



LESSON 8

DEVELOPING OUR BOARD GAME I

BRISBANE ROAR
SCORING FOR FUN

TEACHING AND LEARNING PLAN

LESSONS 8

Developing our board game I

LESSON DURATION

60 minutes

LESSON VENUE

Classroom

STUDENT PRIOR KNOWLEDGE

Students will need to have an introductory notion of drawing an object in proportion or to scale to its actual size.

WALT - WE ARE LEARNING TO...

Work as a team to design our board game.

WILF - WHAT I'M LOOKING FOR...

- I can calculate football pitch measurements for my board game.
- I can include all football pitch line markings on my board game.
- I can draw equally spaced rows and columns on my board game.
- I can work with others to design our board game.

TIB - THIS IS BECAUSE...

It will help us create all the elements we require to design and build our **Brisbane Roar** board game.

LESSON PREPARATION

Prior to the lesson teachers should organise the following:

- Activity sheet 8.1 - Our game plan - hard copy to each group or interactive pdf version on student computers, laptops or iPads.
- Classroom display - Design stimulus - pinned up on classroom wall.
- Activity sheet 8.2 (a) - Board game design brief and Activity sheet 8.2 (b) - Board game rules brief - hard copies to each group or interactive pdf version on student computers, laptops or iPads.
- Rulers, compasses, colour pencils, textas, erasers and calculator (optional).

LESSON DELIVERY

The following provides you with a suggested plan on how to deliver this lesson. You are encouraged to take a flexible approach and modify this lesson and its timings to suit the needs and abilities of your students.



TEACHING AND LEARNING PLAN

1. Introduce the design process (10 minutes)

In the previous lesson students learnt about developing flashcards for their board game. Now it is time for the students to work together to design their actual game.

Distribute Activity sheet 8.1 - Our game plan - hard copy to each group or interactive pdf version on student computers, laptops or iPads and display Classroom display - Design stimulus in a prominent part of the room.

Explain to students that they are now going to decide on all the elements that will make up their game.

Ask groups to use Activity sheet 8.1 to discuss and plan the following game elements:

- Aim of the game;
- Game board material, design, colours and look and feel; and
- Rules of the game.

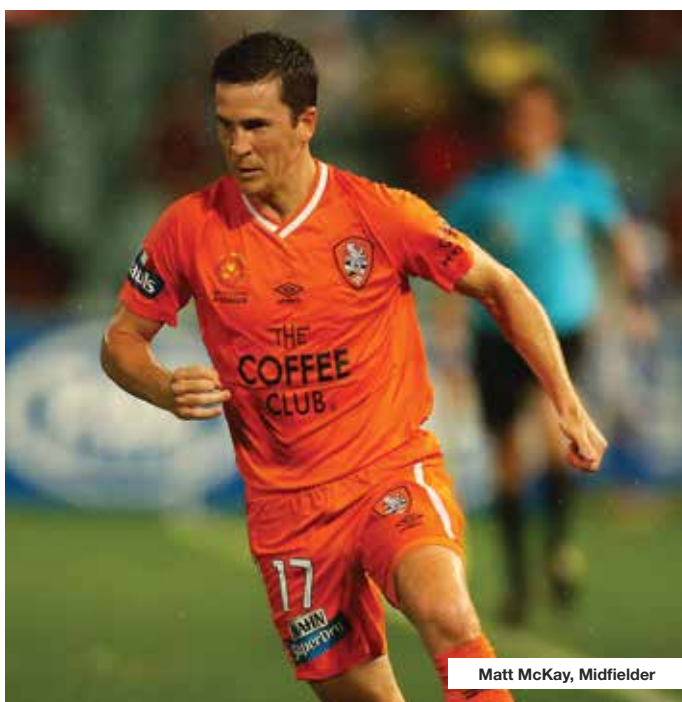
Classroom display - Design stimulus should also be used to assist students with their ideas.

Students should theme their board game in line with the **Brisbane Roar** and the state or territory which it represents.

Club and state colours, coat of arms and logos should be used as part of the flashcard and board design. The state/territory's flag, symbols or images could also be incorporated as should **Brisbane Roar** team and player images.

Design ideas included on Classroom display - Design stimulus are:

- Football pitch - made out of wood or temporary material such as paper or cardboard with lined board markings.
- Football - made out of material such as paper or cardboard with black and white pattern design or national flags of various countries.



Matt McKay, Midfielder

- Existing board games, football goals, stadium and football boot.

Other items that students should factor into their planning are:

- Use of dice.
- Playing pieces.
- How the flashcards will be used.
- What the reward and penalty will be on the flashcards.
- How long a game will go for.

Have students refer to the board games they played earlier to provide ideas and inspiration.

2. Teacher advice - Assigning roles in the design process

Student groups should work together on all aspects of the game development.

To ensure that all students have a role to play in the design process, groups should assign the following roles to its members:

ROLES	DESCRIPTION
PROJECT MANAGER	The <i>Project Manager</i> is spokesperson for the team who makes sure the project is coordinated and the maths used in the board design can be justified.
BOARD GAME DESIGNER	The <i>Board Game Designer</i> is responsible for devising dimensions of the board game, for example, board game measurement, scaling, sketching and drafting.
GRAPHIC DESIGNER	The <i>Graphic Designer</i> is responsible for all visual elements of the board game, for example, materials and colours used and the overall look of the game.
RESEARCH MANAGER	The <i>Research Manager</i> is responsible for researching the information that will be used to develop true or false questions on their board game flashcards.
RULES MANAGER	The <i>Rules Manager</i> is responsible for deciding on the rules and aim of the game.

3. Commence the design phase (50 minutes)

Once roles are assigned distribute Activity sheet 8.2 (a) - Board game design brief and Activity sheet 8.2 (b) - Board game rules brief - hard copies to each group or interactive pdf version on student computers, laptops or iPads.

Guide teams through both briefs. Whilst they have assigned roles they should work as a team to complete these tasks in this lesson.

The Project manager for each team is to manage their team and the Board game designer and Rules manager should approve the work that is being done.