

# Snakes & Ladders

Snakes and Ladders is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.

## *Educational Concept/Skill to be developed*

Of great importance in any game are the Rules. Not only are these the How-to-Play instructions but they are the boundaries in which the game can be played. In educational terms the rules equate to 'devising and planning investigations' which is one of our process skill objectives. In addition, snakes and ladders can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed such as Nutrition, Health Education, etc, as shown in the examples given.

## *Points for the teacher to consider*

The basic rules for snakes and ladders are as follows but these can be varied according to the educational use of the game as shown in the Nutrition Snakes and Ladders example.

## *Rules*

Two, three or four people may play.

Each player throws the die or spins the spinner. The player who has the highest number starts the game by throwing the die and moving his/her counter, starting at space 1, according to the number shown on the die or spinner.

If a player scores a six, he/she throws the die or spins the spinner again.

If a counter stops on the head of a snake the player must slide the counter down the snake until it gets to the tail, then carries on from that point. If a counter lands at the foot of a ladder the player moves it to the top and carries on from there.

The first player to reach the square which has the highest number on it is the winner.

# Nutrition Snakes and Ladders

## *How to play the game*

1. The game can be played by two or more players up to a maximum of 6 - 8.
  2. Each player should have their own marker (counter). Different shaped shells or stones, or coloured pieces of paper or plastic, or bottle tops, make good markers. Each player starts with their marker on square 1, marked START, which is at the bottom left hand corner of the board.
  3. To decide who goes first, each player must shake the die or spin the spinner; the first player to get a six starts the game. He/she then throws again and moves their marker forward the number of squares indicated on the die or spinner (ie. 1,2,3,4,5 or 6 squares). Play then continues with the player on the left of the starter throwing the die or spinning the spinner and moving his marker, and so on. Players play in the same order until someone reaches square 100, which is the Finish or GOOD HEALTH square.
  4. a) If a player lands on a square at the bottom of a Ladder, they must read out the message written on the square, move their marker up the ladder and finish reading the message at the top of the ladder. The players should discuss the meaning of the message.
    - is the message describing a good nutrition practice or a poor nutrition practice? (Ladders should describe good messages).
    - is the school/family/community practising these good nutrition messages?When a player has gone up a ladder, they can continue playing from the square at the top of the ladder. The good nutrition message will have helped them move faster up the board to finish with GOOD HEALTH.
  - b) If a player lands on a square with a snakes head on it, they must read out the message written on the square, move their marker down the snake and finish reading the message at the bottom of the snake. The player should discuss the meaning of the message.
    - is the message describing a good nutrition practice or a poor nutrition practice? (Snakes describe bad messages).
    - how can these poor nutrition practices be prevented from occurring in the family/school/community?When a player has gone down a snake, they must continue playing from the square at the bottom of the snake. The poor nutrition message will have slowed the player down so that he/she moves more slowly towards the finish and GOOD HEALTH.
  - c) There are some squares with good nutrition messages on but no snakes or ladders. When a player lands on these squares, they leave their marker in the same square and discuss the message written.
5. The first player to reach the finish square is the winner of GOOD HEALTH. All players must remember to practise the good nutrition messages so that they will stay healthy.

