45 second timer starts.
  - Team A's first describer then has to describe the words on the card to the guessers on their team.
  - Once the 45 seconds are up, it is then Team B's turn to go. Team B's first describer then has 45 Seconds to describe the words on the card to their guessers.
  - Thereafter, it's Team C's turn and so on.
  - Once you're back at Team A, then someone new from Team A becomes the describer, and so it goes on.
6. The **describer** gets 45 seconds to describe (or explain) all of the words on their card. The Eco-Mentor or teacher in charge should time 45 seconds on their watch, phone or timer.

#### Describers MAY

- Describe the words in any way they wish, including singing, humming and using their hands and bodies to show an action;
- Describe the words in any order – they do not need to start at the top and work to the bottom of the cards.

#### Describers MAY NOT

- Say the actual words that appear on their card;
- Look at the words that must be described before the timer has started;
- Use any 'sounds-like' or 'rhymes-with' tactics (for example, if your word is 'tree', you cannot say "The words sounds like free");
- Say or refer to the letters of the alphabet (for example, you cannot say "It starts with the letter C");
- Use translations;
- Point to anything.

The describer may not swap cards – they must use the cards in the order in which they come.

If they are struggling to explain a word, they should just try. The best way to approach this is to think outside of the box, and give as many examples and clues as possible.

Here are a few examples that you could share with the children to help them understand how they can describe words on their cards. They MAY NOT say the word that is on their card – they have to describe it!

For example:

- If the word was 'hyena', the describer could say: *This animal is a scavenger and will often eat the leftovers from another predator's kills; It has a sloped back; It lives in dens.*
- If the word was 'elephant', the describer could make the noise that the elephant makes. The describer could also say: *This is a very big grey animal with tusks and a trunk; It is part of the big five.*
- If the word was 'venomous', the describer could say: *Snakes can be this – if they are this word and they bite you, then you can be very hurt, or even die.*
- If the word is 'tadpole', the describer could say: *This is what we something before it is a frog; When frogs lay eggs and the eggs hatch, what comes out of the eggs is the word for this thing.*

7. The **guessers** (the rest of the team) must guess the word that they describer is trying to explain. The guessers shout out their guesses while the describer is describing.

It is the responsibility of the other teams and the Eco-Mentor to keep an eye on the timer, and to call 'TIME UP' when the 45 seconds is up!

The other teams must also be quiet while a team is describing to make sure that it's fair for everyone. It's also fun to listen to the team that is describing to get ideas on how to describe clues, and to giggle at the funny answers and clues that are given 😊

8. If the team guesses all the answers on the card before the 45 seconds is up, the describer may take another card and keep on describing!
9. For every answer that is guessed correctly, the team moves one block forward. The Eco-Mentor must make sure that all of the rules have been followed, and check that the team guessed the correct answers. Eco-Mentors should also help children with any words they might be struggling with.
10. Once Team A has finished one round, then Team B's first describer gets 45 seconds on the clock to describe all the clues on their card to the guessers.
11. The first team to reach the FINISH square wins!