



LESSONS 9-10

DEVELOPING OUR BOARD GAME II

BRISBANE ROAR
SCORING FOR FUN

TEACHING AND LEARNING PLAN

LESSONS 9-10

Developing our board game

LESSON DURATION

Two lessons of 60 minutes

LESSON VENUE

Classroom or art room

STUDENT PRIOR KNOWLEDGE

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

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 in proportion on my board game.
- I can draw shapes of importance for our board game.
- I can include **Brisbane Roar** and state/territory images and symbols in the design of 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 9.1 - Our final team brief - hard copy 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.

Continue the design process (Two lessons of 60 minutes)

In the previous lesson students started to work together to design their board game. Explain that by the end of the next two lessons they are to have their board game completed.

Distribute Activity sheet 9.1 - Our final team brief - hard copy to each group or interactive pdf version on student computers, laptops or iPads.

This activity sheet outlines the remaining activities that students need to undertake to complete the task. Please note, as part of this process students will have to complete the flashcards for their board games.

Support students in this process by constantly reviewing the questions they devise. The focus is on compiling true or false and (or) multiple choice questions. You have the discretion to challenge higher end students to construct more complex questions if you wish.

Allow students to refer to board games that they have played and are familiar with as a stimulus for their work if needed.