# NUTRITION SNAKES + LADDERS

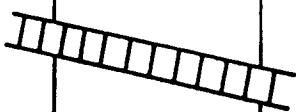





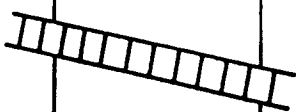





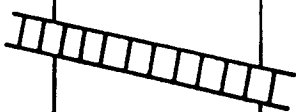





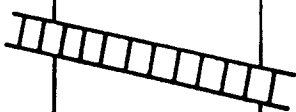

















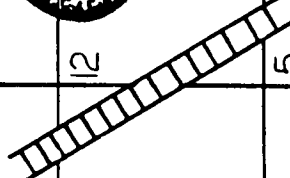





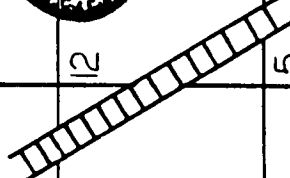





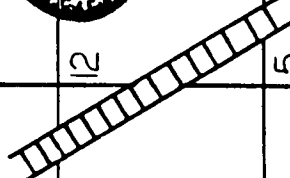





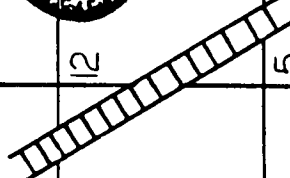





100 FINISH GOOD HEALTH	99 KEEPS EYES HEALTHY & PREVENTS BLINDNESS	98	97 PROTECTS AGAINST SICKNESS	96	95 NO FOOD GARDEN	94	93 TO MAKE THE BODY HEALTHY AND STRONG	92	91 FRESH FOODS ARE THE BEST FOODS
81 STAY HEALTHY AND GROW WELL	82	83 EATING GREEN LEAVES PAPAYA, OR PUMPKIN EVERY DAY	84	85	86	87 EAT GREEN LEAVES FOR STRONG BLOOD	88	89 BUILDS STRONG & HEALTHY BODIES	90
80	79	78 BOTTLE-FED BABIES	77	76 EATING FRUIT AND VEGETABLES	75	74	73 PREVENTS DIARRHOEA AND WORMS	72	71
61	62	63	64	65 MEANS SPENDING MONEY ON FOOD	68	67 EAT A MIXTURE OF GOOD FOODS	68	69	70 EATING FISH, MEAT, BEANS & PEANUTS
60	59 CHILDREN WHO EAT 3 MEALS A DAY AND HEALTHY SNACKS	58	57 PLANT FRUIT TREES FOR HEALTHY SNACKS	56	55	54	53 WASHING HANDS BEFORE PREPARING OR EATING FOODS	52 TO MAKE SURE HE IS GROWING WELL	51
41	42	43	44 TO GIVE ENERGY TO WORK AND PLAY	45	46 HAVE HEALTHY FOOD TO EAT	47	48	49	50 SUGAR SWEETS AND SOFT DRINKS
40 A CHILD WHO DOES NOT HAVE BREAKFAST	39	38 EAT LOCAL STARCHY FOOD CROPS	37	36	35	34	33 TAKE BABY TO CLINIC EVERY MONTH	32	31
21	22	23	24	25 GET SICK EASILY	26	27 PLANT A FOOD GARDEN	28	29 KEEPS MOTHER AND BABY HEALTHY	30
20	19 CANNOT DO WELL IN SCHOOL	18	17 BRUSH TEETH EVERY DAY	16	15 ARE HEALTHY BABIES	14	13 GOING TO CLINIC DURING PREGNANCY	12	11
1 START	2	3 BREAST-FED BABIES	4	5	6 GREEN COCONUT & A HEALTHY RINK	7	8	9 CAUSE TOOTH DECAY	10

This Nutrition Education Game has been developed, and a pilot version used, in schools and in community education programmes in a number of countries in the South Pacific. Further information can be obtained from:


The Secretary General (Ref. PUB 2/32/3)  
 South Pacific Commission  
 P.B. D5.  
 Noumea Cedex  
 New Caledonia.

Below is an alternative version produced by the Child Health and Education Project, TMRU, University of West Indies, and published in collaboration with Unicef and CFNI. Artist: D. McDowell


## Nutrition Snakes and Ladders Game

33	32 HEALTHY BABY 	31 FRESH FRUITS 	30 DIRTY BOTTLES 	35 HEALTHY BABY 	36	37	38 BABY GROWS WELL 	39 STOP BREAST FEEDING 	40 END
34	33 HEALTHY BABY 	32 FRESH FRUITS 	31 DIRTY BOTTLES 	30 HEALTHY BABY 	35	36	37 BABY GROWS WELL 	38 STOP BREAST FEEDING 	39
33	32 HEALTHY BABY 	31 FRESH FRUITS 	30 DIRTY BOTTLES 	35 HEALTHY BABY 	36	37	38 BABY GROWS WELL 	39 STOP BREAST FEEDING 	40 END
34	33 HEALTHY BABY 	32 FRESH FRUITS 	31 DIRTY BOTTLES 	30 HEALTHY BABY 	35	36	37 BABY GROWS WELL 	38 STOP BREAST FEEDING 	39
35	34 HEALTHY BABY 	33 FRESH FRUITS 	32 DIRTY BOTTLES 	31 HEALTHY BABY 	36	37	38 BABY GROWS WELL 	39 STOP BREAST FEEDING 	40 END
36	35 HEALTHY BABY 	34 FRESH FRUITS 	33 DIRTY BOTTLES 	32 HEALTHY BABY 	36	37	38 BABY GROWS WELL 	39 STOP BREAST FEEDING 	40 END
37	36 HEALTHY BABY 	35 FRESH FRUITS 	34 DIRTY BOTTLES 	33 HEALTHY BABY 	36	37	38 BABY GROWS WELL 	39 STOP BREAST FEEDING 	40 END
38	37 HEALTHY BABY 	36 FRESH FRUITS 	35 DIRTY BOTTLES 	34 HEALTHY BABY 	36	37	38 BABY GROWS WELL 	39 STOP BREAST FEEDING 	40 END
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40	39 HEALTHY BABY 	38 FRESH FRUITS 	37 DIRTY BOTTLES 	36 HEALTHY BABY 	36	37	38 BABY GROWS WELL 	39 STOP BREAST FEEDING 	40 END

