

GIVE ME THAT MONEY

FOR 2-5 PLAYERS
AGE 7 TO 10



A board game that reinforces players' math knowledge and skills related to U.S. money

OVERVIEW

Zoombiniville is holding its annual competition for its residents, the little Zoombinis, to earn a maximum of \$300 reward. The amount of money they collect during the game goes to their own pocket. They need your help to win the competition! Take Zoombinis to different spaces on the board to collect money and solve problems about U.S. money on the trivia cards to get extra money for them.



HOW TO PLAY

Who Goes First?

Each player rolls the dice. High roller goes first. Play then pass to the right.

On Your Turn

- Roll the die and move your character piece that numbers of spaces around the board clockwise.
- Collect the amount of money on the space.
- Spin the spinner to decide what color of card to draw.
- Draw the card and possibly earn some extra money.

If draw a blue trivia card, solve the "calculate total value" problem and check your answer using the blue answer card. Find the answer that has the same number of your trivia card. If your answer is correct, collect extra 3 dollars. If your answer is not correct, no extra money for your to earn.

If draw a green trivia card, solve the "pattern analysis" problem and check your answer using the green answer card. Find the answer that has the same number of your trivia card. If your answer is correct, collect extra 5 dollars. If your answer is not correct, no extra money for your earn.

If draw a red trivia card, solve the "two-step word problem" and check your answer using the red answer card. Find the answer that has the same number of your trivia card. If your answer is correct, collect extra 7 dollars. If your answer is not correct, no extra money for your earn.

If draw a function card, follow the instruction on the card to complete action.

- Label the turn number, calculate and record the money you collect in this turn using the money tracker.

- Pass the turn to the next player.

A Quick Look at the Function Cards

Reward Card

Get \$10



Steal Card

Steal 4 dollars from players who have more than 4 dollars



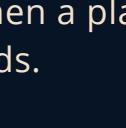
Skip Card

Choose a player to skip their turn



Robbery Card

Lose 8 dollars



Move Card

Move 3 steps forward and collect the money in that space



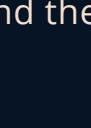
Move Card

Move 2 steps backward and collect the money in that space



Swap Card

Exchange your money with one player



How to Win?

When a player successfully collect \$300, they win the game and the game ends.



SUBJECT AREA AND LEARNING DOMAIN

The subject area for this game is Mathematics, and its learning domain is

U.S. Money.



LEARNING OBJECTIVES

After playing the game, players will be able to

- recognize coins and bills, and calculate the total value of money.

- analyze the patterns of given coins or value of money and figure out the rule of the patterns.

- solve two-step word problems involving money.



STATEMENT ABOUT LEARNING

Several elements in my game include the aesthetics, the operational rules, the game goal and the reward structure support the learning of U.S. money, which is the learning domain of the game (Kapp, 2012). To be specific, a money chart with essential knowledge about coins and bills was included on the game board to not only make the board look nicer, but also assist players in their recognition of different coins and bills as well as their value. The design of a reference card also serves the same purpose. In terms of operational rules, as mentioned by Kapp, those rules describe how the game is played (Kapp, 2012). In order to play this game, players need to collect the amount of money labeled on the game space when their character piece lands on that specific space using the models of coins and bills. They also need to calculate and record the total value of the money they earn as the game goal is to be the first one to collect \$300. In order to earn extra money, they need to answer trivia questions that reinforce their knowledge and skills related to money. Moreover, the use of money (U.S. coins and bills) as the reward of the game greatly aligns with the learning topic.



STATEMENT ABOUT MY MENTOR GAME

My mentor game is Zoombinis, which was developed by TERC and Broderbund. It is a puzzle game that was designed to facilitate children's logical thinking skills. I reused some elements from Zoombinis in this game, such as the Zoombinis characters. They were used as the character pieces in my game. In addition, the learning subject and domains are similar. They both focus on math and reinforce players computational thinking skills, such as pattern recognition skills, problems decomposition skills and algorithm and procedures.



CREDIT

Designer: Nannan Huang

Design: Canva

Inspiration: Zoombinis & Uno & Monopoly

Coins and Bills: hand2mind

Video Editing Software: Adobe Premiere Pro

Kapp, K. M. (2012). Chapter 2: It's in the Game: Understanding Game Elements. In The gamification of learning and instruction: Game-based methods and strategies for training and education. San Francisco, CA: Pfeiffer.

TERC. (n.d.). Zoombinis in the Classroom. Education | Zoombinis. Retrieved September 4, 2022, from <https://www.terc.edu/zoombinis/about/>

TERC. (2015). Zoombinis.(Mac Version 1.0.17). TERC.
<https://apps.apple.com/us/app/zoombinis/id961739806>

A DEMO OF THE GAME

Click the link to watch a demo of the Game:

<https://youtu.be/Knx6ZNpvX0k>