



# LESSON 11

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TESTING GAMES

**NEWCASTLE JETS**  
**SCORING FOR FUN**

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# TEACHING AND LEARNING PLAN

## LESSON 11

Testing games

## LESSON DURATION

60 minutes

## LESSON VENUE

Classroom

## STUDENT PRIOR KNOWLEDGE

Students will need to have knowledge of organising data into categories and creating displays using graphs or charts.

## WALT - WE ARE LEARNING TO...

- Evaluate what others think of our board game.
- Present our results to class.

## WILF - WHAT I'M LOOKING FOR...

- I can collate survey information about my board game.
- I can graph or chart survey information.
- I can interpret graphed or charted information.
- I can present my findings to class.

## TIB - THIS IS BECAUSE...

It will help us improve our board game for our launch at the end of the unit.

## LESSON PREPARATION

Prior to the lesson teachers should organise the following:

- Activity sheet 11.1 - Design survey - hard copy to each group or interactive pdf version on student computers, laptops or iPads.
- Butchers paper or sheet of cardboard - one sheet per student group.
- Rulers, drawing equipment and stationary to construct graphs.

## 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.

### 1. Student testing of board games prior to the lesson

Once board games have been developed groups should invite others to test out their game. This should occur prior to the lesson, during a lunch time or other free time.

### 2. Board game evaluation options

The following are two options you could take when having students evaluate each other's board game.

Option 2 may require some pre-teaching on the organising of data into categories and creating displays using graphs (ACMSP069, ACMSP096, ACMSP097).

#### (a) Option 1 - Using a PMI chart

Groups should evaluate each other's board game and provide feedback on the positive and negative aspects.

As part of this option, students should complete a Plus, Minus, Interesting (PMI) chart such as the one below on each board game they test.

PLUS	MINUS	INTERESTING

Student groups will present the results of their PMI charts to the class. In their presentation they should particularly focus on what others liked about their game and what they need to do to improve it.

#### (b) Option 2 - Conduct survey and graph results

Students who are familiar with constructing, interpreting and presenting graphs and charts can undertake the following tasks.

Distribute Activity sheet 11.1 - Design survey - hard copy to each group or interactive pdf version on student computers, laptops or iPads.

Student teams will use this activity sheet to record interview data from 10 students who have tested their game. Once they have collected their data they will graph and interpret their results and make a presentation to the class. Preparing their presentation

Distribute a sheet of butchers paper or sheet of cardboard to each group.

Explain that they will use their sheet to graph the data that they collected on their survey.

Students are to decide and justify which graph or chart such as bar graphs, line graphs or pie charts, they will use to present their work. They are required to construct one graph for each survey question on the activity sheet.

Students also need to prepare responses to the three questions at the end of the activity sheet.

In their presentations groups should:

- Present their survey results;
- Provide an interpretation of their results;
- Explain any confusing results;
- Explain what others think the best aspect of their board game is;
- Explain where others think they can improve their board game; and
- Justify the type of graph or chart they used for their presentation.

### An alternative

Instead of groups providing an interpretation of their survey results to the class, you may ask the class to interpret the results of other teams.

In this activity the class may also provide advice on how teams can improve their board games.

To prepare students for the next lesson, tell them they will be working in their teams to put the final pieces of their board game together.

They will also be asked to decide on how they will promote and launch their board games to an audience.



Daniel Mullen, Defender