1  
START  
↑




2  
RUNNING  
BELLY




3

4

5  
BREAST  
MILK  



6

7  
THICK  
PORRIDGE




8

9  
BABY GROWS  
WELL



10

11  
SICK  
BABY

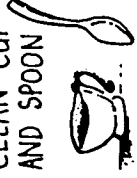


12

13

14

15  
CLEAN CUP  
AND SPOON

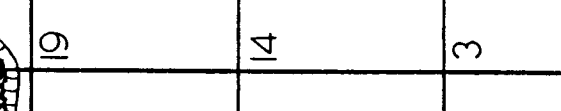


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17

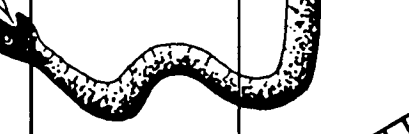
18

19  
HEALTHY  
BABY





20

21  
THIN  
PORRIDGE



22

23  
GOOD MIXED  
DIET  


24  
THIN BABY  


25

26

27

28

29

30

31

32

33

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35

36

37

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39

40

## Health Education Snakes and Ladders

This example of Snakes and Ladders in Health Education was designed by P. Kneebone and D. Guthrie for the Disabilities Study Unit in co-operation with the Child-to-Child programme. This version was published in the *Journal of Education in Science for Trinidad and Tobago* (JESTT, February 1984) and the following was stated

'The centre-page spread which follows is an idea which can be modified endlessly. Change some of the polio clues . . . devise a similar game for gastro . . . for nutrition . . . for safety in the lab . . .

'After you have designed your board, you will have to photocopy and/or Gestefax for the groups.

*'A word of caution from our experience with classroom games: insist that children read, and can tell you why, they went up and down ladders and snakes. That makes the difference between a game and a learning experience.'* (editor's italics)

Further information regarding the Child-to-Child programme can be obtained from

University of London  
Institute of Education  
Attn: Ms. G. Page  
20 Bedford Way  
London WC1. U.K.

The address of the Disabilities Study Unit is



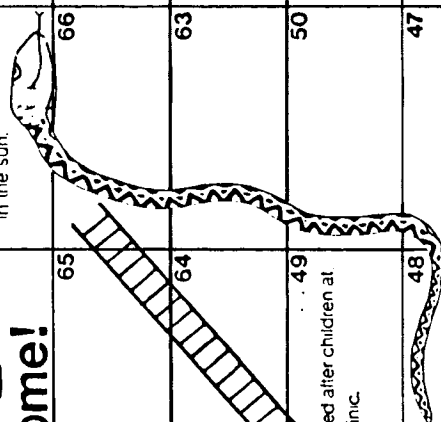
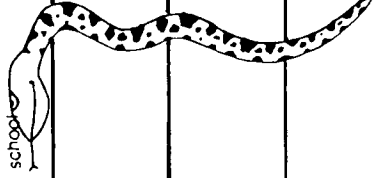
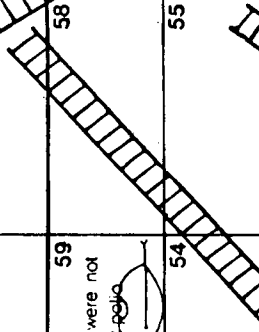
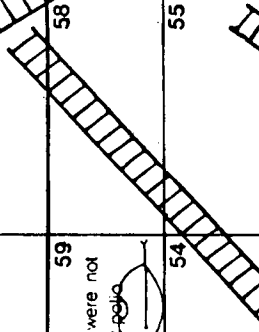
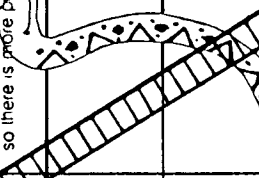



