



Board Game Design

Grade Level/s:
5, 6

Subject/s:
Art &
Music, English, Mathematics, Technologies

Type:
Unit Plan

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Board Game Design

Goal: To design and create a board game for a target audience of your choice.

Single Lesson Plan

Board Game Design Project

Downloadable files



assessment_rubric.pdf

(/download/lesson_plan_attachments/files/000/000/111/original/assessment_rubric.pdf?1494895889)



Learning_Design.pdf

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task_requirements.pdf

(/download/lesson_plan_attachments/files/000/000/167/original/task_requirements.pdf?1499128088)

Curriculum

Australian Curriculum:

Reflecting On The Features Of Designed Solutions That Ensure Safety And Wellbeing Of Users, For Example Smoke Alarms (ELBT355)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/6f4dfc29-1cea-4a6b-a474-4c5c535c5727>)

Evaluating The Sustainability Implications Of Materials, Systems, Components, Tools And Equipment, For Example Materials Can Be Recycled Or Re Used To Reduce Waste; Systems May Benefit Some, But Disadvantage Others (ELBT340)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8f557b3e-0dc8-4a7b-a3d3-53bc3e12dd86>)

Considering The Impact Designed Products, Services Or Environments Have In Relation To Sustainability And Also On Local, Regional And Global Communities, Including Aboriginal And Torres Strait Islander Communities And Countries In The Asia Region (ELBT262)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/70d8fc58-77c6-4b4b-91c1-7a38c70f0fe3>)

Reflecting On The Importance Of Aesthetics, Function And Sustainability In Product Design, For Example A Textile Product That Gives Protection And Is Appealing; A Motor That Moves A Vehicle And Uses A Sustainable Power Source (ELBT36)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/3d6cb994-406e-4c20-af14-eda92c1c14d5>)

Identifying The Components Of A Service Or System That Contribute To Its Success And Assessing Potential Risk Or Failure, For Example, Communication In The School Or Communication Of A Message To A Wide Audience; A System That Manages An Aspect Of The Environment; A Campaign Such As Clean Up Australia Day In Different Communities (ELBT351)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f09f8ec1-ee53-47d2-a75c-4eee65ca123b>)

Identifying The Impact Of The Designed Features Of An Environment , For Example A Modification To A Home To Reduce Environmental Impact; Restoring A Natural Environment And Retaining Access For The Public (ELBT278)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d0d772c3-61df-4bbf-9539-730f04eff798>)

Investigate how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use (ACTDEK019)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a62427c6-b36b-4e45-b83d-996b5c90894e>)

Exploring The Steps Involved In The Process To Satisfy A Design Brief, Need Or Opportunity (ELBT34)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/3ca02564-9519-46fc-b438-eeec11c74fc9c>)

Investigating Designed Solutions From Around The World To Make Suitable, Quality Decisions That Meet The Design Brief, Challenge Or Scenario (ELBT97)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1bf47f61-4046-463c-9528-cf522bddc8e>)

Identifying The Importance Of Complementary Parts Of Working, Everyday Systems By Deconstructing The Components, Structure And Purpose Of Products, Services Or Environments (ELBT69)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/95651eea-698e-417c-a35e-dee42b90939d>)

Testing A Range Of Materials, Components, Tools And Equipment To Determine The Appropriate Technologies Needed To Make Products, Services Or Environments, For Example A Moving Vehicle (ELBT376)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f7955d4f-a1ff-4b70-ab36-433928a1c400>)

Investigating How To Minimise Material Use And Manage Waste By Critiquing The Environmental And Social Impacts Of Materials, Components, Tools And Equipment (ELBT2)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0e4889d9-1297-47bc-b70a-ff9d32be08b8>)

Generating A Range Of Design Ideas For Products, Services Or Environments Using Prior Knowledge, Skills And Research (ELBT408)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ecc70bac-4ded-4719-8922-2fe8ac3055fd>)

Developing Alternative Design Ideas And Considering Implications For The Future To Broaden The Appeal And Acceptance Of Design Ideas (ELBT200)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ad5c63-290a-4731-abb6-99032031ac5b>)

Analysing And Modifying Design Ideas To Enhance And Improve The Sustainability Of The Product, Service, Environment Or System (ELBT365)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/059cdc15-9fbc-4dcd-ad2f-47592878e0ea>)

Representing And Communicating Design Ideas Using Modelling And Drawing Standards Including The Use Of Digital Technologies, For Example Scale; Symbols And Codes In Diagrams; Pictorial Maps And Aerial Views Using Web Mapping Service Applications (ELBT364)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b45f775a-3a31-4e00-80e6-4876549184f2>)

