Malaysian Traditional Games

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Project Description

“Malaysian Traditional Games” project is designed to introduce traditional games to the students so that students would appreciate traditional values which are lacking in children nowadays.

The use of ICT played a prominent role in this project for the collection and presenting the data.
At the end of the project, students should be able to:

Collect information on the traditional games focused in the project.

Interpret and transform the selected information gathered into another form of representation.
Learning Objectives

1. Plan an exhibition to share their findings with the school and the outside community
2. Present the data collected in the form of an exhibition
3. Gain confidence when speaking with people of different ages and backgrounds
21st Century Skills

**ICT Literacy**
- Accessing, integrating, and creating information into various forms of media

**Creativity & Innovation**
- Generating new ideas
- Modernizing and Improvising the game to suit modern times

**Collaboration & Cooperation**
- Work together in harmony towards a common goal without any bias or discrimination

**Communication**
- Exchanging information through several different methods (oral and written)
<table>
<thead>
<tr>
<th>Subject Area(s)</th>
<th>Main Subject</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sub Subject</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. History</td>
<td></td>
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<td>2. Living Skills</td>
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<td></td>
<td>3. Art</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lower Form : Form 2 (14 years old)</th>
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<tbody>
<tr>
<td></td>
<td>Upper Form : Form 4 (16 years old)</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td><strong>2 months</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Team Structure &amp; Responsibilities</th>
<th>Teachers</th>
<th>As advisors</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td>40 students are given roles as cultural journalists and reporters.</td>
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Learning Method

One Group One Mentor

4 TEACHERS
(English, History, Art & ICT)

FORM 4
(Leader / Mentor)

FORM 2 (Poster)
FORM 2 (Written)
FORM 2 (Booth)

(One to One)
Different group will be assigned with different teachers

(Peer Teaching)
Group members need to work together to complete all the tasks given.

(Independent Learning)
# Activities

## PHASE 1: Introduction & Workshop

Introduction and preparing the students for the research and documentation activity:

- Introduction To Malaysian Traditional Games Project
- Research Procedures Workshop (By History Teacher)
- ICT “Drop Box” Workshop (By ICT Teacher)

## PHASE 2: Data Collection

Data collection process through three methods

- interviews, surfing the internet & browsing through books
PHASE 3: Writing the Article

Preparing materials for the exhibition:
- Sharing information through ICT mediums (Drop Box)
- Interpreting and transforming information to different form (Consultation with ICT and English Teachers)
- Students prepare exhibition materials

PHASE 4: Advertising

Advertising in school
- Preparing posters & the Heritage Alley (collaborate with the school History Club)
Activities

PHASE 5: Preparing for the Exhibition

Planning and preparing for the exhibition day
- Practice through Demonstration
- Preparing the booths

PHASE 6: Post Mortem

Teachers and students conduct a post mortem on the project
- Sharing experience through discussion
- Expressing their feelings through journal writing

STUDENTS’ COMMENT  CHALLENGES
Exhibition
Preparation

Malaysian Traditional Games
It was awesome handling this project. I learned to be creative in writing the article, designing the poster and putting up the booth.
(Aiman 2RK1)

Through this project, I learned to be more confident with myself. It is okay to make mistakes as we learn through our mistakes.
(Khalid 2RK1)

I learned how easy games in the olden days were. Most of the items used are recycle items. The simplicity of people back then really amazed me.
(Yusra 4 Adil)

Drop Box is the best! Now I use it to store and share pictures with my friends. It is as easy as ABC.
(Shazwani 2RK1)
## Challenges

### Mixed Ability Students
- Varied intelligence and language proficiency

### Comfort Zone
- Leaving the work to other students
- Shy away when interacting with other people

### Insufficient Data
- Difficulty in collecting data (historic background)

### Direct Translation – Writing
- Google Translation