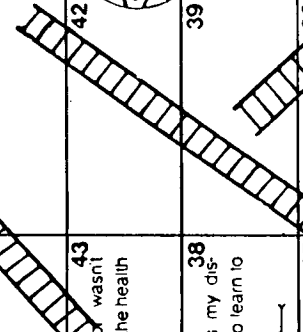
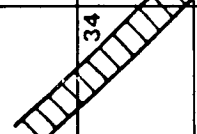
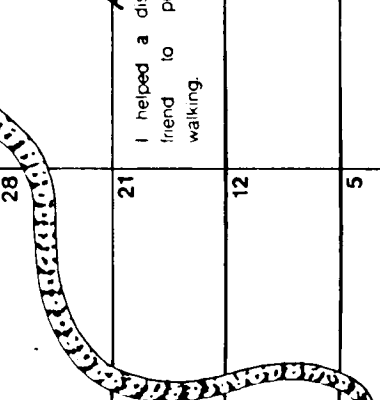
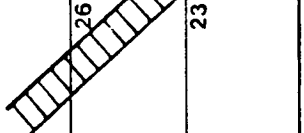

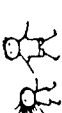
Disabilities Study Unit  
Amberley,  
West Sussex BN18 9NR  
U.K.

# Snakes & ladders

**How to play**

Two players are needed to play this game. Each player starts on the 'Start' square. The player who moves first starts on square 1. The other player moves on square 2. The game is played until one player reaches square 80. The first player to reach square 80 wins the game.

A health education game designed by Peter Kneebone and Duncan Guthrie for the Disabilities Study Unit in co-operation with the CHILD-to-Child Programme. Disabilities Study Unit, Aberdeen West, South, BN18 3NA, England.

80  <b>Home!</b>	79 Somebody left vaccine in the sun.	78	77 No one will take my disabled friend to school.	76 No one will take my disabled friend to school.	75	74	73 Wet season. More children have diarrhoea so there is more pollution.
65 	66 	67 When the children go to play they leave a disabled boy behind.	68 When the children go to play they leave a disabled boy behind.	69 	70 Children who were not vaccinated got polio.	71 	72 Wet season. More children have diarrhoea so there is more pollution.
64	63 The health worker was ill.	62	61	60	59 Children who were not vaccinated got polio.	58 	57 
49 I looked after children at the clinic.	50	51	52	53	54	55	56
48 	47	46 	45 	44 The refrigerator wasn't working.	43 The refrigerator wasn't working.	42 	41 I moved vaccine container out of the sun.
33	34 	35	36	37 Nobody helps my disabled cousin to learn to walk.	38 Nobody helps my disabled cousin to learn to walk.	39	40
32 The vaccine did not arrive in the village.	31	30	29 I help to carry a disabled friend to school each day.	28 	27	26 	25
17	18 	19	20	21 I helped a disabled friend to practise walking.	22 I helped a disabled friend to practise walking.	23	24
16	15	14	13 I look my younger brother to be immunized.	12	11	10	9 I made crutches from the branches of a tree.
1  <b>Start</b> →	2 I asked my teacher to remind my class mates of dates and times for immunization.	3	4	5	6	7	8

