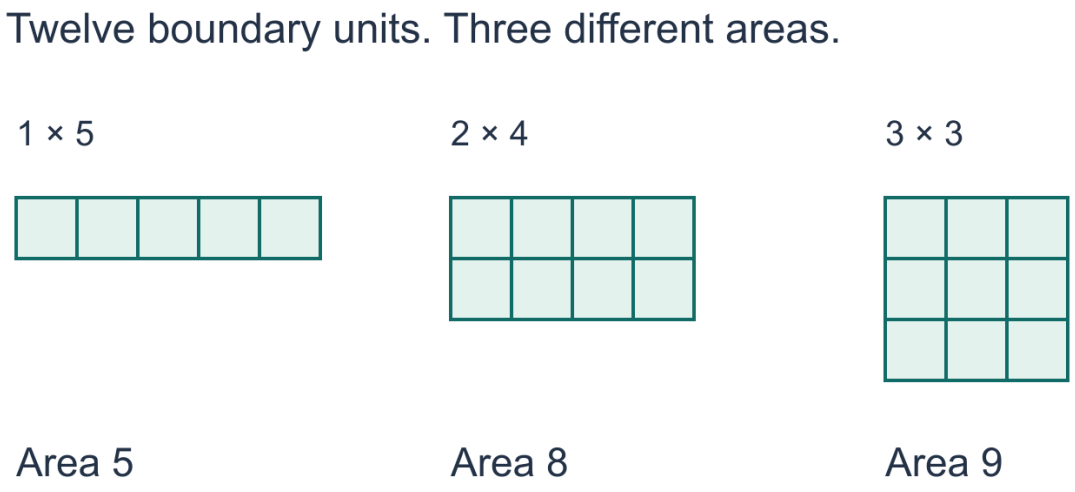
Children’s Day 2026: five learning games children can lead

Grades 3–6 · Activity and planning pack

Let the children explain the rules, challenge the adults and change one condition. A small game can become a lesson in reasoning without feeling like an extra worksheet.

For India’s Children’s Day on 14 November, use short, low-preparation games with clear learning goals. Choose by readiness, keep participation flexible and let children explain how they know.

Independent BananaLearn resource. Not an official exam paper or endorsed assessment.



Rectangles one by five, two by four and three by three all have perimeter twelve, but their areas are five, eight and nine.

Matching complete guide

bananalearn.com/learn/childrens-day-2026-learning-games.html

A ready-to-run 50-minute celebration

Use five stations of about eight minutes, with ten minutes across the session for choosing, moving and sharing. For a home activity, choose two stations instead. Materials: scrap paper, pencils, large counters, twelve equal paper strips, a tray and a cloth. Avoid small loose pieces where children may put them in their mouths.

Let children choose roles: reader, builder, recorder or explainer. Offer a quiet table and a partner option. A child can demonstrate a solution by drawing or pointing rather than speaking to the whole group. Keep scores optional and never rank children's ability from one game.

Station 1: target makers — number and operation sense

Materials: cards numbered 2, 3 and 4. Rule: use all three cards exactly once; addition, subtraction, multiplication, division and brackets are allowed. No joining digits into 23. Begin with target 9: 2+3+4. Then try 10: 2×3+4; 14: 2+3×4; 20: (2+3)×4.

Model one round: the builder lays out 2+3×4; the checker calculates multiplication first; the explainer says why the answer is 14, not 20. To make 20, add brackets. For a younger learner, use two cards and addition/subtraction only. For a challenge, ask whether a second expression reaches the same target. Accept a valid expression even if it differs from the card answer.

Station 2: word detective — precise clues

Read one clue at a time. Card A: "I have pages; I organise words alphabetically; I explain what words mean." Answer: dictionary. Card B: "I help measure; I can show centimetres; I have a straight edge." Answer: ruler. Card C: "I show places; I use symbols; I may have a key and a scale." Answer: map.

After a guess, ask which clue narrows the possibilities most. Pages alone also fits a storybook; alphabetically plus meanings supports dictionary. A child can draw the object or make a new clue card. For a challenge, write three clues that rule out a tempting wrong answer without naming the object.

Station 3: twelve-strip shapes — same boundary, different inside

Use twelve equal strips as unit-length boundary pieces. Make a rectangle 1 unit by 5 units: its perimeter is 1+5+1+5=12 units and its area is 5 square units. Rebuild as 2 by 4: perimeter 12, area 8. Finally build 3 by 3: perimeter 12, area 9. Lay the shapes on squared paper to count the inside squares.

A square is a rectangle with four equal sides. Do not ask children to distinguish a square from "any rectangle", because that excludes it incorrectly. Ask which of these rectangles is also a square. The challenge is to explain why equal perimeter does not mean equal area. With younger learners, count boundary pieces and covered squares before introducing formula symbols.

Station 4: rule detectives — test a guess

Prepare "in" cards 4, 8, 12 and "out" cards 5, 7, 10. Secret rule: multiples of four. A child may first guess even numbers; offer 6 as a test card. It is even but belongs outside, so the guess must change. Then try 16 and 18.

The leader should keep one consistent rule rather than changing it to defeat players. Explain that a few examples can fit more than one rule. A good detective proposes a card that separates the possibilities. Easier round: even versus odd. Harder round: numbers with digit sum 6, using 15, 24 and 33 as examples.

Station 5: estimate, group, revise — a reasoned estimate

Place 24 large counters on a tray. Show it for a few seconds, cover it and invite a first estimate. Reveal one group of six counters as a benchmark. Ask whether the first estimate should change, then uncover the tray and count in four groups of six.

Record “first estimate / revised estimate / actual count / what helped”. The learning is using a benchmark and explaining a revision, not guessing exactly. A child who changes an estimate with evidence is reasoning well. Use a smaller set for younger children and avoid presenting a poor estimate as a failure.

Card	Task	Check
Target A	2, 3, 4 → 14	2 + 3 × 4
Target B	2, 3, 4 → 20	(2 + 3) × 4
Shape A	12 boundary units; width 2	Length 4; area 8 square units
Rule A	Does 18 fit multiples of four?	No: 16 and 20 are neighbouring multiples
Word A	Alphabetical words with meanings	Dictionary

Finish with a child-led demonstration

Ask each group to choose one discovery, show the evidence and invite another group to test it. Useful demonstrations include moving brackets, rearranging the same twelve strips, and using 6 to disprove the even-number rule. End while children still have energy rather than requiring every station to be completed.

If a child wants digital practice afterwards, use the linked games library to choose an appropriate skill. The offline games work on their own; a device or account is not required for the celebration.

Make this work for your family or class

Date and setting

Activity or learning goal

Materials and practical arrangements

What the child explained or demonstrated

What to adapt next time

Before you begin

• Are materials and roles ready?

• Can every child participate without racing?

• Have you kept the answer cards separate until children try?