Experimenting With Materials, Tools And Equipment To Refine Design Ideas, For Example Considering The Selection Of Materials And Joining Techniques To Suit The Purpose Of A Product (ELBT267)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/6b897f57-6cba-4870-93e0-78ef6a957b77>)

Matching Material And Joining Techniques To The Design Intention, For Example Accurately Cutting And Sewing The Fabric Pieces To Make A Community Banner Or Joining Components To Produce An Electric Circuit (ELBT398)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/584313ca-a299-405a-bea0-378ff0c21759>)

Working Safely, Responsibly And Cooperatively To Ensure Safe Work Areas, For Example The Safe Use Of Equipment When Making A Water Resistant, Floating Craft Or A Model Of An Environmentally Sensitive Outdoor Shelter (ELBT27)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/7b61b9e2-0c45-4d5c-8c56-f2f1151c7d86>)

Using Appropriate Personal Protective Equipment Required For The Use Of Some Tools And Equipment, For Example Protective Eyewear (ELBT375)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ead2ce71-6d9b-47ef-beeb-4362bd5975a9>)

Manipulating Materials With Appropriate Tools, Equipment And Techniques, For Example When Preparing Food, Cultivating Garden Beds, Constructing Products (ELBT357)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/46e13eed-0f3d-44dc-b5a8-4b5180e53aec>)

Independently And Collaboratively Identifying Criteria For Success, Processes And Planning, For Example Using Visual Representations Such As A Flowchart (ELBT297)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/67e1cd1d-cb6d-447a-9275-67af6fa70de8>)

Evaluating The Suitability Of Materials, Tools And Equipment For Specific Purposes (ELBT176)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b61a99c5-795d-48a0-89b8-a93ed3654796>)

Reflecting On How Well Their Designed Solutions Ensure Safety And Wellbeing Of Users And Consumers And Meet The Needs Of Communities And Different Cultures (ELBT437)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/790ce14b-599c-49e4-8264-1f195fd1d11a>)

Considering The Criteria For Success In Relation To The Benefits And Costs Of Production Processes, The Environmental Impact, Future Use And Application, And Social Values And Ethics Of Clients (ELBT443)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/30edeabf-e43f-48ef-9b14-1c4f9fae7ac9>)

Evaluating Products, Services And Environments From A Range Of Technologies Contexts With Consideration Of Ethics And Sustainability (ELBT324)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/e8b18c25-8494-46f4-8edf-5bf9e35e6113>)

Examining The Essential Features Of Existing Processes To Inform Project Planning Including Safe Work Practices That Minimise Risk (ELBT225)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9c675bfc-0f22-4fe3-a4ee-8a2d60e05f90>)

Setting Milestones For Production Processes And Allocating Roles To Team Members (ELBT268)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/87878c78-ed26-4990-97de-76c04472692d>)

Identifying When Materials, Tools And Equipment Are Required For Making The Solution (ELBT165)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/872ce6b5-deb1-4b49-9af5-b02fcdcb8ddd>)

Outlining The Planning And Production Steps Needed To Produce A Product, Service Or Environment Using Digital Technologies (ELBT143)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a5b5d5fd-d72c-4d06-a01a-b7977bcfffbf>)

Reflecting On Planned Steps To See If Improvements Can Be Made (ELBT392)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b14f533a-5986-46c6-80ab-398cfb567a88>)

Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ba61fd1b-b7ed-4d58-8cb0-b7d0dca64f9>)

Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8abf34c6-43f0-48c4-a26b-5c673f37cbf0>)

Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4bf5ec16-d3fe-46a8-a2a6-7495e977c1d7>)

Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/26e94f5b-d29b-4364-aae9-475bf157aad1>)

Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/648ab0a9-fcc2-4b35-9ad8-fad594b56609>)

Design and Technologies Processes and Production Skills
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/180e9771-f4e6-4153-9a91-75d144cc424e>)

Years 5 And 6 Achievement Standard
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9f5b49a0-54cd-4872-be6d-839ba272b9b2>)

List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1cce12b7-1516-42e7-9976-9e4600a25355>)

Commenting On The Likelihood Of Winning Simple Games Of Chance By Considering The Number Of Possible Outcomes And The Consequent Chance Of Winning In Simple Games Of Chance Such As Jan Ken Pon (Rock Paper Scissors) (ELBM037)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/695c3f2d-e362-4f88-af67-9e4600a25355>)

Conducting Repeated Trials Of Chance Experiments, Identifying The Variation Between Trials And Realising That The Results Tend To The Prediction With Larger Numbers Of Trials (ELBM263)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/278b4719-0515-41d2-be7b-9e4600a25355>)

Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/04d58ba7-b65e-4d0a-be66-9e4600a25355>)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ee714ec4-fc75-4e02-8051-9e4600a2a3c5>)

Using Research From Print And Digital Resources To Gather And Organise Information For Writing (ELBE019)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/233f906a-bf1a-4baf-99ed-9fb900e56f4d>)

Selecting An Appropriate Text Structure For The Writing Purpose And Sequencing Content According To That Text Structure, Introducing The Topic, And Grouping Related Information In Well Sequenced Paragraphs With A Concluding Statement (ELBE020)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a4c35f80-51ad-443e-adc2-9fb900e56f4d>)

Using Vocabulary, Including Technical Vocabulary, Appropriate To Purpose And Context (ELBE018)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/2f255528-ebf8-430b-8d87-9fb900e56f4d>)

Using Paragraphs To Present And Sequence A Text (ELBE022)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9ccf4f43-0d69-47ba-b2ba-9fb900e56f4d>)

Using Appropriate Grammatical Features, Including More Complex Sentences And Relevant Verb Tense, Pronoun Reference, Adverb And Noun Groups/Phrases For Effective Descriptions (ELBE021)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/160e5a91-4cb4-4540-b21d-9fb900e56f4d>)

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1f59128d-364b-495e-bb55-9e4600a2a3c5>)

Writing Letters In Print And By Email, Composing With Increasing Fluency, Accuracy And Legibility And Demonstrating Understanding Of What The Audience May Want To Hear (ELBE998)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/382d488a-37bd-40e8-a1c5-9e4600a2a3c5>)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/54157e33-c9ec-45a1-8f3d-9e4600a2a3cf>)

Creating Informative Texts For Two Different Audiences, Such As A Visiting Academic And A Year 3 Class, That Explore An Aspect Of Biodiversity (ELBE1058)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0565d9ed-f3e7-46d6-a9be-9e4600a2a3cf>)

Using Rhetorical Devices, Images, Surprise Techniques And Juxtaposition Of People And Ideas And Modal Verbs And Modal Auxiliaries To Enhance The Persuasive Nature Of A Text, Recognising And Exploiting Audience Susceptibilities (ELBE1059)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/6c12600c-e787-46fa-a3d2-9e4600a2a3cf>)

Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d3352d00-e7c7-45ce-b077-9e4600a2a3cf>)

Selecting And Combining Software Functions As Needed To Create Texts (ELBE1062)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/0b58f05c-2397-4ce3-8fee-9e4600a2a3cf>)

Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ba0a4b36-cdcb-46e6-ac1c-903bb8d1c602>)

Identifying Reasons For The Range Of Audience Interpretations Of The Same Artwork, For Example, Considering Viewpoints Or The Conceptual Approach Of The Artwork (ELBVA110)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/719b34f7-bafe-42e9-bab5-386f2529de65>)

Considering Viewpoints – Histories: For Example – What Did The Artist Want The Audience To See And Understand? (ELBVA060)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/798a139f-a01b-45a4-bc0c-94efe8bd5467>)

Recognising And Evaluating How Culture, Gender, Age, Time And Place, Among Other Factors, Impact On How An Audience Reads An Artwork, For Example, Comparing The Response Of Different Age Groups (ELBVA126)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b7ce631e-f6e0-4866-9a6f-193d856bf8c6>)

Considering Viewpoints – Societies And Cultures: For Example – What Clues In The Artwork Tell Us Where It Was Made, Who Made It, And Why? What Artworks Are You Familiar With? Which Style Of Artwork Represents Your Community? How Would You Represent Your Neighbourhood? (ELBVA061)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f5239d92-4095-444e-b0a7-92c009bb0bc5>)

Reflecting Critically On How Effectively Their Ideas Or Feelings Have Been Expressed In Their Own Artworks, And That Of Others (ELBVA029)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/333a38f1-e597-41d8-ad58-c2ac35a74593>)

Considering Viewpoints – Skills, Techniques And Processes: For Example – How Did The Artist Work Within A Space, And At This Time? How Have They Innovated Their Practice? (ELBVA028)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/5d75fef0-afca-4e78-95e4-c2f2c2b15271>)

Presenting Their Artworks Using Internet Based Technologies, Including Social Media (ELBVA053)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9f2b9588-99b6-4fd9-bd05-9e0aabd4b91e>)

Designing A Navigational Plan For A Game, Using Multiple Levels And Obstacles; For Example, Creating And Designing Problems To Be Solved In Order To Progress To A New Level (ELBMA091)

link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9203c07b-07bd-4fb4-bb35-496779ee1082>)