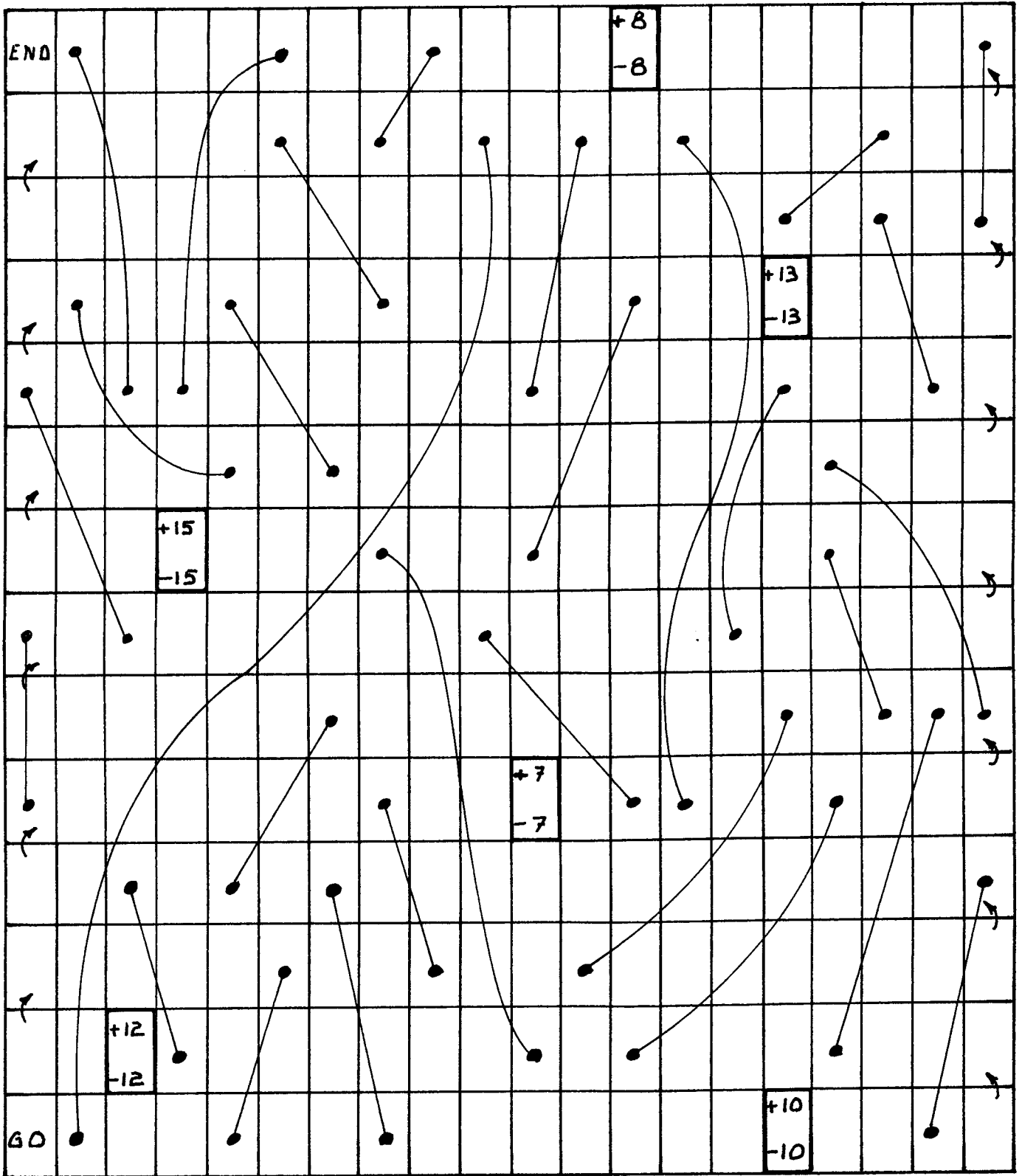
## **General Purpose Snakes and Ladders**

The following snakes and ladders game is an outline which can be used in many ways.

The game was submitted via ICASE and was adapted from that suggested in the School Science Review published by the Association for Science Education, U.K.

1. Snakes and Ladders.
2. Suitable for a large variety of ages of students from 7 - 18.
3. This is a modification of the board game, snakes and ladders.
  - a) A suitable board is shown on the following page which can be conveniently made of two sheets of A4 paper fixed together, or by drawing or painting on card when colour can be introduced.
  - b) Each player obtains a set of 20 questions and answers, but each set is different.
  - c) The game is played by each player putting their counter on the GO square and by shaking and throwing a die, and moving that number of squares.
  - d) On the board there are lines linking various squares. These are the snakes or ladders. If you are at the bottom of one of these lines, the line represents a ladder; if at the top the same line represents a snake.
  - e) In the course of the game, any player landing on a snake/ladder, is asked a question by his opponent. If the correct answer is given then the ladder is ascended or descending the snake is avoided (the opposite occurs if the answer is incorrect, or no answer is given).
  - f) If a player lands on one of the special crisis squares (squares with + and - numbers in them) the other player asks a question they have made up. If answered correctly then the counter is moved forward the number of squares indicated by the figure. If not answered the counter is moved back the number of squares. If the other player cannot think of a question or incorrectly disagrees with the answer, then that player moves his counter back the number of squares instead.
4. This game can be used for revision of virtually any topic, or sub-topic or for general knowledge purposes to find a class 'master mind'.
5. The time required is variable. If the game is not completed within 30 - 60 minutes, the winner is the furthest one up the board. The game is played with two players but with sufficient boards it can be used with the whole class.

Players of differing abilities could be given questions at different levels of difficulty thus making the game challenging to all.



Source: Dussart, G.B. 1984. Snakes and Ladders as an all purpose teaching game. In: *School Science Review*. September 1984. p. 96. Hatfield, Association for Science Education.